Course Change Request

Date Submitted: 11/03/17 4:17 pm

Viewing: PHPM 616: Management of Human Resources

Last edit: 01/16/18 2:30 pm
Changes proposed by: monica-a-garza

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monica Garner</td>
<td><a href="mailto:magarner@sph.tamhsc.edu">magarner@sph.tamhsc.edu</a></td>
<td>979-436-9483</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix: PHPM
Course number: 616
Department: Health Policy & Management
College/School: Public Health
Academic Level: Graduate
Effective term: 2018-2019
Complete Course Title: Management of Human Resources
Abbreviated Course Title: MGMT OF HUMAN RESOURCES

Catalog course description
An introduction to the range of human resources issues facing the health delivery system administrator from benefits to grievances and human resources management in health organizations. Course also covers personnel practices such as job analysis and description, recruitment, selection and compensation in various health delivery system settings.

Prerequisites and Restrictions
PHPM 601 prior or concurrent.

Should catalog prerequisites/concurrent enrollment be enforced?
Yes

In Workflow
1. PHPM Reviewer
2. PHPM Department Head
3. Curricular Services Review
4. PH Committee Preparer
5. PH Committee Chair
6. PH College Dean
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 11/03/17 4:18 pm
Monica Garner (monica-a-garza):
Approved for PHPM Reviewer

2. 11/06/17 8:31 am
Mike Morrisey (morrisey):
Approved for PHPM Department Head

3. 11/14/17 6:48 pm
Sandra Williams (sandra-williams):
Approved for Curricular Services Review

4. 11/22/17 8:11 am
Rick Danko (danko):
Rollback to PHPM Reviewer for PH Committee Preparer

5. 11/22/17 10:02 am
Monica Garner (monica-a-garza):
Approved for PHPM Reviewer

6. 11/27/17 9:37 am
Mike Morrisey (morrisey):
Approved for PHPM Department Head

7. 12/06/17 1:42 pm
Sandra Williams (sandra-williams):
Approved for Curricular Services Review

https://nextcatalog.tamu.edu/courseleaf/approve/
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
<td></td>
<td>PHPM 601</td>
<td>C</td>
<td>GR</td>
<td>Yes</td>
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</table>

Crosslistings: No
Stacked: No

Semester: 3-4
Credit Hour(s): Contact Hour(s) (per week):
Lecture: 3-4
Lab: 0
Other: 0
Total: 3-4

Repeatable for credit? No
CIP/Fund Code: 5122110014
Default Grade Mode: Letter Grade(G)
Method of instruction: Distance Education
Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through course lectures, readings and homework. Attached is a course calculation document.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Hours or provided in course lectures, readings and homework. Attached is a course calculation document.

Will this course be taught as a distance education course? Yes

https://nextcatalog.tamu.edu/courseleaf/approve/
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? No

This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required program</th>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MHA-HADM) Master of Health Administration in Health Administration</td>
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## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td><strong>PHPM 616 Syllabus_011218.docx</strong></td>
</tr>
</tbody>
</table>

Letters of support or other documentation: No

Additional information:

Reviewer Comments:
- Monica Garner (monica-a-garza) [11/03/17 4:14 pm]: Rollback: non-traditional course information
- Rick Danko (danko) [11/22/17 8:11 am]: Rollback: Rollback to adjust DE statement and nontraditional course documentation
- Sandra Williams (sandra-williams) [12/06/17 1:53 pm]: Edits will be made to catalog course description to conform to catalog style guide when full approval is received.
- Szu-hsuan Lin (micheysz) [01/16/18 2:30 pm]: SPH CC approved for nontraditional delivery, per University Rule 11.09.99.M1.
Instructor Information

Course title and number: PHPM 616, Management of Human Resources (EMHA Program)
Term: Fall 2017
Meeting times and location: Oct.-Dec. 2016 (ground & online)
Weekends at Texas Medical Center, 11th floor classroom & online between classroom sessions

Instructor Name(s): Lesley E. Tomaszewski, PhD
Teaching Assistant(s): n/a
Telephone number: (979) 436-9461
Email address: lesleyt@tamu.edu
Office hours: By appointment
Office location: SPH Administration Building rm 131

Course Description

Management of Human Resources is a course examining the theory, principles, and practical application of HR management with a special focus on health systems and health laws. Throughout this course we will examine common human resource issues facing health care administrators. Healthcare systems require a well-educated, complex and broadly diversified group of employees in order to compete in the global environment. In this course we examine how human resources can (and in some cases must) be managed in order to compete effectively, retain valuable employees and comply with state and federal laws. This course begins with a broad overview of the components of human resource management. The course will then focus more specifically on job design, recruitment, hiring, compensation, benefits, federal and state employment laws, labor relations, credentialing, peer review, and fraud compliance issues in health care.

Prerequisites

Admission to the EMHA program

Course Objectives

<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the US</td>
<td>Identify and apply knowledge of principles of HR management, as well as laws, regulations, and precedent pertaining to employment (Knowledge, Application)</td>
</tr>
<tr>
<td>Apply principles of strategic planning and marketing to public health</td>
<td>Utilize HR management laws, principles, concepts, theories and models (Comprehension)</td>
</tr>
<tr>
<td>Describe the legal and ethical bases for public health and health services</td>
<td>Apply HR management and HC laws and regulations for problem solving and decision making in the healthcare context (Application)</td>
</tr>
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<td>Demonstrate leadership skills for building partnerships</td>
<td>Integrate the professions of human resources management and healthcare administration including employment law and health law (Comprehension)</td>
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<td>Explain methods of ensuring community health safety and preparedness</td>
<td>Demonstrate knowledge of essential HR skills, competencies, values, and points of view (Knowledge)</td>
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<tr>
<td>Discuss the policy process for improving the health status of populations</td>
<td>Understand and articulate how HR management is applied in health organizations, with health professionals and all employees who are essential to the healthcare enterprise</td>
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</table>
Apply “systems thinking” for resolving organizational problems. (Knowledge, Comprehension)

Develop and utilize new ways of thinking about HR management in the healthcare context.

Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives. (Knowledge, Comprehension)

Analyze and articulate the impact that HR management has on healthcare strategic planning and strategy implementation (Analysis)

Communicate health policy and management issues using appropriate channels and technologies

Participate in class discussion and evaluation activities, case studies and other events in order to integrate HR management with refining your knowledge of healthcare organization and performance and quality standards (Evaluation)

Apply quality and performance improvement concepts to address organizational performance issues

Refine and grow your knowledge of the ever changing environment of managing and caring for employees (Comprehension, Application)

Textbook and/or Resource Material

ISBN-10: 156793708X

Additional readings will be posted on Blackboard through the course of the semester.

COURSE SCHEDULE AND ASSIGNED READINGS

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>Week 2 10/16-10/20 ONLINE</td>
<td>Meeting Human Resources Requirements Employment Law, Relations, and Healthcare</td>
<td>Chapter 2 &amp; ppt Article: Organizational Silence and Hidden Threats to Patient Safety Video: Legal survival skills for the modern manager Case Study Discussion Questions 5:00pm 10/20 Discussion Board Posts by 10/20</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
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<td>Week 4</td>
<td>10/30-11/03 ONLINE</td>
<td>Meeting Human Resources Requirements Workforce Diversity</td>
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<tr>
<td>Week 5</td>
<td>11/06-11/10 ONLINE</td>
<td>Meeting Human Resources Requirements Job Analysis &amp; Design</td>
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<tr>
<td>Week 6</td>
<td>11/11 Saturday</td>
<td>Developing Effectiveness in Human Resources Recruitment, Selection, and Retention Performance Management</td>
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<tr>
<td>Week 7</td>
<td>11/13-11/17 ONLINE</td>
<td>Enhancing Employee-Management Relations Organizational Development and Learning</td>
</tr>
<tr>
<td>Week 8</td>
<td>11/20-11/24 ONLINE</td>
<td>Enhancing Employee-Management Relations Managing with Organized Labor</td>
</tr>
<tr>
<td>Week 9</td>
<td>11/27-12/03 ONLINE</td>
<td>Enhancing Employee-Management Relations Workforce Planning in a Rapidly Changing</td>
</tr>
<tr>
<td>Week 10</td>
<td>12/09 Saturday</td>
<td>Specialized Situations HRM Practices for Quality and Patient Safety Communication</td>
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**Grading Policies**

**Grading Scale**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>64-69</td>
<td>D</td>
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<tr>
<td>&lt; 64</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Discussion Board</td>
<td>5%</td>
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<tr>
<td>Case Study Assignments</td>
<td>20%</td>
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**Case Study Assignment**

- Presentation Portion (10%)
- Written Portion (30%)
Student performance will be evaluated through an online participation in the weekly discussion postings, in-class assignments, a group presentations and a case study manuscript paper about a management or policy topic of your choosing. More information about these assessments is provided below.

**Participation (5 percent).** In-class participation is based on you being on time and prepared for class (please make sure to read the textbook chapters before coming to class), paying attention during class (includes guest lectures and group presentations), contributing to class and group discussions, creating a safe and respectful place for all students, and completing in-class assignments prior to leaving class.

**Discussion Board (5 percent).** During online weeks 2,3,4,5,7,8,&9 there will be a number of discussion questions pertaining to the readings. Each student will need to answer a portion of the questions posed and then reply to original responses provided. Responses should answer the question directly and include a brief rationale for the answer. The rationale should include some clear references to points made in previous lectures and/or readings for the course. The answers should **not** simply repeat or quote what appears in the book, video, article, or presentation. Postings can include citations and references to outside readings.

**Case Study Assignments (20 percent):** On most weeks between in-class sessions, there will be a number of discussion questions pertaining to the readings and case studies. Each student will need to answer the discussion questions posed and to reflect the student has read the textbook chapter and is able to apply covered concepts to the case study. The answers should **not** simply repeat or quote what appears in the book, video, article, or presentation. This assignment will be a word document, max 3 pages in length, single spaced, size 11 font, 1 inch margins. The Case Study Assignment is due on Blackboard by 5:00pm each Friday for Weeks 2, 3, 4, & 8. Assignments submitted after 5:00pm will not be accepted. Please be sure to include your name at the top of the assignment. The rubric for the case study assignment is located online.

**Case Study Presentation & Writing Assignment (40 percent):** An individual oral presentation (10 percent) AND writing (30 percent) assignment where each student will identify and research a human resources issue within healthcare that has not been covered in class/online discussions OR is an extension of what has been covered. This HR issue can come from your own lived experience (current or former employment) and it should be an issue that you are truly interested in.

The oral presentation (10 percent) is due in-class on Nov. 11. For this assignment (using presentation software such as PowerPoint), you will need to:

- Introduce the presentation (state the purpose & importance)
- Describe the HR Issue by
  - Providing an overview of the HR issue affecting the organization
  - Explaining the stakes that are involved and the key players involved in resolving the situation
- Describe the organization
  - Current practices, processes and systems
  - Alignment of HRM practices with business strategy and organization’s mission/vision
- Describe HR terms, concepts, and principles relevant to this issue
- Describe what HR solution you **in your current** role can/could have applied to resolve the issue
- Lead class in 10 minute discussion relating to your presentation.

The presentation will be 10 minutes long with 10 minutes for class discussion.

The written assignment (30 percent) is due on eCampus Nov. 18. For this assignment, min 2 pages in length (4 max), single spaced, size 11 font, 1 inch margins, you will need to:

- Describe the HR Issue:
  - Provide an overview of the HR issue affecting the organization
  - Explain the stakes that are involved and the key players involved in resolving the situation
  - Describe how the situation was or is being addressed
- Describe the organization
  - Current practices, processes and systems

<table>
<thead>
<tr>
<th>Case Study Analysis</th>
<th>30%</th>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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</table>
Case Study Analysis (30 percent): An individual writing assignment where each student will analyze another student’s case study from a manager’s perspective. You will be given the case study by DATE and if needed you may contact the author of the case study for additional information not provided in the case study. This written assignment is due on eCampus Dec. 09. For this analysis, min 3 pages in length (5 max), single spaced, size 11 font, 1 inch margins, you will need to:

- Analyze the Case:
  - Provide background of the HR issue affecting the organization and explain the stakes and the key players involved.
  - Identify and evaluate all human resource functional areas that are related to the case story – examples include: recruitment and selection, strategic vs. tactical operations, compensation, benefits and HRIS, training and development, diversity and EEO, employee relations and organizational development, and labor relations (do not copy from Case Study Oral Presentation).
  - Provide actions taken on what happened – current outcome(s) if applicable or known.

- Provide HR Recommendations
  - Describe improvements to HRM practices at specific levels (organization, department, unit…).
  - Discuss future considerations for innovation and alignment to business strategy.
  - Provide specific HR strategies for increased effectiveness.
  - Share the desired outcomes and impact on results.

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07.

Enter additional information here. Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies. Attendance and make-up policies cannot contradict TAMU student rules.

Other Pertinent Course Information

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

eCampus (Blackboard)

Every effort will be made to ensure that all course material will be made available online in a timely manner. Written assignments will be delivered through the eCampus course website. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned Texas A&M Health Science Center (TAMHSC) e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use your @tamhsc.edu e-mail address for all official course correspondence.

To access the course material, you will need to go to login into Howdy and then click the eCampus button on the top right or go to ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the eCampus Learn Tutorials (at the top-right of
School’s Office of Academic Assessment and Instructional Technology website: sph.tamhsc.edu/assessment-instructional/index.html. For login issues (e.g., password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via e-mail, or phone to (979) 845-8300.

**Computer Requirements for Online Courses**
For this and all online courses we recommend the minimum technical requirements outlined on our “SPH Computer Requirements for Online Courses” web page, located at http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on eCampus. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@sph.tamhsc.edu for additional information.

**Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

**Academic Integrity**
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted by the instructor.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
APPENDIX A: MHA COMPETENCIES

MHA Program Competencies

Core Competencies
1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply “systems thinking” for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

MHA Program Skills

TECHNICAL SKILLS

Software Skills
1. Database
2. Presentation
3. Spreadsheet
4. Word processing

Statistical Analysis
5. Descriptive statistics
6. Graphical presentation of data
7. Inferential statistics

Public Health Quantitative Methods
8. Community and/or population needs assessments
9. Access and use vital statistics and other population health indicators
10. Calculate basic epidemiology measures

Quantitative Methods for Health Services Delivery
11. Understanding healthcare finance
12. Financial analysis
13. Economic analysis
14. Concepts and principles of risk
15. Methods and tools for quality and process improvement
16. Methods and tools for operations management

MANAGEMENT SKILLS

Oral Communication Skills
17. Interviewing skills
18. Presentation skills
19. Team building skills

Written Communication Skills
- 20. Healthcare terminology and acronyms
- 21. Memos
- 22. Business reports
- 23. Résumés
- 24. Electronic media including e-mail and social media outlets

Planning and Implementation Skills
- 25. Team building
- 26. Project management
- 27. Budget preparation and analysis
- 28. Strategic and business planning
- 29. Problem solving

Understanding and Practice of Leadership
- 30. Understanding attributes of leadership
- 31. Demonstrate leadership
- 32. Professionalism
- 33. Critical thinking

Professionalism and Professional Development
- 34. Ethics
- 35. Culture and diversity
- 36. Accountability
- 37. Etiquette
- 38. Networking