Course Change Request

Date Submitted: 11/27/17 2:25 pm

Viewing: PHPM 617 : Quality and Process Improvement

Last edit: 01/16/18 2:27 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
Edit

The proposed changes are part of a routine curriculum review.

Course prefix   PHPM  
Course number 617
Department       Health Policy & Management
College/School  Public Health
Academic Level  Graduate
Effective term  2018-2019

Complete Course Title
Quality and Process Improvement
Abbreviated Course Title
QUALITY AND PROCESS IMPRVMNT

Catalog course description
Overview of evolving health delivery system quality mechanisms and approaches for maximizing quality control in health care organizations. Includes concepts and practices of quality assessment, control and improvement, and accreditation and outcome analysis in service delivery systems.

Prerequisites and Restrictions
PHPM 602 or PHEB 602 or STAT 651 or STAT 652.

Should catalog prerequisites / concurrent enrollment be enforced? Yes

Approval Path

1. 11/27/17 3:35 pm
   Monica Garner (monica-a-garza): Approved for PHPM Reviewer
2. 11/27/17 3:44 pm
   Mike Morrisey (morrisje): Approved for PHP Department Head
3. 12/06/17 1:42 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 12/20/17 8:34 am
   Rick Danko (danko): Approved for PH Committee Preparer
5. 01/16/18 2:27 pm
   Szu-hsuan Lin (michleyszu): Approved for PH Committee Chair
6. 01/16/18 2:32 pm
   Jay Maddock (maddock): Approved for PH College Dean
7. 01/22/18 1:07 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
8. 02/01/18 2:22 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHPM 602</td>
<td>C</td>
<td>GR</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>PHEB 602</td>
<td>C</td>
<td>GR</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>STAT 651</td>
<td>C</td>
<td>GR</td>
<td>No</td>
</tr>
<tr>
<td>Or</td>
<td>STAT 652</td>
<td>C</td>
<td>GR</td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings: No
Crosslisted With: No
Stacked: No
Stacked with: No

Semester: 3-4
Contact Hour(s): 3-4
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: 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 lectures and independent course work

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
hours are met through traditional face-to-face teaching and faculty feedback

Will this course be taught as a distance education course? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes No

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:

Program(s)
(MHA-HADM) Master of Health Administration in Health Administration

https://nextcatalog.tamu.edu/courseleaf/approve/
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td><a href="#">Updated Syllabus PHPM 617_011218.docx</a></td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |

| Additional information | |

| Reviewer Comments | Szu-hsuan Lin (micheyszu) (01/16/18 2:27 pm): SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1. |

(Key: 12989)
Instructor Information

Course title and number: PHPM 617 Quality and Process Improvement
Term (e.g., Fall 200X): Summer 2017
Meeting times and location: June 11, July 8 and 9, August 12 2017

Instructor Name(s): David. R. West, Ph.D.
Teaching Assistant(s):
Telephone number: (303) 916-0550
Email address: Westd@q.com
Office hours: By appointment only
Office location: Virtual

Course Description

This course will examine a variety of techniques to identify, measure, and improve quality and productivity in health service organizations. A range of practical issues related to quality management will also be considered, including teamwork, leadership, feasibility assessment, and the role of information technology in the support of quality initiatives. Topics include historic and contemporary view of quality (including Six Sigma, lean, and value-based purchasing), statistical quality improvement tools and methods, process flow and design, and ongoing monitoring. The intent is to provide students with insights into how quality improvement programs are administered in fact, as well as theory.

Prerequisites

Prior to taking this course, each student must have taken for letter grade a graduate course in statistics. A basic understanding of mathematics is assumed.

Course Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain methods of ensuring community health safety and preparedness. Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td>Apply quality models using different theoretical frameworks and concepts.</td>
</tr>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.</td>
<td>Describe the conceptual differences between quality assurance, quality management, and continuous quality improvement.</td>
</tr>
<tr>
<td>Explain methods of ensuring community health safety and preparedness. Apply “systems thinking” for resolving organizational problems.</td>
<td>Analyze health organizational performance using different quality measures and tools.</td>
</tr>
<tr>
<td>Apply quality and performance improvement concepts to address organizational performance issues.</td>
<td>Organize performance tools to change organizational processes to improve quality outcomes.</td>
</tr>
<tr>
<td>Explain methods of ensuring community health safety and preparedness. Apply “systems thinking” for resolving organizational problems.</td>
<td>Explain the importance of process in the management of quality systems in health organizations.</td>
</tr>
<tr>
<td>Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the United States.</td>
<td>Identify key external health organization quality evaluations</td>
</tr>
<tr>
<td>Apply quality and performance improvement concepts to address organizational performance issues. Apply &quot;systems thinking&quot; for resolving organizational problems.</td>
<td>Assess appropriate performance measures for health organizations.</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

**Required Course Textbooks:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 11, 2017</td>
<td>Overview of course Introduction to Quality Foundations of Quality Management Quality/Performance Improvement Models</td>
<td>Text Chapters 1-6</td>
</tr>
<tr>
<td>July 8 and 9, 2017</td>
<td>Quality Improvement Ontologies/Components: Framework for Excellence Customer/Patient Focus Components of Healthcare Focus The Human Element Focus</td>
<td>Reading: Text Chapters 7-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Website: <a href="http://cufamilymedicine.org/efficiency">http://cufamilymedicine.org/efficiency</a></td>
</tr>
</tbody>
</table>

**Grading Policies**

Grade for this course will be determined according to student performance on the four requirements as shown in the table below. In accordance with the Texas A&M University’s School of Public Health grading policy for a graduate students, letter grades will be assigned as follows: A (90 or more points), B (80 to 89 points), C (70-79 points), D (60 to 69 points), and F (below 60 points). Do not ask for a redistribution or deletion of course requirements. To be fair and consistent, the same evaluation procedure will be applied to all students.

- **Grading Scale**
  - 90 – 100 Points A
  - 80 – 89 Points B
  - 70 – 79 Points C
  - 60 – 69 Points D
  - Below 60 Points F

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Team assignments (4 at 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Final Examination</td>
<td>35</td>
</tr>
<tr>
<td>IHI Open School courses</td>
<td>10</td>
</tr>
<tr>
<td>Class contribution</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Project Exercises:
One of the best ways to learn the tools discussed in this course is through practice. The exercises are intended to develop your mastery of the concepts and tools presented in the course. Each team assignment will be based on material drawn from the course textbook, industry, and other sources. Three are due 72 hours before the July class session, and the fourth is due 72 hours before the August class session. These must be transmitted, via email, to the course instructor. Exercise requirements will be provided in class and subsequently posted on our course ecampus shell.

When submitting exercise documents, note the following:
1) Each assignment must be submitted as a SINGLE document. If your submission needs to be assembled from a variety of files, it will not be accepted for credit. Adobe PDF format files are preferred.

2) Legibility, clarity, and conciseness are important. If your assignment cannot be read, it cannot be graded. Therefore, except for nonspreadsheet, numerical calculations, all submitted work must be word processed.

3) Use a separate sheet of paper as a cover page and include your name, student ID number, course number, and instructor name.

4) Show your work; answers only are not sufficient.

5) With exercises that require software output such as from Excel, Project, or Visio, the relevant output should be clearly labeled and included in your team assignment.

6) Assignments must be properly submitted. Documents must include a cover sheet indicating authors (worth 1 point). Can (and will) be penalized. Assignments may not be submitted late without permission. If an assignment is late (i.e., received after the due date) without permission, it will be penalized 1 point per each 24-hour period late. Penalties are cumulative.

Final Examination:
There is one in-class examination in this course and it will be held on the date given in the table below.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Final</td>
<td>Saturday, August 12, 2017</td>
</tr>
</tbody>
</table>

Additional detail on the examination will be provided in-class

Project Exercises:
The exercises will allow you to demonstrate your synthesis of knowledge about the course in general. Specific aspects about this assignment will be provided in class.

IHI Open School Courses:
Since this is a graduate course in healthcare quality, students are expected to join the School of Public Health student chapter of the Institute for Healthcare Improvement (IHI). Once a member, students are required to complete a range of free, online courses related to healthcare quality via IHI’s Open School (http://www.ihi.org/education/IHIOpenSchool/courses/Pages/default.aspx). Students are expected to successfully complete five courses in the Improvement Capability Module (i.e., QI 101 to QI 105), five courses in the Patient Safety Module (PS 101 to PS 105), and one course each in Leadership (i.e., L 101), Person-and Family-Centered Care (i.e., PFC 101), and Triple Aim for Populations (i.e., TA 101) by 4:30 p.m., Thursday, August 10, 2017 (proof must be provided to both the instructor and via the IHI student chapter president). Absolutely no late submissions will be accepted. Only the successful completion of all courses listed above will be considered for this course requirement and earn the points assigned.

Class Contribution and Attendance:
Quality Improvement is a participative sport and as students enrolled in a professional graduate program your participation in the course is expected. Fifteen percent of each student’s grade is based on contribution to the class. Each student is expected to attend each class, prepare the course material in advance of the lectures, and be ready to present, critique, and discuss the course material. Students are advised that attendance, alone, will not be sufficient to receive a passing grade for this course requirement. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

ASSESSMENT AND GRADING POLICY (continued):

PHPM 617 Course Readings

To support the course textbooks and enhance the presentation of the course material, a practitioner-oriented reading package is part of this course’s required reading. The articles will be made available to download from our course eCampus shell. The intention of these readings is to provide a selection of quality and process improvement applications in healthcare to illustrate the “real world” relevancy of the course material. At instructor-designated points, the articles will be assigned as additional reading to supplement our class discussion and textbook material.

Attendance and Make-up Policies

Attendance:

Texas A&M University and the Texas A&M Health Science Center view class attendance as the responsibility of an individual student. Given the compressed nature of this summer course, 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.

As adult learners, your enrollment and attendance is your own choice. Students who choose to attend class should pay attention and engage actively in learning and discussion. Regardless of attendance, students are accountable for all assigned course material and requirements.

Exam Attendance:

The final examination must be taken as scheduled. Failure to do so will result in an automatic grade of zero (0) for the missed exam. Exceptions to this rule are per University policy (see above). To be excused from an examination for one of these reasons, the student must make arrangements with the instructor before the test is given. For authorized absences, the instructor will choose to either give a make-up test or modify the grading procedure to adjust for a missing test grade in a way that does not reduce the credits previously earned. Loss of credit for the missed test is the only course of action for unauthorized absences.

Make-Up Work and Incompletes:

There is no provision for make-up exams or make-up assignments. There are limited and very rare exceptions to this policy, as provided under Exam Attendance above.

Other Pertinent Course Information

INSTRUCTOR STATEMENT:

It is my intention to devote the time, effort, and resources to properly instruct each student, and the class as a whole, in course subject matter and in the general field of health care administration. My objectives are to:

1) Properly plan for all lectures.
2) Add value to your learning experience.
3) Allow for opportunities to improve course and instructor though student feedback.
4) Be accessible for individual student needs.
5) Fairly administer exams and evaluate student performance including timely assessments of student performance.
6) Better prepare you for future educational and vocational opportunities, including professional certification from the American Society for Quality.

I encourage you to attend each class session and participate in all aspects of the learning process. Best wishes for your success in the class.

PROFESSIONAL DEVELOPMENT:

Upon completion of this course, students are strongly encouraged to test their understanding of the course material by earning a certification (or two or three) from the American Society for Quality (www.asq.org). Detail on the certifications that the ASQ offers is available through our course eCampus shell.

For students, certification has three benefits: 1) it provides an independent assessment of your understanding of the course material, 2) it provides an additional and important credential that can further distinguish you when you apply for fellowships or jobs, and 3) certifications are lifetime (meaning that you never have to be recertified).

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 up! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!
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, TAMHSC, and School of Public Health 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 eCampus.

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.”

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.
ADDITIONAL INFORMATION:
1) Lectures are conducted under the assumption that the student has read the relevant material in the course textbook and supplemental readings (if applicable) prior to attending class.

2) My office telephone number and e-mail address can be used to answer questions regarding exercises or general course material. For phone questions, if I am unavailable, please leave a (detailed) message.

3) The computational side of this course requires only basic math skills. As such, any hand calculator is acceptable provided it has some memory capability to store intermediate calculations and has power, square root, exponential, and factorial functions.

4) No specialized computer software is required for this course but basic knowledge of computer spreadsheets and word processors is expected. Students should have access to a personal computer or laptop with Microsoft Excel, PowerPoint, and Word (Project and Visio are encouraged).

5) Exercises may require Excel-based solutions. Where appropriate, Excel templates will be provided when the assignments are made available.
APPENDIX A: COMPETENCIES

1. Council on Education for Public Health (CEPH)

D1. MPH & DrPH Foundational Public Health Knowledge

Profession & Science of Public Health
D1.1. Explain public health history, philosophy and values
D1.2. Identify the core functions of public health and the 10 Essential Services
D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
D1.6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
D1.7. Explain effects of environmental factors on a population’s health
D1.8. Explain biological and genetic factors that affect a population’s health
D1.9. Explain behavioral and psychological factors that affect a population’s health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
D1.11. Explain how globalization affects global burdens of disease
D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

D2. MPH Foundational Competencies

Evidence-based Approaches to Public Health
D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice
D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
D2.4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

MPH HPM Concentration Competencies
1. Analyze the role and impact of policy and management on the public health and the health of communities. Develop and justify budgets
2. Develop and justify budgets that support programs and organizations in the public health and health care sectors.
3. Evaluate policy and management structures, functions, authorizations, and challenges facing public health organizations and their ability to improve health outcomes.
4. Create project or program goals, strategies, and objectives; and explain their effect on public health or health care.
5. Recommend and justify policies or organizational initiatives for implementation after examining their feasibility and implications.

Commission on Accreditation of Healthcare Management Education (CAHME)
**MHA 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

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

**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. Network

**MANAGEMENT SKILLS**

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