Course Change Request

Date Submitted: 11/03/17 4:05 pm

**Viewing: PHPM 640 : Health Policy and Politics**

Last approved: 08/30/17 3:20 am

Last edit: 01/16/18 2:05 pm

Changes proposed by: monica-a-garza

- Other Courses referencing this course
  - PHPM 645 : Critical Issues in Health Policy
  - PHPM 670 : Health Policy Evaluation

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<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>
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</tbody>
</table>

Rationale for Course

**The proposed changes are part of a routine curriculum review.**

**Course prefix**  PHPM

**Course number**  640

**Department**  Health Policy & Management

**College/School**  Public Health

**Academic Level**  Graduate

**Effective term**  2018-2019 2017-2018

**Complete Course Title**

Health Policy and Politics

**Abbreviated Course Title**

HEALTH POLICY POLITICS

**Catalog course description**

Examination of health policy-making at the national and state levels, including the role of Congress, the Presidency, administrative agencies, and interest groups; policy formation in multiple areas with a particular focus on Medicare, Medicaid; approaches to controlling costs, improving access, and assuring quality.

**Prerequisites and Restrictions**

Graduate classification.

**Should catalog prerequisites / concurrent enrollment be enforced?**

No

**Crosslistings**

No  Crosslisted With

**Stacked**

No  Stacked with

**Semester**  3-4  Credit  3-4

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

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 4:14 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 6:50 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 11/22/17 8:12 am  
   Rick Danko (danko): Rollback to PHPM Reviewer for PH Committee Preparer
5. 11/22/17 10:04 am  
   Monica Garner (monica-a-garza): Approved for PHPM Reviewer
6. 11/27/17 9:38 am  
   Mike Morrisey (morrisey): Approved for PHPM Department Head
7. 12/06/17 1:49 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
Hour(s)
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 No

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>Program(s)</th>
<th>Required (select program)</th>
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<tbody>
<tr>
<td>(MHA-HADM) Master of Health Administration in Health Administration</td>
<td>Elective (select program)</td>
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</table>

Course Syllabus

https://nextcatalog.tamu.edu/courseleaf/approve/
Syllabus: Upload syllabus

Upload syllabus

PHPM 640 2017 SYLLABUS .CEPH.docx

Letters of support or other documentation

No

Additional information

Reviewer Comments

Rick Danko (danko) [11/22/17 8:12 am]: Rollback: Rollback to adjust DE statement and nontraditional course documentation

Szu-hsuan Lin (micheyszu) [01/16/18 2:03 pm]: SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1.
Instructor Information

Instructor: Dr. Darcy McMaughan  
Course location: SPH 109  
Office location: Administration Building Rm. 320  
Office hours: By Appointment  
Course Time: Monday 1:30-4:30  
Email: McMaughan@tamhsc.edu  
Phone: 979-204-3983

Course Description

The purpose of this course is to introduce attendees to the concepts and tools for understanding the complexities and dynamics around health care policy in the United States. We will focus on key features of the current U.S. health care and political system. This course will: (1) cover political and socio-economic concepts central to health policy debates; and (2) provide students with practice in critically evaluating pressing health policy problems.

Each course class begins with a lecture period based on the assigned readings and other pertinent information, followed by a presentation of current Texas state and federal health policy issues, and closed by a hands-on, interactive session. Several individuals from the Texas policy community will present on health policy and politics topics during the semester.

Prerequisites

None

Textbook and/or Resource Material

1. Health Policy: Application for Nurses and Other Healthcare Professionals by Demetrius J. Porche  
2. Texas Medicaid ‘Pink Book’  
3. Texas Policy Document
# Course Objectives and Competencies

<table>
<thead>
<tr>
<th>Competencies (See Appendix A)</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td><strong>CEPH Competency:</strong></td>
<td></td>
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<tr>
<td>D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities</td>
<td>1. Cover political and socio-economic concepts central to health policy debates.</td>
</tr>
<tr>
<td>D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</td>
<td>2. Provide attendees with practice in critically evaluating pressing health policy problems.</td>
</tr>
<tr>
<td>D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels</td>
<td>3. Allow attendees to reflect on personal political and social opinions and their influence on understanding of policy and on advocacy work as evidence of critical thinking and an understanding of ethics in health policy.</td>
</tr>
<tr>
<td>D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence</td>
<td>4. Prepare and present written and oral policy briefings to specific audiences in a clear and concise manner as evidence of strong communication and critical thinking skills.</td>
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<tr>
<td>D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes</td>
<td>5. Provide tools to critically appraise health policy from a psycho-social-political standpoint.</td>
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<td>D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations</td>
<td>6. Discuss and practice appropriate ways to communicate difficult health policy topics with a variety of audiences.</td>
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<tr>
<td>D2.18. Select communication strategies for different audiences and sectors</td>
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<td>D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation</td>
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<thead>
<tr>
<th><strong>CEPH HPM-MPH Concentration Competency</strong></th>
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<tr>
<td>1. Analyze trends affecting the health of communities</td>
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<td>3. Evaluate the structures, functions and authorizations of public health programs and organizations that can address specific community health needs</td>
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<tr>
<td>4. Create and explain project or program goals, strategies, and objectives</td>
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<tr>
<td>5. Recommend and justify policies, programs, and services for implementation after examining their feasibility and implications</td>
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<tr>
<td><strong>MHA Core Competency:</strong></td>
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<tr>
<td>4. Discuss the policy process for improving the health status of populations.</td>
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<td>9. Communicate health policy and management issues using appropriate channels and technologies.</td>
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<thead>
<tr>
<th><strong>MHA Skill Sets:</strong></th>
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<tr>
<td><strong>MANAGEMENT SKILLS</strong></td>
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<td><strong>Oral Communication Skills</strong></td>
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<td>17. Interviewing skills</td>
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<td>18. Presentation skills</td>
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<td><strong>Written Communication Skills</strong></td>
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<td>20. Healthcare terminology and acronyms</td>
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<td>21. Memos</td>
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<td><strong>Planning and Implementation Skills</strong></td>
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<td>29. Problem solving</td>
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<td><strong>Understanding and Practice of Leadership</strong></td>
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<td>32. Professionalism</td>
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<td>33. Critical thinking</td>
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<tr>
<td><strong>Professionalism and Professional Development</strong></td>
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<tr>
<td>34. Ethics</td>
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<tr>
<td>Week</td>
<td>Topic</td>
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**Grading Policies**

Your grade will be based on your performance over the semester: policy memos will make up 30% of the course grade, case studies another 20%, tests 1-4 will count for 12.5%, respectively. Points are converted to a 100 point scale, based on percentages, for a final grade.

Policy Memos: The policy memo will consist of a clear and concise document explaining and analyzing a public health problem and offering policy recommendations for implementation. A rubric will be distributed describing the guidelines for the memo and the grading metrics. These guidelines include: creating and clearly explaining the proposed policy strategy, justifying the proposed policy recommendation, and presenting evidence that the feasibility of the recommendation and the implication(s) of the recommendation were considered. Half of the policy memo grade will be based on the written document, and half on a 5-minute ‘elevator talk’ presentation. During the presentation members of the policy community will be present to ask questions and provide feedback as if you were presenting to the legislature.

Case Studies: Throughout the semester several past and current health policies will be presented as case studies. Using these case studies, you will analyze social and political trends associated with the health policies and how they potentially affect the health of a variety of communities. You will also take a deep dive into the political and social structures of entities associated with these policies and how they attempted (or didn’t attempt) to both influence health policy and address health needs.

Tests: All tests are multiple choice and open answer. Each are worth 100 points.

The previous paragraphs set out the only methods that will be used to determine course grades. If you feel that personal circumstances are affecting your academic performance, or are concerned that your work is not going to earn you the grade that you require for some purpose (e.g. getting/keeping an assistantship or a scholarship), please explore your options and take appropriate action in good time.

**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>60-69</td>
<td>D</td>
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<tr>
<td>50-59</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Policy Memos</th>
<th>30%</th>
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<tbody>
<tr>
<td>Case Studies</td>
<td>20%</td>
</tr>
<tr>
<td>Test 1</td>
<td>12.5%</td>
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<tr>
<td>Test 2</td>
<td>12.5%</td>
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<tr>
<td>Test 3</td>
<td>12.5%</td>
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<tr>
<td>Test 4</td>
<td>12.5%</td>
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**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. Students enrolled in the course are expected to attend every scheduled class lecture, and to complete all assignments for the course. Students who are
requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. The list of official excused absences can be found at: http://student-rules.tamu.edu/rule07

If you must miss the midterm or final exam because of illness or other circumstances beyond your control, please notify me and the TA before the exam. If the absence is approved, we will either arrange for you to take the exam later (up to seven days after the originally scheduled date) or, if that is not possible, increase the weighting of the final exam. If you cannot attend a lecture because of illness or other circumstances beyond your control, please notify me and the TA.

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. 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)

If this course uses eCampus: Within the course’s eCampus site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order 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 look for Quick Links on the bottom of the School’s homepage or go to http://ecampus.tamu.edu Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone to (979) 845-8300. Your eCampus login is the same as your Howdy login (NetID).

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,
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: 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 trends affecting the health of communities
2. Develop and justify budgets
3. Evaluate the structures, functions and authorizations of public health programs and organizations that can address specific community health needs
4. Create and explain project or program goals, strategies, and objectives
5. Recommend and justify policies, programs, and services for implementation after examining their feasibility and implications

D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
D2.7. Assess population needs, assets and capacities that affect communities’ health
D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
D2.9. Design a population-based policy, program, project or intervention
D2.10. Explain basic principles and tools of budget and resource management
D2.11. Select methods to evaluate public health programs

Policy in Public Health
D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
D2.15. Evaluate policies for their impact on public health and health equity

Leadership
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
D2.17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
D2.18. Select communication strategies for different audiences and sectors
D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
D2.20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams

Systems Thinking
D2.22. Apply systems thinking tools to a public health issue
2. 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

**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 & 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. Networking
Notes: