MASTER OF SCIENCE PROGRAM IN HEALTH SERVICES ADMINISTRATION (M.S./H.S.A.)

Evelio Velis, M.D., Ph.D., Program Director

PROGRAM OVERVIEW

The Master of Science in Health Services Administration program (M.S./H.S.A.) has been designed to meet the societal need for professionals in the healthcare industry to serve in a variety of leadership roles for organizations that provide health services. The program prepares students to critically evaluate and apply theory and research in all specialty areas of healthcare and administration into their professional work. Graduates are taught to become informed, responsible, and ethical leaders in the health care community.

Healthcare administrators are responsible for daily operations, strategic planning and decision making, policy development, and the administrative functions of an organization. They contribute to the success of an organization and institute positive outcomes for the communities they serve.

Continued growth is projected for the employment of healthcare administrators, partly because of the aging population in America and the rising demand for health services. This will support the need for transformational leaders in acute care settings, long term care practices, home health care, managed care organizations, and health care practitioner group practices.

Students in the M.S./H.S.A. program are encouraged to explore the complex issues surrounding healthcare in a pluralistic society, applied ethics, and multicultural health. Students are provided with many opportunities to develop analytical and organizational skills in class and apply these skills through course assignments and internships. Specific areas of study include management, marketing, epidemiology, strategic planning, finance, and continuous quality improvement. The diversely rich student body and faculty, representing many ethnic and cultural backgrounds and communities, support the development of cultural competence. Our faculty includes members with strong academic and professional backgrounds who are dedicated to teaching, performing research, and their continued professional development. The program’s faculty is accessible and supportive, and strive to always be available to students outside the classroom.

The M.S./H.S.A. program offers a flexible schedule to meet the needs of working professionals, as well as full time students. Classes are conveniently scheduled to meet the needs of working healthcare professionals and are taught by experienced educators. In addition, we offer courses through a number of cohorts, or strategic partnerships with health care organizations throughout the South Florida area. This allows students to attend classes at the main campus or at a location closer to their home or business. The average length of the program is approximately two years. Students are required to successfully complete 51 didactic credit hours and an individualized internship/practicum in a specialty area of their choice.

Important Notice: Participation in clinical and administrative experiences, rotations, or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites may require a drug, criminal, and/or child abuse background check in order to permit participation in the program’s clinical experience, rotation or fieldwork. Clinical rotation and fieldwork sites may deny a student’s participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be conducted at the student’s expense.

MISSION AND PHILOSOPHY

The Master of Science Program in Health Services Administration offers a high-quality educational experience which reflects the mission of Barry University and the College of Health Sciences. The program’s mission is to provide an educational experience which results in transformational leaders for national and international healthcare organizations. The Program will provide students with opportunities to learn the analytical and organizational skills necessary to solve complex problems and collaborate with other professionals to meet the
healthcare needs of a multicultural community in a safe and ethical manner. The educational philosophy of the Program’s faculty is congruent with the philosophy of the University and the College. The faculty believes students are self-directed learners who are responsible for their success in the Program. Faculty members serve as facilitators of learning, where learning leads to knowledge and truth, reflection leads to informed action, and a commitment to social justice leads to collaborative service. The faculty believes diversity of backgrounds and views is essential for discussion and debate. This ultimately leads to a better understanding of the sensitive and complex issues affecting multicultural healthcare.

PROGRAM PURPOSE:
The purpose of the Program is to:
- Prepare graduates as transformational leaders with the required analytical and organizational skills needed by national and international healthcare organizations.
- Prepare graduates who will serve as leaders within the profession of healthcare administrators, advocating for informed action and collaborative service.
- Offer opportunities for a culturally and experientially diverse student body and faculty to participate in scholarship and service while meeting the healthcare needs of a diverse public.

GOALS OF THE CURRICULUM
Upon successful completion of the Program, all graduates will be able to:
- Manage efficient and effective healthcare organizations that are socially responsible and adhere to the highest standards of excellence and professionalism. (Organizational Skills).
- Analyze and apply the best available research evidence to support organizational decisions. (Research Skills).
- Collaborate and communicate with other healthcare professionals and communities of interest using a variety of skills and media. (Communication Skills).
- Create opportunities for involving healthcare organizations with their communities of interest through collaborative service. (Community Involvement).
- Engage in a management practice that draws upon the principles of ethics, service leadership, belief in lifelong learning, and the benefits of a diverse, inclusive community. (Professionalism and Diversity).

STUDENT LEARNING OUTCOMES
The student learning outcomes for the Program correlate to overarching goals of the curriculum. Upon successfully completing the Program, graduates shall have met the Program’s goals, as evidenced by the ability to:
- Apply research methodology to successfully address healthcare issues in complex business situations.
- Communicate business decisions to colleagues and supervisors competently using modern information technology resources.
- Collaborate effectively to meet the challenges presented by health disparities amongst a diverse community.
- Develop leadership skills to effectively initiate crucial changes that the national healthcare industry requires.
- Synthesize research and utilize financial accounting statements and marketing techniques to develop an effective strategic plan for a healthcare organization.
- Recognize the complexity of healthcare behavior and organizational design to foster health policy that will lead to improve health for the underserved.
- Articulate the principles of social justice to promote health as a fundamental right of every human being.
- Display the ability to be a proactive and decisive leader embracing professional ethics and personal integrity.

ADMISSION REQUIREMENTS
- Admission is open to applicants with a baccalaureate degree from a regionally accredited or internationally
recognized college or university with a cumulative grade point average (GPA) of 3.0 (B) on a 4.0 scale or better. Those with a GPA below 3.0 will be considered on a case by case basis for provisional acceptance.

- An official, acceptable Graduate Management Admission Test (GMAT) score or Graduate Record Examination (GRE) score taken within the last five years must be submitted during the application process. These standardized tests may be waived if the applicant possesses a master’s degree or higher from a regionally accredited or internationally recognized college or university.

- International applicants must meet all requirements for international applicants listed in the general admissions section of the Graduate Catalog.

- Two letters of recommendation must be submitted in support of graduate work by the applicant’s employer, previous instructor, or professional colleagues. Recommendations must specifically address (1) your potential for becoming an effective health care leader, and (2) examples of leadership potential that you have already exhibited.

- A Statement of Purpose must accompany your application. Your statement should focus on three areas: (1) the main reason you are choosing healthcare leadership as a career choice; (2) the main talents, skills and competencies that you possess that are indicative of your potential as a healthcare leader; and (3) the reason you are choosing Barry University’s program to help you achieve your goal of becoming a healthcare leader.

- A current resume or curriculum vitae is required.

**ADMISSION PROCESS**

Students entering the Master of Science program in Health Services Administration are required to have basic computer skills in word processing, spreadsheets, database management, and must be able to complete assignments utilizing all three.

Students entering the program must have completed 3 credit hours of undergraduate accounting, finance, and economics or equivalent coursework (grade B or better) within 5 years of admission. Students who are unable to submit evidence of these pre-requisites will be required to enroll in each of these courses: BUS 512W Accounting Principles, BUS 513W Economics and BUS 514W Finance or similar courses. The courses are designed to help students prepare for the advanced work required in our graduate courses.

Non-degree, non-matriculating students may enroll. To do so, an application form, a transcript from a regionally accredited undergraduate program or an internationally recognized college/university, indication of a Bachelor’s Degree award, and a nonrefundable application fee must be submitted prior to beginning courses. Non-degree students may enroll in two courses, but then must fulfill all admission requirements to continue in the program. For those students wishing to transfer from another university, approval may be granted at the discretion of the Program Director for the transfer of up to 6 graduate credits of comparable courses. Students may enter the program at the start of the Fall or Spring semesters.

Send your admissions documentation to:

**Health Sciences Admissions**

Barry University, 11300 NE Second Avenue

Miami Shores, FL 33161.

The admissions committee for the program will review all applications and may request further information of the applicant. Following review, a letter of acceptance or rejection will be forwarded to the candidate. Admission is on a competitive basis; applicants may meet minimum admission requirements, but may not be selected for admission.

**INTERNATIONAL STUDENTS**

International students must register for at least six semester hours of credit in each semester to maintain full-time status. International students must comply with all policies and procedures of the Intercultural Center (ICC), including, but not limited to presentations, in person, of appropriate documentation prior to the start of each semester. Registration materials will not be processed by the University until international students meet with ICC staff. Every international student must secure and retain health insurance coverage at all times while registered at Barry University.
TRANSCRIPTS

Transcript request forms must be completed and signed by the student before official transcripts may be issued. These forms are available in the Office of the Registrar. Copies of student transcripts are never released without written authorization from the student or, in the case of a governmental investigative agency, without a court order or subpoena. Students will be informed by the Office of the Registrar should this occur. At the request of the Business Office, official transcripts will not be released to students (or other institutions) who have outstanding balances (i.e., a “hold” will be placed on transcripts/grades).

CURRICULUM DESCRIPTION

The course of study consists of fifteen (15) required academic courses and one elective course. An internship/practicum experience is required of all degree seeking individuals. The internship is an integral part of the graduate program in which students work with preceptors in a healthcare setting and participate in key managerial decision making processes and projects. Students with more than five years of healthcare management experiences will be assigned an applied research project instead of the internship as part of the HSA700 “Special Topics in Health Services Administration”. Student pursuing nursing home liensure must also complete a series of internships to meet the requirements established by the State of Florida. Students entering the program must have completed 3 credit hours of undergraduate accounting, finance, and economics or equivalent coursework (grade B or better) within 5 years of admission. Students who are unable to submit evidence of these pre-requisites will be required to enroll in each of these courses: BUS 512W Accounting Principles, BUS 513W Economics and BUS 514W Finance. The courses are designed to help students prepare for the advanced work required in our graduate courses.

Prerequisite

BUS 512W Accounting Principles
BUS 513W Economics
BUS 514W Finance.

Required for students with no undergraduate accounting, finance or economics courses (non-credit)

Required courses and sample sequence:

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<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Semester I</td>
<td>HSA510 Principles of Health Services Administration</td>
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<td></td>
<td>HSA520 Managerial Epidemiology</td>
<td>3</td>
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<tr>
<td>Semester II</td>
<td>HSA525 Health Care Policy</td>
<td>3</td>
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<td></td>
<td>HSA526 Health Care Economics</td>
<td>3</td>
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<tr>
<td>Semester III</td>
<td>HSA530 Health Care Law &amp; Ethics</td>
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<td></td>
<td>HSA535 Applied Biostatistics</td>
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<tr>
<td>Semester IV</td>
<td>HSA610 Finance and Delivery of Health Care Services</td>
<td>3</td>
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<td></td>
<td>NUR638/ HSA540 Performance Improvement &amp; Quality Assurance / Quality Management and Utilization Review</td>
<td>3</td>
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<tr>
<td>Semester V</td>
<td>HSA620 Health Care Budgeting &amp; Financial Management</td>
<td>3</td>
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<td>Course Code</td>
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<td>Semester</td>
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<tr>
<td>HSA667</td>
<td>Health Care Leadership</td>
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<td>HSA668</td>
<td>Health Care Human Resources Management</td>
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<tr>
<td>HSA675</td>
<td>Health Information Systems Management</td>
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<tr>
<td>HSA680</td>
<td>Health Care Marketing</td>
<td></td>
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<tr>
<td>HSA690</td>
<td>Health Care Strategic Planning (Capstone)</td>
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<tr>
<td>NUR679</td>
<td>Health Promotion and Disease Prevention</td>
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<tr>
<td>HSA</td>
<td>Elective</td>
<td></td>
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<tr>
<td>HSA660</td>
<td>Internship I (Final Project/Poster presentation)</td>
<td></td>
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<tr>
<td>Elective</td>
<td>[one of the following courses] (3)</td>
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<tr>
<td>HSA611</td>
<td>Long-Term Care Facility Management</td>
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<td>HSA635</td>
<td>Essentials of Managed Care</td>
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<td>HSA650</td>
<td>Health Services Research and Program Evaluation</td>
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<td>HSA665</td>
<td>Advanced Study (Topics Vary) (1-3)</td>
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<td>HSA670</td>
<td>Medical Group Practice Management</td>
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<tr>
<td>MBA601</td>
<td>Human Resources Management</td>
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<tr>
<td>MBA617</td>
<td>Technology and Information Systems</td>
<td></td>
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<tr>
<td>MBA646</td>
<td>Marketing in a Dynamic Environment</td>
<td></td>
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<tr>
<td>HSA700</td>
<td>Special Topics in Health Services Administration</td>
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**E-Mail**

All correspondence including messages, meeting request and registration notification will be sent to students Barry University e-mail account. No other addresses will be used. Students are responsible for checking e-mails daily and responding in a timely manner (no later than 5 business days) to any requests.

**REGISTRATION**

All students must complete the appropriate registration forms at the beginning of each semester. Registration forms must be signed by your advisor prior to its presentation to Student Accounts Services and the Registrar. Students who fail to complete registration requirements, including appropriate financial arrangements with Student Account Services before the semester begins will NOT be permitted to attend classes or participate in other university activities.

**FINANCIAL AID**

Information about loans, scholarships and other financial aid is available through the Office of Financial Aid. Students bear the responsibility to seek out financial aid information. Scholarship information specific to the Master of Science Program in Health Services Administration is available in the Program’s office.

**ACADEMIC ADVISEMENT**

The Program Director assigns to every student matriculating into the Master of Science Program in Health Services Administration an academic advisor. Advising assignments may be changed by the Program Director at the request of the student or faculty member. The responsibilities of the students relevant to advisement are:
• To be aware of the educational objectives of the institution and observe them
• To comprehend the institution’s criteria for evaluating student progress in all academic programs
• To fulfill the institution’s standards for academic success and continuance in programs for graduation.
• To understand and complete all degree requirements for graduation that were published at the time the student matriculated.
• To make his/her own academic decisions after consultation with the advisor. The advisor’s role is to advise the student; the final decision must be made by the student.

UPSILON PHI DELTA HONOR SOCIETY MEMBERSHIP

Students are eligible to apply for the Upsilon Phi Delta Honor Society after completing three semesters of coursework. Students may not apply for membership during the semester in which they are graduating. Incomplete applications will not be accepted. (For additional information, please refer to the Honor Society Membership Criteria available in the Program’s office).

PROGRESSION REQUIREMENTS

A graduate student is in Good Academic Standing if his/her cumulative grade point average (GPA) is 3.00 or above.

Students in good standing will progress through the program following the course sequencing designated by their academic advisor.

• Students may only earn a cumulative maximum of 6 semester credit hours of C grade in order to progress in the Program.

Student must maintain a cumulative GPA of 3.0 throughout the Program. Students with a semester OR cumulative GPA below 3.00 will be placed on academic probation. Probation will be lifted the following semester IF the student achieves a cumulative GPA of 3.00 or more. If this condition is not met, the student will remain on probation for one additional semester to achieve a cumulative GPA of 3.0 or more. Students who fail to meet this requirement will be dismissed.

A student who has been dismissed for academic reasons may not petition the Office of Admissions for readmission until one year has elapsed. Readmission is at the discretion of the Admissions Committee and is not guaranteed. An individualized curriculum plan will be created by the Advisor and Program Director; failure to meet the conditions of the individualized curriculum plan will result in permanent dismissal from the Program.

GRADUATION REQUIREMENTS

To graduate, candidates for the degree of Master of Science in Health Services Administration must:

• Satisfactorily complete the program of study, including all courses and assignments.
• Attain a cumulative GPA of 3.0 or better on a 4.0 scale, and have no more than two courses with less than a grade of “B”
• Successfully present and defend a comprehensive research business project as part of the HSA690 “Health Care Strategic Planning” (Capstone) before a faculty panel. The project’s topic must be selected and approved by both the student and his/her academic advisor. The project’s content and student presentation will be graded based on competencies developed by the student which have been established by the program’s strategic model.
• Complete degree requirements within 7 years of the date the student is fully accepted as a degree-seeking student for study in the graduate program; and
• File an application for the degree with the University registrar on the appropriate form signed by your academic advisor from the College of Health Sciences.
• An internship/practicum experience (HSA 660) is required of all degree-seeking individuals. Students with more than five years of health care management experience will be assigned an applied research project instead of the internship as part of the HSA700 “Special Topics in Health Services Administration”.
**GRADING POLICY**

The following grades may be recorded for a course:

- **A** = 90% - 100% points
- **B** = 80% - 89.99% points
- **C** = 70% - 79.99% points
- **F** = Below 70% points
- **I** = Incomplete (changes to “F” if work is not completed by the prescribed time)
- **IP** = In progress (incomplete internship, project); students have 6 months to complete the course requirements or the grade will be converted to an “F”.
- **W** = Withdrawn from course before the withdrawal deadline.

**TRANSFER CREDITS**

A student may transfer up to 6 credit hours with an earned grade of “B” or higher at the discretion of the Program Director. Courses may only be transferred from a regionally accredited college or university. Transferred courses must correlate with those in the Master of Science Program in Health Services Administration curriculum and must have been completed within three calendar years of application.

**Course Descriptions**—

**Health Services Administration**

**Prefix:** HSA

**510 Principles of Health Services Administration (3)**

This course provides an overview of organizational theory and the conceptual basis of traditional managerial and executive leadership roles in health care facilities. Emphasis will be placed on the application of theory and best practice standards to the demands of the business environment. Special emphasis will be placed on the development of leadership competencies and skills through the selection of a broad range of specialty topics including: The health system, strategic planning, organizational structure, organizational performance, organizational change, motivation, leadership, managerial problem solving, organizational communication and motivation. Students will gain an understanding of the organizational structure, function and processes of health care organizations in the USA. There will be an emphasis on financial and accounting functions in health care as well as a close look at organizational theory within health care systems. A systems perspective enables the student to understand and work with complex health care organizations and their changing environment. Students will develop an understanding of the requisite skills needed by health care executives, the role and functions of management, work processes, organization structure and function, their interrelationships with human factors, as well as methods for assessing organizational performance. Finally, students will learn about governance in the health care system and how organizations develop their missions.

**520 Managerial Epidemiology (3)**

This is a general course in managerial epidemiology and infectious disease with emphasis on current topics and applications in the Public Health arena. Addresses the behavioral models of health and disease, the social barrier to care and the effectiveness of the health system in promoting optimal health behavior in patients and health care personnel as well as the organizations in which they work. Health care managers are constantly surrounded by numbers that they need to manipulate and understand. Managing and interpreting health related indicators are important components of this course. The student is expected to gain a fundamental working knowledge of epidemiology methodology, infectious and emerging diseases and understand the influence of this field on other disciplines as well as the current and future topics facing health professionals today. A study of health and health status, and health assessment in the community is an important goal of this course.

**525 Health Care Policy (3)**

This course provides a critical overview of health policy, its development, implementation with emphasis on existing government programs and evolving changes. Emphasis will be placed on understanding the important health care policy issues of our times and how these policies drive the economics of the entire health care system in
the United States. This course builds on the students’ knowledge of theories and concepts gained in HSA 510 Principles of Health Services Administration. This course is designed to provide an understanding of the complex policy dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects and case analysis students will learn fundamental principles of policy making. They will learn how to better utilize appropriate and effective management skills in their own organization.

526 Health Care Economics (3)
This course provides a critical overview of the delivery and economics of health care, with emphasis on existing government programs and evolving changes. Emphasis will be placed on understanding the important economic issues of our times and how these theories drive the economics of the entire health care system in the United States. This course builds on students’ knowledge of theories and concepts gained in HSA510 Principles of Health Services Administration and HSA525 Health Care Policy which are both prerequisites. BUS513Economics Workshop will be also be required for students who not have taken an undergraduate Economics course. This course is designed to provide an understanding of the complex economic forces, dynamics and challenges of an industry in a constant state of flux. Through readings, lectures, discussions, projects and case analysis, students will learn fundamental principles of strategic planning. They will learn how to better utilize appropriate and effective management skills in their own organization.

530 Health Law and Ethics (3)
The provision of health care services is one of the most regulated industries in the United States. As the law and health care delivery become more interconnected, it is essential for those in the industry to keep pace with the significant changes in health law and their impact on the health care system. A strong background in health regulation is therefore becoming increasingly relevant to both clinical practice and to organizational management. Completion of this course will provide a basic understanding of such legal issues as civil liabilities including medical malpractice, professional fees splitting, self-referrals, and licensing, administrative and corporate law/governance pertaining to health services. Appropriate health administration requires not only understanding of applicable laws and regulations, but of the distinct ethical and social issues presented by the provision of healthcare services. Administrators, health professionals, patients and even communities as a whole are stakeholders in the ethical provision of health services. Qualified administrators and managers therefore are able to competently focus not only on the legal and business aspects of their field, but also on the social and behavioral aspects of the health administration from an ethical standpoint. This course therefore provides a practical and applicable framework to analyze the many complex issues and competing interests that arise in the modern healthcare industry.

535 Applied Biostatistics (3)
This course provides a survey of fundamental statistical concepts and applied techniques related to the practice of health services management. Methods of data collection, management, presentation, and descriptive and inferential statistics are included in this course, as well as research methodology theory applied to Public Health and Health Services. The course examines theoretical concepts, descriptive and analytic research methods that are used by the main disciplines engaged in research and evaluation of health status and health services.

540 Quality Management and Utilization Review
This course provides a foundation for the implementation of quality management activities in the health care industry. Examines theory, methods, and assessment tools health care managers and health professionals currently use, creating an environment in which quality can be measured and improved. The course introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation.

610 Finance and Delivery of Health Care Services (3)
This course examines the complex financial systems within today’s healthcare environment and provides an understanding of the basics of health insurance and public funding programs, managed care contracting, and how services are paid. This gives the student an appreciation for the complexity of reimbursement systems and an understanding of the profound impact they have had on providers and payers, consumers, public policy makers, and the development of classification and information technology systems over the years. This course provides a comprehensive overview of the organization of the health care system and the proposals for system reform; it focuses on financing in the public and private sectors, gaps in the system, and the integration of financing and delivery mechanisms. This course is designed to provide the student with an understanding of the health system from a general systems perspective. This perspective will enable the student to understand the complex nature of
health system organization and to analyze our current situation. Students will develop an understanding of the structure and function of health systems financing, as well as the interrelationships among the component parts. The topics include the types and nature of various health system processes and institutions; how they evolved; their current status and possible future development.

611  Long-Term Care Facility Management (3)
This course provides an examination of management policies and practices in the administration of long-term care facilities designed for the rapidly growing senior population. Emphasis will be placed on the application of theory and best practice standards to the demands of the business environment. Special emphasis will be placed on the development of leadership competencies and skills through the selection of specialty topics unique to this healthcare industry segment. These include licensure, planning, organizing marketing, staffing and directing complex, multicultural health care organizations, which serve a geriatric population with specific needs.

620  Health Care Budgeting and Financial Management (3)
In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various financial management concepts and tools that are available to them to successfully accomplish their assigned tasks. They must be able to identify the sources of revenue and recognize the expenses that have an impact on their areas(s) of responsibility, and master the techniques associated with managing this information. Decisions involving financial and human resources must be based on managers’ overall understanding of the organization’s mission, goals, and objectives. Good managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course will introduce students to the basic concepts and principles of financial management within healthcare organizations. The focus of the course will be on how healthcare managers utilize financial data to better manage their organizations through an enhanced decision-making process. This course is designed to provide the student with an understanding of how health care administrators and managers use financial information to help guide and manage organizations. Students will learn fundamental principles of financial and managerial accounting. They will examine how to better utilize financial information in their own organization. Students who have never taken an undergraduate finance or accounting course will be required to complete BUS 512W Accounting Principles Workshop and BUS514W Finance Workshop.

635  Essentials of Managed Care (3)
A survey of the managed care continuum in the United States is presented. The concepts of risk and control are studied with particular focus on the management and organizational challenges involved with the continued growth of managed health care. This course includes such topics as managed care contracting, network strategy, integrated delivery systems, care management, disease management, quality, claims, and consumer affairs. In addition, Medicare and Medicaid are examined from a managed care perspective along with the legal, operational, and regulatory environments.

NUR 638  Performance Improvement and Quality Assurance (3)
Analyses of the theories and principles of performance improvement and quality assurance. Introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation. Explores tools utilized for quality assurance.

650  Research Application in Health Services (3)
This course provides an introduction to the concepts and principles of research and program evaluation from a systems perspective. It examines the strengths and weaknesses of various research designs and evaluation approaches using both qualitative and quantitative methods. Students will develop a program evaluation proposal as a part of the course requirements. Students will learn how to apply research methodology to successfully address healthcare issues in complex business situations.

660  Practicum/Internship I (3)
Advanced supervised field operation and experience (200 hours) in an approved health care administration setting. Required for students with less than five years health care work experience. Optional for all other M.S./H.S.A. students. Prerequisites: HSA 510, 610, or permission of the Program Director.

661  Practicum/Internship II (3)
Advanced specialized and supervised field operation and experience in an appropriated long-term care setting.
Students pursuing a career in nursing home administration and desiring to fulfill the requirements as mandated by the State of Florida must take this additional training. Prerequisites are HSA 660 and HSA 661 and have the permission of the Program Director.

65A, 665B, 665C, 665D Advanced Study (1)
A specialized area of study with a faculty member on selected topics in which formal coursework is not offered. Assigned readings, reports, weekly discussions and examinations by arrangement with instructor. Prerequisite HSA510 and HSA610.

667  Health Care Leadership (3)
Provides an overview of leadership perspectives and strategies as they apply to health care settings. The course is designed to provide a working knowledge of leadership theory and processes, emphasizing the leader’s human resources function in health care settings. Students will develop an understanding and appreciation of how effective health care leaders think, make decision and solve problems, and accomplish corporate strategy through maximizing employee commitment and other organizational resources. Also, the course endeavors to facilitate self-knowledge and career planning as well as skill development related to health care leadership, particularly skills in gaining commitment, coaching for performance and developing employees.

668  Health Care Human Resource Management (3)
The processes of managing and developing human resources, complying with professional and governmental regulations, and monitoring policies and culture of the health care organization to maximize productivity, health and job satisfaction are explored. The course is designed to provide a working knowledge of a leader’s human resources function in health care settings. Students will develop an understanding and appreciation of how health care leaders effectively and efficiently manage the human resource function within their organization.

670  Medical Group Practice Management (3)
Medical group practices are developed to assume and manage the economic risk inherent in health care. This course provides an overview of the complex processes involved in developing a viable organization, and emphasizes the application of theory and best practices to the demands of this business environment. An in-depth focus will be placed on the strategic components required to build a successful structure, the requisite ongoing operational assessments and the methodologies used to effect change.

675  Health Information Systems Management (3)
Healthcare is an information-intensive process. High-quality patient care relies on careful documentation of each patient’s medical history, health status, current medical conditions, and treatment plans. Management and financial information is essential for strategic planning and efficient operational support of the patient care process. A strong argument can be made that the healthcare industry is one of the most information-intensive sectors of the economy. This course examines the use of health information systems to support various healthcare functions. Emphasizes the health services administrator’s use of information systems to integrate clinical, financial and human resources data and to support managerial decision-making. Focuses on the selection, management and evaluation of various health care information systems. This course is designed to provide a broad overview of the need, selection and use of information systems in health care organizations. Students will develop an understanding of the needs of health care systems and gain familiarity with various technologies to manage those needs, including management information systems, clinical outcomes systems, and electronic patient records.

NUR 679 Health Promotion and Disease Prevention (3)
This is a core course required for all nursing and health services administration master’s degree-seeking students. Content focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families, and communities. Health care disparities are addressed through a comprehensive review of evidence-based health care guidelines.

680  Health Care Marketing (3)
Managers must have an understanding of the various marketing concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving marketing must be based on a manager’s overall understanding of the organization’s products and services. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization. This course provides methods to evaluate marketing performance and productivity, analyze internal and external
resources, and perform a SWOT analysis; present various models and methods for the promotion and positioning of health care services and products. It also emphasizes the importance of a marketing audit and incorporating that audit into the total marketing planning process. The course will also review the importance of marketing research and the analytical tools required to be successful.

690 Health Care Strategic Planning (3)
In order to properly manage their assigned areas of responsibility, managers must have an understanding of the various strategic management concepts and tools that are available to them to successfully accomplish their assigned tasks. Decisions involving strategy and marketing must be based on managers’ overall understanding of the organization’s mission, goals, and objectives. Effective managers work diligently to coordinate their areas of responsibility with their peers, who are managing other diverse areas of the organization.
This course provides methods to evaluate organizational performance and productivity, analyze internal and external resources, and perform needs assessment. The course also presents various models and methods for planning and positioning of health care services and interpreting surveys used in health services management information systems. It also emphasizes the importance of creating a strategic plan and incorporating that plan into the total strategic planning process. This course represents the program capstone that integrates all previous courses.

700 Special Topics in Health Services Administration (3)
This course is designed as an integrative experience for those students with a strong healthcare management background. It requires students to utilize knowledge gained in other courses and apply it to a comprehensive practical project. (Required for students with more than two years healthcare management experience. All others are required to complete the internships.)

MASTER OF SCIENCE PROGRAM IN
HEALTH SERVICES ADMINISTRATION & MASTER OF
PUBLIC HEALTH DUAL DEGREE PROGRAM (M.S./H.S.A. - M.P.H.)

Evelio Velis, M.D., Ph.D., Program Director

PROGRAM OVERVIEW
The Master of Science in Health Services Administration and Master of Public Health dual degree program (M.S./H.S.A. - M.P.H.) is a seven (7) semester graduate education program offered through the College of Health Sciences, Division of Graduate Clinical Sciences & Health Management Programs.
The M.S./H.S.A. - M.P.H. dual master’s degree curriculum is structured to include coursework in a number of health disciplines. A foundation in Public Health and Health Services Administration collectively offers diverse career opportunities in federal, state, private and not-for-profit healthcare environments. The M.S./H.S.A. - M.P.H. dual degree program will prepare students for positions in program and services development, research, leadership, management and administration.

Important Notice: Participation in clinical and administrative experiences, rotations, or fieldwork is a required part of the curriculum and a requirement for graduation. Clinical rotation and fieldwork sites may require a drug, criminal, and/or child abuse background check in order to permit participation in the program’s clinical experience, rotation or fieldwork. Clinical rotation and fieldwork sites may deny a student’s participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction, failure of a required drug test, or inability to produce an appropriate health clearance, which would result in delayed graduation or in the inability to graduate from the program. Individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies. Drug and background checks will be conducted at the student’s expense.
MISSION AND PHILOSOPHY

The M.S./H.S.A. - M.P.H. dual degree Program offers a high-quality educational experience which reflects the missions of Barry University and the College of Health Sciences. The program’s mission is to provide an educational experience which results in transformational leaders with a background in public health for national and international healthcare organizations. The Program will provide students with opportunities to learn the analytical and organizational skills necessary to solve complex problems and collaborate with other professionals to meet the public health needs of a multicultural community in a safe and ethical manner. Additionally, students will explore the concept of social justice and strategies for combating health disparities nationally and internationally.

PROGRAM PURPOSE

In addition to meeting the purposes of the M.S./HSA program, the dual degree program seeks to:

- Prepare graduates with the knowledge and skills needed to identify and manage public health challenges, reduce global health disparities, and promote health care as a fundamental right of all human beings.
- Prepare graduates as leaders in disease prevention and health promotion for the local, national, and global communities.
- Secure funding.

GOALS OF THE CURRICULUM

In addition to the goals of the M.S./HSA program, graduates who successfully complete the dual degree program will be able to:

- Analyze and apply the best available research evidence to identify and manage public health challenges. (Public Health Translational Research).
- Create strategies which reduce disparities in the delivery of healthcare and promote health locally, nationally and globally. (Public Health Focus).

STUDENT LEARNING OUTCOMES

Students who successfully complete the dual degree program will meet the student learning outcomes of the M.S./HSA Program and also be able to:

- Collaborate with community groups to assess the health status of populations, identify problems, plan and implement solutions, and evaluate outcomes.
- Construct a plan to identify opportunities and obtain funding for programs that support a public health initiative.
- Create collaborative strategies to overcome disparities in the delivery of healthcare to diverse and underserved communities.
- Demonstrate an ability to influence policy development which promotes health as a fundamental right of every human being.

ADMISSION REQUIREMENTS/ ADMISSION PROCESS

See admission requirements and process for M.S./H.S.A.

CURRICULUM DESCRIPTION

Students interested in the dual degree will follow all of the procedural steps previously described in this section of the catalog.

Required courses and sample sequence:
<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>COURSE NAME</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td>Semester I</td>
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<tr>
<td>HSA510</td>
<td>Principles of Health Services Administration</td>
<td>3</td>
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<tr>
<td>HSA520</td>
<td>Managerial Epidemiology</td>
<td>3</td>
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<tr>
<td>MPH513</td>
<td>Environmental and Occupational Health</td>
<td>3</td>
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<td>Semester II</td>
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<tr>
<td>HSA525</td>
<td>Health Care Policy</td>
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<tr>
<td>HSA526</td>
<td>Health Care Economics</td>
<td>3</td>
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<td>NUR679</td>
<td>Health Promotion and Disease Prevention</td>
<td>3</td>
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<td>Semester III</td>
<td></td>
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<tr>
<td>HSA530</td>
<td>Health Law &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HSA535</td>
<td>Applied Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>MPH606</td>
<td>Health Care Disparities</td>
<td>3</td>
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<tr>
<td>Semester IV</td>
<td></td>
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<tr>
<td>HSA620</td>
<td>Health Care Budgeting &amp; Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>NUR638/ HSA540</td>
<td>Performance Improvement &amp; Quality Assurance / Quality Management and Utilization Review</td>
<td>3</td>
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<tr>
<td>MPH567</td>
<td>Field Experience in PH</td>
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<tr>
<td>Semester V</td>
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<tr>
<td>HSA650</td>
<td>Research Application in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HSA667</td>
<td>Health Care Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MPH652</td>
<td>Diversity in the Work Place</td>
<td>3</td>
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<tr>
<td>Semester VI</td>
<td></td>
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<tr>
<td>HSA668</td>
<td>Health Care Human Resources Management</td>
<td>3</td>
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<tr>
<td>HSA675</td>
<td>Health Information Systems Management</td>
<td>3</td>
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<tr>
<td>MPH697</td>
<td>Health Care Special Topics in Health Care (Capstone)</td>
<td>3</td>
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<tr>
<td>Semester VII</td>
<td></td>
<td></td>
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<tr>
<td>HSA680</td>
<td>Health Care Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HSA690</td>
<td>Strategic Planning (Capstone)</td>
<td>3</td>
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</tbody>
</table>

**PROGRESSION REQUIREMENTS**
Please refer to the M.S./H.S.A program section for more information.

**GRADUATION REQUIREMENTS**
To graduate, candidates for the degree of Master of Science in Health Services Administration and Master of Public Health (M.S./H.S.A.-M.P.H.) must:

- Satisfactorily complete the program of study.
- Attain a cumulative GPA of 3.0 on a 4.0 scale, and have no more than two courses with less than a grade of “B”
- Successfully present and defend, before a faculty panel, a comprehensive research business project as part of the capstone course. The project’s topic must be selected by both the student and his/her academic advisor. The project’s content and student presentation will be graded based on competencies development program’s strategic model.
- Complete degree requirements within 7 years of the date the student is fully accepted as a degree-seeking student for study in the graduate program; and
- File an application for the degree with the University registrar on the appropriate form signed by your academic advisor from the College of Health Sciences.
- An internship/practicum experience is required of all degree-seeking individuals. Students with more than five years of health care management experience will be assigned an applied research project instead of the internship as part of the HSA700 “Special Topics in Health Services Administration”.

**GRADING POLICY**

The following grades may be recorded for a course:

- **A** = 90% - 100% points
- **B** = 80% - 89.99% points
- **C** = 70% - 79.99% points
- **F** = Below 70% points
- **I** = Incomplete (changes to “F” if work is not completed by the prescribed time)
- **IP** = In progress (incomplete, course, internship, capstone project); students have 6 months after the semester ends to complete the course requirements or the grade will be converted to an “F”.  
- **W** = Withdrawn from course before the withdrawal deadline.

**TRANSFER CREDITS**

*Please refer to the M.S./H.S.A program section for more information*

**Course Descriptions**—
**Master of Public Health**
**Prefix:** MPH

Please see H.S.A. related courses under the M.S./H.S.A program section.

**513 Environmental and Occupational Health (3)**
This course examines health issues, scientific understanding of causes, and possible approaches to control the major environmental health problems in industrialized and developing countries. Topics include how the body reacts to environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination (air, water); solid and hazardous waste; susceptible populations; biomarkers and risk analysis; the scientific basis for policy decisions; and emerging global environmental health problems. Technological enhancements are used to teach this course.

**567 Field Experience in Public Health (3)**
The purpose of the Supervised Field Experience is to provide MPH students with an opportunity to apply public health academic theory and acquired skills to community health problems. Thus, the field experience is conducted throughout the entire Program, and is to be completed (240 hours) by the time of graduation. It is conducted under the supervision of a qualified preceptor, and the Master of Public Health student negotiates the gap between the academic and work settings. A carefully structured, thoroughly guided field experience benefits the students by providing opportunities to synthesize and apply theory, principles and skills. It is a requirement of the Council on Education for Public Health (CEPH) for accreditation of Master of Public Health programs.

**606 Health Care Disparities (3)**
Access to quality care is important to eliminate health disparities and increase the quality and years of healthy life for all persons in the United States. This main purpose of this course is to provide students with an understanding of
how social factors contribute to racial/ethnic, socioeconomic and gender disparities in health and health care. We will examine how dyadic relationships such as interpersonal forms of discrimination, marriage, and social ties may contribute to health disparities. We will also examine the ways in which neighborhood and community context, as well as inequalities in socioeconomic status materially shape health and access to health care services. Individual characteristics such as acculturation and patient preferences may also contribute to disparities and will be explored briefly, but are not a major focus of this course.

NUR 679 Health Promotion & Disease Prevention (3)
This is a core course required for all nursing and health services administration master’s degree-seeking students. Content focuses on recognizing, understanding, and respecting health beliefs and practices of individuals, families, and communities. Health care disparities are addressed through a comprehensive review of evidence-based health care guidelines.

NUR 638 Performance Improvement and Quality Assurance (3)
Analyses of the theories and principles of performance improvement and quality assurance. Introduces the process of performance improvement as continuous and dynamic through process design, data collection, analysis, implementation, and ongoing evaluation. Explores tools utilized for quality assurance.

697 Special Topics (Capstone in Public Health) (3)
Each student will choose a specific topic or issue of interest in public health (as chosen for GMS 675H-Master’s Research Project). This issue will then be the focus for the student as they address current issues in health education; health behavior theories and models; and the critical analysis of communication processes. Students develop knowledge and skills in the application of theory, design, and implementation of health education or communication concepts and principles utilized in reaching the public health concerns of the diverse public.

MPH 652: Diversity in the Workplace (3)
This course provides the forum for the exploration and discussion of both the theory and research findings needed to understand how to make diverse work groups effective and the skills required to apply that knowledge in practical situations. The theory and exercises are integrated into an inquiry or experiential approach to learning about the dynamics of diversity within small groups. The primary goal of this course is to enhance students’ knowledge and understanding of diversity found in virtually all groups. This knowledge and understanding may encourage knowledge of diversity and mastery of the skills to apply that knowledge in practical situations. This course is intended as an introduction to group diversity by presenting theories, research findings, and examples. The central focus of the course is on the diversity characteristics common to all groups.

The MPH courses listed below, starting 2011-2012 academic year, will no longer be offered.

518 Epidemiology: Theory & Applications (3)
This is an in-depth treatment of basic concepts and skills in general epidemiologic research, including problem conceptualization, study design, research conduct, data analysis and interpretation. Emphasis will be on the design strategies and the implementation of studies rather than methods of statistical analysis. Development of the proposal will require that you address the entire array of substantive and methodological concerns regarding such studies and propose an informative, realistic, and scientifically justified study. In order to maximize the value of proposal development it is essential that there be some primary data collection included. This may include interviews, laboratory assays or record abstraction. There may be a blending of available data that is extended or validated with primary data collection.

523 US Health Care System: An Overview (3)
This is an introductory-level course designed to provide an overview of the U.S. health care delivery system. The course focuses on the ways in which health care is structured and how the different components of the system interact with one another in such a way that changes in one inevitably affect the others. The course is designed to provide students with an overview of trends, issues, and systems of health care delivery in the United States and to enhance students’ ability to analyze and address these issues from both administrative and policy perspectives. The course is divided into four sections: (1) The Basics, including a brief history of healthcare in the U.S., major current
issues, and ethics and values; (2) Key Topics: Finance, Insurance, Access, and Quality; (3) Health Care Policy and Politics; and, (4) Health Care Providers and Organizations

537 Public Health Issues: Health Promotion and Disease Prevention (3)
This course introduces the student to the current issues in public health today from a local perspective to a global perspective. It includes such areas as community health problems, communicable disease control and the roles of public health professionals including public health nurses.

601 Research Methodologies (3)
In this course we will cover the fundamentals of research design in health services research. Emphasis is placed on principles that are applicable in all kinds of research, from experiments to surveys to qualitative research designs. The course has four purposes. First is to teach students the principles of scientific methods used in the study of public and personal health services research and policy. Second is to distinguish between sound and weak research schemes and to consider the pros and cons of different research approaches. Third is to prepare students to undertake their own research. Fourth is to enhance students’ writing skills.

606 Health Care Disparities (3)
Access to quality care is important to eliminate health disparities and increase the quality and years of healthy life for all persons in the United States. This main purpose of this course is to provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic and gender disparities in health and health care. We will examine how dyadic relationships such as interpersonal forms of discrimination, marriage, and social ties may contribute to health disparities. We will also examine the ways in which neighborhood and community context, as well as inequalities in socioeconomic status materially shape health and access to health care services. Individual characteristics such as acculturation and patient preferences may also contribute to disparities and will be explored briefly, but are not a major focus of this course.

631 Crisis Management & Communication in Public Health (3)
Since the events of September 11th, there has been a focus on disaster preparedness, crisis management and proper and accurate dissemination of information to the public. In addition, the threat for biological and chemical disasters has challenged governmental agencies and healthcare agencies, including hospitals, to be more accountable for handling major disasters. The purpose of this course is to help students learn how to identify and properly handle a crisis and how to respond to all affected stakeholders and the public at large about a critical incident. Topics will include creating a crisis plan and mobilizing an organization to respond to the crisis. Emphasis on working with other agencies and how to create an organizational crisis plan will be explored. This is a blended course of online and classroom time.

687 Independent Study in Public Health (3)
The Independent Study Project (ISP) is the cornerstone of the MPH program. Students will be involved in a high-level applied research project that integrates what they have learned in their formal coursework. The ISP will be an independent and creative activity in an area related to one or more of the topics covered in the formal curriculum. Students’ work will be evaluated of faculty and may also include industry advisors.

Graduate Certificate in Clinical & Epidemiological Research Methods
Designed for current or aspiring health care managers seeking to develop competencies in the business and scientific research environment. Protocol development and hypothesis testing are important components of the curriculum.

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HSA520</td>
<td>Managerial Epidemiology</td>
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<tr>
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<td>Applied Biostatistics</td>
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