

COMMUNITY COLLEGE OF PHILADELPHIA

Proposed Program Revision

Name of Program	Health Services Management Program
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Effective Semester	Fall 2016
Date	December 17, 2015

Description of and Rationale for Revision

The Health Services Management Program was first approved as a new course of study in 2006. Since that time, there have been a few minor revisions made to the Program to ensure that it continued to meet the transfer requirements of four-year universities offering a baccalaureate degree in Health Care Administration.

The HSVM Program revision was last presented to the Academic Affairs Council in Fall 2014. Suggestions were made to include additional supporting outcome data (e.g., QVI) to the document that have now been added. The document was presented to the Academic and Student Success Council in Fall 2015 and revised to address the need for additional clarity. The requested implementation date for the proposed changes is for the 2016-2017 academic year.

This latest revision is expected to strengthen students' experiences in the program through careful course selection and prerequisite changes, appropriate course sequencing and revised program admissions requirements.

Change to Program Entry Requirements

It is proposed that the HSVM Program become a select program, and students must demonstrate college readiness (ENGL 101 ready and FNMT 118 ready) before entering the program. The program will not have any restrictions on the number of students who enroll. All students who meet the program entry requirements will be admitted. Other Allied Health programs, such as Diagnostic Medical Imaging, are ‘capped’ based on clinical site availability and accreditation standards that do not apply to this course of study.

The entry-level education required for individuals seeking to become health administrators is a minimum of a baccalaureate degree; however, a master’s degree is often preferred. According to the Explore Health Careers website (<http://explorehealthcareers.org>), “health service managers have responsibility for facilities, services, programs, staff, budgets, relations with other organizations and other management functions, depending on the size and type of the organization.”

The reason for the change to a select program is that HSVM is a transfer program for students who aspire to administration and management positions in health care facilities. These positions require strong writing, analytical and quantitative reasoning skills. In the past, many students selected Health Services Management as their major because it was an open admission program, unlike the other Allied Health programs at the College. As result, many students currently interest-coded in HSVM are still in developmental English and math. The 2015 audit of the program showed that over a five year span an average of 79.3% of the students entering the program were either taking only developmental courses or were taking at least one developmental course. The audit also showed that 39% of the students in a five year span departed the program unsuccessfully. The new Health Care Studies Program will be a better fit for students who are interested in a health care career but enter the College needing developmental English and math. This new degree program will provide a guided pathway experience for these students to facilitate their progress to degree completion.

Students interested in a career as a manager in a health care facility will need to complete several courses necessitating a strong knowledge of mathematics and statistics, especially at the baccalaureate level. A sampling of bachelor degree programs shows that the following mathematics courses are required: Financial Accounting, Principles of Finance, Macroeconomics and Microeconomics (Arcadia University); Financial Management of Health Care Organizations (St. Joseph University); Budgeting and Finance in Health Care Settings (Immaculata University); Introduction to Analysis I and II, Economics of Health Care Systems, Advanced Statistics for the Health Sciences (Drexel University). An analysis of student records shows that HSVM has a particular problem with “math avoiders” who amass credits towards the HSVM degree while avoiding math. A review of the students in the program reveals that 307 of the 386 students in the program have never attempted either MATH 150 or ECON 112. Also, 170 of the 386 have earned 30 credits or more, and of those 170, more than half (105) have never attempted either MATH 150 or ECON 112. In fact, there are 41 students with 45+ credits who never attempted either course and 6 with 75+ credits who have never attempted either Math 150 or ECON 112. Allowing students to amass credits in a program such as HSVM does a disservice

to the students because if they are unsuccessful in math, they will not be able to earn the HSVM degree.

Therefore in addition to the fact that students entering the HSVM program will need to be ENGL 101 and FNMT 118 ready, the program will require students to have completed the FNMT 118 course by the time they have earned 12 credits in order to remain in the program. They will also need to complete either MATH 150 or MATH 251 by the time they have earned 24 credits.

These revisions to the HSVM Program will help the HSVM students to better understand the program requirements and will enable them to demonstrate competence in mathematics early in the program. Those that are successful can continue to take courses in the HSVM Program, and those that are unsuccessful can choose a degree program with a lower math requirement or a proficiency certificate.

Changes to the Math Requirement

A decision was also made to change the requirement of MATH 150: Introductory Data Analysis or ECON 112 to MATH 150 or MATH 251: Statistics for Science. The preferred course would be MATH 251 because it better aligns with the transfer degree programs. The knowledge obtained from this course will better prepare students to be successful in their baccalaureate degree program because an understanding of statistics is important for any student pursuing this degree track. However, based on the data regarding “math avoiders” presented above, providing an option for students to select an introductory course in statistics will provide more flexibility for students. Students will also be required to complete FNMT 118 and MATH 150 or MATH 251 with a grade of C or better. Institutions will not accept courses in which students earned below a grade of C for transfer credit.

Addition of BIOL 110

Currently, HSVM students are required to take BIOL109: Anatomy and Physiology I. However, many of the institutions to which HSVM graduates are likely to transfer prefer that students also have an additional biology course, which is why BIOL 110: Anatomy and Physiology II is being proposed as an addition to the current curriculum. Representatives from St. Joseph’s University, Drexel University, Peirce College and East Stroudsburg University have recommended and supported students taking BIOL 110 prior to transfer to their institution. Requiring students to take BIOL110 reduces the need for students to complete an additional science course prior to enrollment in a baccalaureate degree program. Because the HSVM curriculum is a transfer program, this revision better aligns the curriculum requirements for transfer to a four-year institution.

Deletion of AH 220 and the second humanities course

AH 220: Information Management Systems in Health Care is being removed from the program because HSVM students need to focus on broader issues and less on specific applications. The second humanities course is being deleted because General Education requirements only require one humanities course. When the program was first developed, additional electives were needed to reach the minimum threshold of 60 for an Associate’s degree. However, with the addition of BIOL 110, the second humanities elective is no longer needed.

Change in Course Prerequisites

MATH 150 or MATH 251 is being added as a prerequisite for AH 222: Health Care Policy and Administration and AH 224: Current Issues and Trends in Health Care. (See course addenda).

There are a variety of topics discussed in AH 222 – Health Care Policy and Administration that require students to have the prerequisite of MATH 150 or MATH 251. Students are required to review statistical data and identify the effect health care spending has on national and state economies; determine how finite financial resources should be allocated between health care and public health; and students discuss how the trust funds established for Medicare's income and disbursements will be able to remain solvent in the future as an enormous group of Baby Boomers become eligible for program benefits. Students are required to complete a research project regarding the aging population that requires them to conduct a cost-benefit analysis of keeping aging people with deteriorating quality of life alive. In addition, students must research health center patient trends, enrollment activities and service capacity for Medicaid services in a variety of states. These research projects require students to be able to look at statistical data, and develop policies for addressing the problems identified.

Basic skills in statistical thinking are also required by students in AH 224: Current Issues in and Trends in Health Care, the prerequisite of Math 150 or Math 251 is being added. Students taking AH 224 will evaluate health care data from a variety of sources. The advanced level textbook, used for this class, includes many charts and tables full of concrete health data used to describe health care delivery in the United States. Students regularly read from outside sources, whether to stay abreast of health care news or to research health care issues presented in the course. To think critically about these topics and to generate solutions to problems students must understand the health care data presented. Finally, the Capstone Project requires a small scale primary research project involving data collection and analysis.

Reduction in the Number of Credits to Graduate

With the aforementioned proposed changes, the HSVM curriculum will be reduced from 62 to 60 credits for graduation.

Deletion of Three Program Student Learning Outcomes

It is recommended to delete the following program learning outcomes:

- Critically analyze a broad spectrum of cultural, economic, ethical, moral, physiological, and social factors to be able to make sound, independent decisions regarding health care practice and management.
- Maintain professional competence by utilizing opportunities for continuing education and career advancement.
- Utilize their knowledge and skills to successfully transfer to a baccalaureate degree program in health services administration.

The first learning outcome is actually part of one of the subsequent PLOs, and faculty members felt that it was redundant. The second learning outcome is difficult to assess if not impossible to collect data on. The outcome is relevant to students who move into baccalaureate degree programs but not to students who have only completed a two-year degree. Although there is transfer data available, it is an outcome to which the program has no control.

Revision of Three Program Student Learning Outcomes

Faculty members teaching the course have agreed that the first SLO:

- Demonstrate effective communication, critical thinking and problem-solving skills while serving the needs of the profession.

Should be broken up into two separate SLOs as listed below:

- Demonstrate effective communication, both orally and in writing.
- Demonstrate critical thinking and problem-solving skills in preparation for a career in health care.

It was agreed upon that the following PLO:

- Analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.

Be written in a global way rather than to specify federal, state, and local health care policies to:

- Analyze health care policies and critique their effectiveness in serving the needs of the intended stakeholders.

The Program Student Learning Outcomes are assessed each semester that AH 222, AH 224, and AH 260 are taught.

Current Catalog Page

Health Services Management

The Health Services Management program teaches students the foundational knowledge and skills needed to become health care managers for advancement in health care disciplines. It prepares students to transfer to a baccalaureate degree program in Health Services Management/Administration where upon graduation they can hold the position of medical office manager, health care administrator, practice administrator, regional operations director, manager of operations, associate administrator for strategic planning and director of patient access. Understanding the social, political, economic, and financial issues affecting health care will provide students with the knowledge to transfer to a baccalaureate program and become effective health care managers. The components of finance, technology, health care policy and economics that comprise the US health care system and how each element interrelates with one another are emphasized in this curriculum.

Student Learning Outcomes:

Upon completion of this program graduates will be able to:

- Demonstrate effective communication, critical thinking and problem-solving skills while serving the needs of the profession.
- Identify current issues and trends affecting the U.S. health care delivery system and strategies to address them.
- Analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.
- Critically analyze a broad spectrum of cultural, economic, ethical, moral, physiological, and social factors to be able to make sound, independent decisions regarding health care practice and management.
- Maintain professional competence by utilizing opportunities for continuing education and career advancement.
- Utilize their knowledge and skills to successfully transfer to a baccalaureate degree program in health services administration.

Program Entry Requirements:

This program is open to all students. Students identified as needing developmental course work must satisfactorily complete the appropriate English and mathematics courses as part of their degree program.

Program of Study and Graduation Requirements:

To qualify for the Associate in Arts (A.A.) degree in Health Services Management, a student must complete 62 credit hours as prescribed, attain a grade point average of 2.0 and receive a grade of "C" or better in each core course and in each required prerequisite course.

Current - HEALTH SERVICES MANAGEMENT COURSE SEQUENCE

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
AH 116 - Interpersonal and Professional Skills in the Health Care Setting		3	Am/Global Diversity
AH 103 – Medical Terminology		3	
ENGL 101 – English Composition I		3	ENGL 101
BIOL 109 – Anatomy & Physiology I		4	Natural Science
CIS 103 – Applied Computer Technology		3	Tech Comp
SECOND SEMESTER			
AH 112 - Medical Administrative Procedures		3	
AH 120 - Reimbursement Methodologies in Health Care		3	
PSYC 101 – Introduction to Psychology		3	
ENGL 102 – The Research Paper	ENGL 101	3	
FNMT 118 - Intermediate Algebra or higher		3	Mathematics
THIRD SEMESTER			
AH 204 - Medical Law and Ethics	ENGL 101	3	
ACCT 101 – Financial Accounting		4	
AH 220 - Information Management Systems in Health Care	CIS 103, AH 112	3	
Social Science Elective		3	Social Science
Humanities Elective		3	Humanities
FOURTH SEMESTER			
AH 260 - Supervisory Management in Health Care	AH 204	3	
AH 222 - Health Care Policy and Administration	AH 120, AH 204	3	
Math 150 - Introductory Data Analysis or ECON 112 - Statistics 1		3/4	

<u>AH 224</u> - Current Issues and Trends in Health Care	<u>AH 120</u> , <u>AH 204</u>	3	
Humanities Elective		3	

MINIMUM CREDITS NEEDED TO GRADUATE: 62

General Education Requirements

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement and **Interpretive Studies** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing Intensive** and one course that is designated **Interpretive Studies**. The same course may be used to fulfill both requirements. View the courses that fulfill all [degree requirements](#) and receive a more detailed explanation of the College's general education requirements to help in your selection.

For More Information Contact:

The Division of Math, Science and Health Careers, Room W2-7, 1700 Spring Garden Street, Philadelphia, PA 19130, Telephone (215) 751-8430; or the College Information Center (215) 751 8010.

Proposed Catalog Page

Health Services Management

The Health Services Management program teaches students the foundational knowledge and skills needed to become health care managers for advancement in health care disciplines. It prepares students to transfer to a baccalaureate degree program in Health Services Management or Health Care Administration where upon graduation they can hold the position of medical office manager, health care administrator, practice administrator, regional operations director, manager of operations, associate administrator for strategic planning and director of patient access.

Understanding the social, political, economic, and financial issues affecting health care will provide students with the knowledge to transfer to a baccalaureate program and become effective health care managers. The components of finance, technology, health care policy and economics that comprise the US health care system and how each element interrelates with one another are emphasized in this curriculum.

Students interested working in health care but in non-direct patient care environment are encouraged to apply to this Program.

Program Learning Outcomes:

Upon completion of this program, graduates will be able to:

- Demonstrate effective communication, both orally and in writing.
- Demonstrate critical thinking and problem-solving skills in preparation for a career in health care.
- Identify current issues and trends affecting the US health care delivery system and strategies to address them.
- Analyze health care policies and critique their effectiveness in serving the needs of the intended stakeholders.

Program Entry Requirements:

This is a select program. Students may be admitted to the program after they have demonstrated readiness for ENGL 101 and FNMT 118 as determined by the College's placement tests or by successfully completing identified developmental course work.

Program of Study and Graduation Requirements:

To qualify for the Associate in Arts (A.A.) degree in Health Services Management, a student must take FNMT 118 or a higher Mathematics course by the time they have completed 12 college credits and have taken MATH 150 or MATH 251 by the time they have completed 24 college credits. In addition a student must complete 60 credit hours as prescribed, attain a grade point average of 2.0 and earn a grade of "C" or better in all courses.

HEALTH SERVICES MANAGEMENT COURSE SEQUENCE

Course Number and Name	Prerequisites and Corequisites	Credits	Gen Ed Req.
FIRST SEMESTER			
FNMT 118 – Intermediate Algebra or higher		3	Mathematics
AH 103 – Medical Terminology		3	
ENGL 101 – English Composition I		3	ENGL 101
BIOL 109 – Anatomy & Physiology I		4	Natural Science
CIS 103 – Applied Computer Technology		3	Tech Comp
SECOND SEMESTER			
AH 112 -- Medical Administrative Procedures		3	ENGL 101
AH 120 -- Reimbursement Methodologies in Health Care		3	
BIOL 110 -- Anatomy and Physiology II	BIOL 109 with grade of C or better	4	Natural Science
ENGL 102 – The Research Paper	ENGL 101	3	
AH 116 -- Interpersonal and Professional Skills in the Health Care Setting		3	Am/Global Diversity
THIRD SEMESTER			
AH 204 -- Medical Law and Ethics	ENGL 101	3	
ACCT 101 – Financial Accounting		4	
MATH 150 – Introductory Data Analysis or MATH 251 – Statistics for Science	FNMT 118 with grade of C or better or MATH 161 placement	3/4	
PSYC 101 -- Introduction to Psychology		3	Social Science
Humanities Elective		3	Humanities
FOURTH SEMESTER			
AH 260 -- Supervisory Management in Health Care	AH 204 with grade of C or better	3	

<u>AH 222</u> -- Health Care Policy and Administration	<u>AH 120</u> , <u>AH 204</u> with grade of C or better MATH 150 or MATH 251 with grade of C or better	3	
<u>AH 224</u> -- Current Issues and Trends in Health Care	<u>AH 204</u> with grade of C or better MATH 150 or MATH 251 with grade of C or better	3	
Social Science Elective		3	

MINIMUM CREDITS NEEDED TO GRADUATE: 60

General Education Requirements

All General Education requirements are met through required courses (as indicated above) except for the **Writing Intensive** requirement and **Interpretive Studies** requirement. Therefore, in order to graduate, students in this program must choose one course that is designated **Writing Intensive** and one course that is designated **Interpretive Studies**. The same course may be used to fulfill both requirements. View the courses that fulfill all [degree requirements](#) and receive a more detailed explanation of the College's general education requirements to help in your selection.

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Health Services Management Program
Curriculum Map (current)

Student Learning Outcomes	AH 103	AH 112	AH 116	AH 120	AH 204	AH 220	AH 222	AH 224	AH 260
Utilize their knowledge and skills to successfully transfer to a baccalaureate degree program in health services administration.	I	I	D	D	I, D	D	M	M	M
Demonstrate effective communication, critical thinking and problem-solving skills while serving the needs of the profession.	I	I, D	I, D	D	D	D	D, M	D, M	D, M
Demonstrate knowledge of related ethical, legal and professional behavior as a health care practitioner.	N/A	I	I, D	D	D, M	D	M	M	M
Maintain professional competence by utilizing opportunities for continuing education and career advancement.	N/A	I	M	D	D	D	D	D	D
Identify current issues and trends affecting the US health care delivery system and strategies to address them.	I	I, D	I, D	I, D	D	D	D, M	D, M	D
Analyze federal, state and local health care policies and critique their effectiveness in serving the needs of the intended stakeholders.	N/A	I	I	D	D	N/A	M	M	D
To critically analyze a broad spectrum of cultural, economic, ethical, moral, physiological, and social factors to be able to make sound, independent decisions regarding health care practice and management.	I	I	I, D	D	D, M	D	D, M	D, M	D, M

Key for Grid

I = Introduced in the course

D = Developed and Practiced with Feedback

M = Demonstrated at the Mastery Level Appropriate for Graduation

Health Services Management Program
Curriculum Map (proposed)

Program Learning Outcomes	AH 103	AH 112	AH 116	AH 120	AH 204	AH 222	AH 224	AH 260
Demonstrate effective communication, both orally and in writing.	I	I	R	R	R, M	M, A	M, A	M, A
Demonstrate critical thinking and problem-solving skills in preparation for a career in health care.	I	I, R	I, R	R	R, M	M, A	M, A	M, A
Identify current issues and trends affecting the US health care delivery system and strategies to address them.	N/A	I	I, R	R	R, M	M, A	M, A	M, A
Analyze health care policies and critique their effectiveness in serving the needs of the intended stakeholders.	N/A	I	I	R	R, M	M, A	M, A	M, A

Key for Grid

I = Introduced in the course

R= Reinforced (developed and practiced with feedback)

M = Demonstrated at the Mastery Level Appropriate for Graduation

A = Assessment