

**School of Allied Health Sciences  
Division of Health Care Management**



**Student Handbook  
Academic Years 2015 - 2016**

**Master of  
Health Administration Program**

**ACKNOWLEDGEMENT OF RECEIPT MHA PROGRAM STUDENT  
HANDBOOK**

**SCHOOL OF ALLIED HEALTH SCIENCES  
DIVISION OF HEALTH CARE MANAGEMENT**

I, \_\_\_\_\_, have received the Graduate Student Handbook (MHA) of the Health Care Management Division. I understand that I am responsible for reading the contents of this handbook. Further I understand that I must be cleared through a criminal background check process in order to be eligible for the fieldwork component.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name Printed

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

## Disclaimer

While the provisions of this Handbook will ordinarily be applied as stated, the School of Allied Health Sciences, Division of Health Care Management, reserves the right to update and revise any information listed in this handbook, as needed. Every effort will be made to notify students of changes. However, it is especially important to note that each student is responsible for keeping abreast of the current policies and graduation requirements by regular consultation with his/her Advisor. In addition, all information contained in this handbook can be obtained from the School of Allied Health Sciences (SOAHS) website and the School of Graduate Studies and Research's website. See the link below.

<http://www.famu.edu/index.cfm?alliedHealth&AbouttheSchoolofAlliedHealthSciences>

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## **Welcome**

We welcome you to Florida Agricultural & Mechanical University (FAMU), the School of Allied Health Sciences (SOAHS), and the Division of Health Care Management (HCM). This Handbook has been developed to provide you with program policies and procedures and to serve as a guide for you as you progress through the program. You are also advised to review the current FAMU catalog. We wish you success in your pursuit of excellence.

## **FAMU Mission and Philosophy**

The mission of Florida Agricultural and Mechanical University (FAMU), as an 1890 land-grant institution, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors in our ever-evolving society. The University seeks and supports a faculty and staff of distinction dedicated to providing outstanding academic preparation at the undergraduate, graduate, doctoral and professional school levels, with particular emphasis on integrity and ethical conduct. FAMU is committed to inspirational teaching, exemplary research and meaningful public and community service through creative partnerships at the local, state, national and global levels. The University is also committed to the resolution of complex issues that will enhance humankind.

While the University continues its historic mission of educating African Americans, persons of all races, ethnic origins and nationalities are welcomed and encouraged to remain life-long members of the University community. The University, through its diverse faculty and staff, provides a caring, nurturing, collegial and respectful environment.

## **The School of Allied Health Sciences**

The School of Allied Health Sciences at FAMU is one of thirteen colleges and schools. It is organized with a Dean and five Directors. These Directors oversee the following five Divisions in the School: Cardiopulmonary Science, Health Care Management, Health Informatics and Information Management, Occupational Therapy and Physical Therapy.

## **Health Care Management Division: Mission and Philosophy**

The Division of Health Care Management is one of five divisions in the FAMU School of Allied Health Sciences (SOAHS). All graduate degree programs at FAMU are under the jurisdiction of the School of Graduate Studies and Research. The primary mission of the Division of Health Care Management is to provide comprehensive undergraduate and graduate education in health care management thereby increasing the pool of qualified minorities in this discipline. The philosophy of the Division of Health Care Management is dedicated to: excellence in the pursuit of knowledge and discovery; respect for diversity; and the professional development of students in the health care management field.

### **Accreditation Status**

The Commission on Accreditation of Healthcare Management Education (CAHME) is the organization that accredits graduate programs in health administration. Our goal is to obtain full accreditation.

### **Academic Policy**

The MHA degree program follows the academic criteria set forth by the School of Graduate Studies and Research. For details refer to the link below.

<http://www.famu.edu/index.cfm?graduatestudies&GradingPolicies>

### **Probation and Suspension**

If a student's GPA falls below a 3.0 for one semester, he/she will be placed on probation. If a student's GPA falls below a 3.0 for two consecutive semesters, he/she will be suspended from his/her graduate program. The student will be notified of probation and suspension in writing.

### **Course Grading**

A graduate student's advisor is responsible for informing the advisee of grade requirements. The grade requirements are as follows:

#### **1. Minimum grade requirements for all graduate programs and degrees:**

- a. A cumulative GPA of 3.0 must be maintained regardless of course/credit hour load.
- b. Only a grade of "B" or higher is acceptable for required courses. A required course must be repeated if a grade lower than a "B" is received.

### **Grades and Financial Aid**

- a. Each graduate student who receives any form of financial aid must maintain the GPA stipulated above while carrying a full load of credit hours.
- b. It is the responsibility of each respective school or college, via its graduate officer or student advisor, to monitor each graduate student's credit hour load, grades, grade point average (GPA), and overall progress toward the degree. This officer/advisor must report promptly to the graduate dean all actions, or recommended actions, for any student who violates or is in default of the above policies and standards.
- c. A full credit load consists of a minimum of nine (9) hours in the Fall and Spring Semesters and six (6) hours in the Summer term.
- d. Any graduate student who fails to maintain the minimum credit hour load, grades and grade point average (GPA) required must be immediately removed from financial assistance with prompt documentary notice to the graduate dean.

### **University Policy on Assigning of Incomplete ("I") Grades**

A student who is passing a course, but has not completed all of the required work by the end of the term may, with the permission of the instructor, be assigned a grade of "I."

- Grades of “I” are not assigned to any course that a student fails to attend or if a student withdraws from the university.
- A student should not register for a course(s) in which incomplete grades have been received. If he or she does, the original “I” will automatically be changed to a permanent grade of “F.”
- Incomplete “I” grades will not count as hours attempted in computing cumulative grade point averages.
- It is the responsibility of the student to make arrangements with the instructor for removal of an incomplete grade.
- All incomplete grades must be removed by the last day of classes of the term in which the student is next enrolled, or the grade will be changed to “F.”

### **Admissions Criteria**

Applicants of the Master of Science in Health Administration Program (MHA) must meet the minimum requirements for admission. In addition to earning a baccalaureate degree from an accredited college or university, applicants must have (1) a grade-point average of 3.0 or better in the last 60 semester hours (or equivalent) of undergraduate work completed, (2) a score of 300 on the “new” Graduate Record Examination (GRE), or (3) already have obtained a graduate level degree. Applicants are required to submit, in addition to the University application, a resume, three letters of recommendation, academic transcripts, an autobiographical essay (500 words), and GRE score. Both scholastic and experiential factors are weighed in screening prospective students. Candidates may be interviewed by the Admissions Committee.

With approval of the MHA Graduate Advisor and Program Admissions Committee a student who does not have the required 3.00 GPA or GRE scores can seek permission to register as a “non-degree seeking” student. Eligibility for admission to the Graduate School and the MHA program is contingent upon successful achievement of an acceptable GPA and GRE score (see above) at the end of one semester.

The student shall submit a request to the Program for advisement and permission to enroll in 6 to 9 semester hours of coursework during their first graduate semester (fall semester). By the end of the first semester (usually this is December), the student must have achieved an acceptable GPA and GRE score, as described above and must also make a grade of no less than a “B” in all attempted courses. Once this is achieved, the student will be eligible to apply for full admission to the graduate program.

**Non-degree seeking students are not eligible for any type financial assistance.**

### **Academic Advisement**

The graduate faculty of the MHA program perform the role of academic advisor. The academic advisor serves an essential role of guiding students in their matriculation through the curriculum to complete the Program within the 5 semester time frame for full-time students, or the time

during the matriculation of the part-time students. The relationship established between the academic advisor and student is significant and can contribute to a student's success and retention.

### **Division of Health Care Management Faculty**

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## **MHA Program Mission Vision and Values Statements**

### **Program Mission**

The mission of the Master of Health Administration program (Program) is to provide comprehensive graduate education in healthcare administration, to prepare recent college graduates for early- and mid-level careers in the healthcare delivery system. In keeping with the historic mission of the University, of educating African Americans, the Program embraces persons of all races, ethnic origins and nationalities.

### **Program Vision**

Florida A&M University's MHA Program will be nationally recognized as an outstanding graduate program in healthcare administration through excellence in performance of our graduates, faculty scholarship and service.

### **Program Values**

The MHA program holds the following core values as essential components to the achievement of the above stated mission: Excellence; Accountability; Integrity/Ethics; Diversity; Respect; Service; Professionalism; Collaboration.

### **MHA Student Learning Objectives**

Graduates of this program will be prepared to address a broad range of community health issues in a manner that demonstrates superior knowledge and skills in solving these challenges. Upon completion of the MSHA Program, all graduates will be able to demonstrate the following competences:

- Proficiency in oral and written communication including knowledge of techniques and protocol for business communications.
- The ability to use critical and strategic thinking in analyzing, synthesizing, and evaluating various cases, reports and research publications that address current topics and issues in the health care industry.
- An understanding of knowledge, concepts and skills related to the delivery of health care services and the interdisciplinary nature of the health management profession.
- Practical application of the knowledge and skills while gaining experience through residency/fieldwork placements in a variety of health care agencies and organizations.
- Proficiency in the use of various technologies for research, statistics, finance, presentations, and other problem solving.

- The ability to synthesize didactic knowledge obtained across the MSHA curriculum and to apply critical thinking, problem solving skills, and strategic decision making tools to successfully complete the MSHA program capstone course.

### **MHA Program Competencies**

The competencies that guide our MHA Program are adopted from the Healthcare Leadership Alliance Competency Directory which identifies competencies that are important across diverse professional roles within healthcare management. The Healthcare Leadership Alliance (HLA) is comprised of the following organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSA); Medical Group Management Association (MGMA) and its certifying body, the American College of Medical Practice Executives (ACMPE).

Domains for the core and specialty competencies relevant to the professionals represented by the HLA organizations are outlined below:

#### Domain 1: Communication and Relationship Management

Competencies: The ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

#### Domain 2: Leadership

Competencies: The ability to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization's strategic ends and successful performance.

#### Domain 3: Professionalism

Competencies: The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.

#### Domain 4: Knowledge of the Healthcare Environment

The understanding of the healthcare system and the environment in which healthcare managers and providers function.

Domain 5: Business Knowledge and Skills: The ability to apply business principles, including systems thinking, to the health care environment.

Domain 5: Business Knowledge and Skills: A. Financial Management

Domain 5: Business Knowledge and Skills: B. Human Resources

Domain 5: Business Knowledge and Skills: C. Organizational Dynamics

Domain 5: Business Knowledge and Skills: D. Strategic Planning and Marketing

Domain 5: Business Knowledge and Skills: E. Information Management

Domain 5: Business Knowledge and Skills: F. Risk Management

Domain 5: Business Knowledge and Skills: G. Quality Improvement

## **MHA Curriculum**

The Master of Health Administration (MHA) degree program is designed to provide the necessary competences for those seeking leadership positions in a variety of public, private nonprofit, and for-profit health care organizations, including; but not limited to, hospitals, long-term care organizations, integrated delivery systems, insurance firms, medical group practice, ambulatory care organizations, mental health agencies, public health, managed care, and health care consulting.

The program is designed to meet the educational needs of both traditional and nontraditional students. With classes offered primarily during the evening hours, this program is ideal for those individuals who wish to maintain their full-time employment while pursuing a graduate degree in health administration.

A minimum of fifty-five (55) credit hours, distributed among the core and fieldwork/residency requirements, is required for the MHA degree. The courses offer a balance of the most important elements in the field of health administration and the functional areas of business. Courses in finance, quantitative methods, and statistics are designed to help students develop analytical tools necessary for managerial problem-solving and decision-making. Strategic planning and marketing, human resources and leadership, and organizational theory and behavior courses are included in the curriculum to provide students with the strategic thinking, and the inter-professional and intra-professional competences necessary for successfully managing and leading health care organizations. The curriculum also includes courses that improve students understanding of the social, political, and economic factors affecting the health care delivery system. In addition, the integrative part of the curriculum includes a capstone course, an administrative residency/fieldwork.

## **MHA Full-time Course Offerings by Semester** (Effective Fall 2014)

### **Semester 1**

HSA 5103 Intro to Health & Medical Care Organizations.....	3
HSA 6414 Social Dimensions & Issues in Health Care.....	2
HSA 5752 Health Care Statistics.....	3
HSA 6175 Health Care Financial Management.....	3
HSA 5926 Seminar in Health & Business Communications .....	1
Total Hours	<b>12</b>

### **Semester 2**

HSA 6432 Economic Aspects of Health Care.....	3
HSA 6735 Application of Research Methods in Health Care.....	3
HSA 6118 Organization Theory & Behavior in Health Care Management.....	3
HSA 6415 Managerial & Administrative uses of Epidemiology.....	2
HSA 5935 Executive Symposium I.....	1

Total Hours 12

**Semester 3**

HSA 6153 Current Issues in Health Policy & Politics.....3  
HSA 6178 Cases in Health Care Financial Management.....3  
HSA 6149 Health Care Planning & Marketing.....3  
HSA 6925 Executive Symposium II.....1  
Total Hours 10

**Semester 4**

HSA 6507 Health Information Systems .....3  
HSA 5426 Legal Aspects and Ethics in Health and Medical Care.....3  
HSA 6187 Leadership & Human Resources Management in Health Care.....3  
HSA 6385 Quality Improvement in Health Care.....3  
Total Hours 12

**Semester 5**

HSA6938 Health Management Capstone.....3  
HSA 6875 Health Management Fieldwork/Residency .....6  
Total Hours 9

**Health Management Capstone**

The Health Management Capstone course is a strategic health management case study that requires the student to synthesize, evaluate, and apply the theoretical, analytical, critical thinking, and problem-solving skills to all aspects of health services administration. Capstone eligibility includes successful completion of **all** courses with a grade of “B” or above. In order to complete the capstone students will have to demonstrate the successful acquisition of critical competencies necessary for effective leadership in health services organizations. A case analysis and case presentation is used to evaluate the successful integration of all MHA course learning outcomes.

**Health Management Fieldwork/Residency**

The health management fieldwork/residency requirement is an integral part of the MHA curriculum. This experiential component of the program is designed for students to bridge the gap between academia and health management practice by gaining practical experience in one of a variety of health care agencies and organizations.

While students are encouraged to provide their placement preferences and to actively research potential fieldwork sites, the Fieldwork/Residency Coordinator has the ultimate responsibility for all health management fieldwork/residency placements. If needed, the Graduate Program Coordinator will assist with placements. Under the supervision of a qualified preceptor the fieldwork/residency experience provides an opportunity for students to apply management and leadership theory, management principles, and management practices to “real world” projects.

In order to be eligible for fieldwork/residency, students must successfully complete **all** courses with a grade of “B” or above and **be cleared through a criminal background check process.** The fieldwork experience is conducted in the last semester of study, the semester of graduation. See the Appendix for detailed guidelines about the fieldwork/residency.

### **Curriculum Update and Revisions**

The curriculum in the catalog of the year in which the student enters the university is the one under which he or she normally should obtain the degree if there has been no interruption in enrollment.

In response to CAHME accreditation and changes in health management education requirements, the MHA curriculum may be updated. Such changes may lengthen the enrollment time for a student who is not continuously enrolled. Such students must adhere to the new requirements introduced in the curriculum. A student who has been in regular attendance and has taken and passed the prescribed program of study each term, may expect to graduate under the curriculum/catalog year he/she enrolled in. Students are encouraged to consult their academic Program Coordinator or Advisor for more information.

### **Time Limit on Degree Completion**

All requirements for the MHA degree must be completed within **(3) three years** from the term a student first enrolls in graduate classes as a full-time student. For part-time students, all requirements must be completed within **(5) five years** from the term a student first enrolls in graduate classes. If the allotted time period is exceeded, students will be evaluated and may be required to initiate a new program of study, or to complete special requirements as determined by the MHA Faculty and the School of Graduate Studies and Research.

### **Graduation Requirements and Application for Graduation**

Eligibility for graduation is outlined by the School of Graduate Studies and Research. Refer to the link. <http://www.famu.edu/index.cfm?graduatestudies&GraduationRequirements>.

It includes successfully completion of **all** courses with a grade of “B” or above and having a minimum cumulative GPA of 3.0. In addition, a student must complete the FAMU Application process for Graduation. This electronic process is accessed via the Registrars’ Office website at [www.famu.edu](http://www.famu.edu). Once the student has electronically initiated the graduation application process the Division Director will submit the information to the SOAHS Director of Student Affairs. It is the **responsibility of the student to apply** for graduation before the deadline.

### **Student Code of Conduct**

For reference on the Florida A&M University Student Code of Conduct please refer to The FANG – Student Handbook, Florida Regulation 2.012. Go to the link below:

<http://www.famu.edu/index.cfm?StudentLife&StudentHandbook,TheFANG>.

## **Class Attendance**

Students are expected to make the most of the educational opportunities available by regularly attending classes and other scheduled educational activities. Therefore, the University reserves the right to deal with individual cases of non-attendance. Students are responsible **for all assignments, quizzes and examinations at the time they are due** and may not use their unexcused absence from class for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Excusable absence from class for cause includes: (a) documented participation in recognized University activities, (b) personal illness properly documented, or (c) documented emergencies caused by circumstances over which the student has no immediate control.

Class attendance is compulsory for all students. A student will be permitted **one unexcused absence per credit hour of the course he/she is enrolled in**. A student exceeding the maximum number of unexcused absences can receive a letter grade decrease in their course grade.

## **Academic Honesty**

Please refer to the SOAHS web page for all policies.

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

Honesty, truth, ethics and integrity are essential values for students matriculating at Florida A & M University. Academic honesty is one of the most honorable traits a student can demonstrate.

Academic dishonesty includes plagiarism, cheating, or displaying any dishonest behavior either directly or indirectly, in any manner. “Plagiarism” is: the act of appropriating the literary composition of another, or parts or passages of his/her writings, or the ideas or language of the same, and passing them off as the product of one’s own mind. To be liable for plagiarism, it is not necessary to exactly duplicate another’s literary work, it being sufficient if unfair use of such work is made by lifting a substantial portion thereof, but even an exact counterpart of another’s work does not constitute plagiarism if such counterpart was arrived at independently” (Black, 1979, pg.1035).

Any student caught cheating on an examination, assignment or project will receive a grade of “F” for that assignment, project or examination, and may also receive a grade of “F” for the course. Each faculty has the authority to set specific rules governing examination and assignments in their respective courses.

Any student found guilty of plagiarism will receive a grade of “F” for that assignment or project and may also receive a grade of “F” for the course. Each faculty has the authority to set specific rules governing examination and assignments in their respective courses.

Any student who feels he/she has been unfairly accused of dishonest behavior, should talk with the course instructor first. If resolution is not achieved, the student should talk with the Division Director. If resolution still is not achieved, the student should follow the School of Allied Health Sciences (SOAHS) Academic Grievance Procedure. For details, refer to the link below:

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

### **Student Complaints-General**

All student complaints should be referred to the Division Director within a reasonable time frame. The Division Director will investigate the complaint and facilitate a resolution. As needed, the Director of Student Services will be consulted. Within 14 business days of the complaint, the Director will communicate the outcome to the student/complainant. If the complaint is against the Division Director, the complaint will be handled by the Director of Student Services. Visit the SOAHS web page for details.

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

### **Academic Grievance Procedure**

It is the goal of the SOAHS and the School of Graduate Studies and Research to provide students with an expeditious, fair, equitable, and consistent procedure for resolving their academic grievances. This policy includes procedures and rules to guide the student through the process. The intent is to resolve issues informally before filing a complaint, or seeking redress beyond the unit in which the alleged offense occurred. Please refer to the SOAHS web page for all policies.

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

### **Disruption of the Academic Process (Non-Clinical)**

Disruption of the academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: a) directs attention away from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lectures, examinations, or academic discussions, or b) presents a danger to the health and/or safety of the faculty member or other students. Please refer to the SOAHS web page for all policies.

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

### **Consequences of Disruption of Academic Process**

The consequences for the disruption of the academic process will depend on the seriousness of the disruption and may range from a private discussion (step #1) between the student and the instructor to meeting with the Dean or designee (step #4) which may result in dismissal from the affected class. Particularly serious instances of rowdiness, fighting or other continuous disruption

of the academic process may result in immediate removal from the class and a mandatory meeting with the Dean or a member of the Dean's Executive Council which may result in a possible suspension or permanent expulsion from the School. See Appendix for complete policy.

### **Disabled Students**

Every office and service at the University is open and available to all students. However, CEDAR, the Center for Disability Access and Resources provides services and academic accommodations for students of all backgrounds on campus with documented physical, psychological and learning disabilities. The primary mission is to provide enriching support programs, services, and reasonable accommodations as mandated by law to FAMU students with disabilities. Services include but are not limited to academic accommodations, assistive technology, mobility van service, academic advising, course registration assistance, tutoring for barrier courses, scholarships, and internships.

It is the student's responsibility to communicate disability information to the Program Coordinator and Professors if accommodations are needed.

### **Student Dress Code**

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

Students must remember this is a professional school, and as such, it is expected that students display an appropriate level of judgment with regard to personal hygiene, grooming and dress. At no time will the following items of clothing, or clothing style, be acceptable for students attending classes in the School of Allied Health Sciences.

Students must remember this is a professional school, and as such, it is expected that students display an appropriate level of judgment with regard to personal hygiene, grooming and dress. At no time will the following items of clothing, or clothing style, be acceptable for students attending classes in the School of Allied Health Sciences.

- Wearing hats, caps or other head wear in the building\*
- Wearing sunglasses in the building\*
- Fish-net (stockings/hosiery) and other see-through clothing
- Crop tops and other bare midriff tops including spaghetti strap blouses
- Short shorts
- Athletic-type, wide-armhole tank tops that expose chest, back or midsection
- Any clothing with holes and cuts (i.e. jeans, shirts, tops, etc.)
- Bare feet, thongs, or flip flops (i.e. beach shoes)
- Suggestive, revealing or tight fitting clothing, or clothing with inappropriate pictures or slogans

- Pants worn below the waistline and/or dragging the floor
- Wrinkled, dirty or unsafe attire
- Extreme personal presentation of any type (e.g. body piercing, hair style, tattoos)

The above dress code will be in place on a daily basis for all students in the pre-professional, professional level and graduate courses in the School of Allied Health Sciences. A stricter code may be adopted by each division based on requirements for clinical and internship experiences. In addition, certain classes may have a specific dress code requirement, which will be outlined in the course syllabus. Students violating this dress code may be subject to dismissal from the class and may not return until that violation is corrected.

\*Wearing these items for medical or religious purposes is acceptable, with documentation.

## **School of Allied Health Sciences and Division of Health Care Management** **Regular Calendar of Activities**

### All School Meetings and Convocation

Twice a year the School holds an “All School Meeting.” The meetings are held to discuss important policies, news and upcoming events. All students and faculty are required to attend. Once per year, the SOAHS may host a convocation. During this educational event a renowned speaker shares some words of wisdom and inspiration. Meeting and convocation notifications will be posted throughout the school and will be communicated through the faculty and staff.

### Pinning Ceremony

Each year during commencement week of the spring semester, the SOAHS hosts a pinning ceremony. This event is designed to recognize all students graduating from all programs in the School for that calendar year. Additionally, outstanding students and alumni are recognized. All students graduating receive a discipline-specific lapel pin.

### S. Tanner Stafford Lecture Series

Since 1982, the Division of Health Care Management has gathered to pay tribute to the late Mr. S. Tanner Stafford, and has recognized his contributions to the world of healthcare. Mr. S. Tanner Stafford was a highly respected and recognized leader in the field of hospital administration. During the Fall semester of each year we invite a male leader in healthcare to offer words of wisdom and encouragement to the student body. Dr. Donald T. Watson and the Health Care Management Student Association established the S. Tanner Stafford Lecture Series.

### Florence S. Gaynor Lecture Series

During the spring semester the Division of Health Care Management gathers to honor the late Florence Gaynor. Mrs. Florence Gaynor, our nation’s first African American female Hospital Administrator, was also the first female president of the National Association of Health Service

Executives (NAHSE). The Florence Gaynor lecture series is also a tradition for our Division and all students and faculty are to attend.

### **Division of Health Care Management Graduate Student Association**

**The Graduate Student Association in Health Administration** is an organization designed to promote quality education and training for future healthcare managers. The membership is composed of graduate students from Florida A&M University who have been admitted to the MHA. The Faculty Advisor is Dr. Martha Perryman.

### **Professional Organizations in Health Administration**

**American College of Healthcare Executives (ACHE)** is an international professional society of 30,000 healthcare executives who lead our nation's hospitals, healthcare systems, and other healthcare organizations. ACHE is known for its prestigious credentialing and educational programs and its annual Congress on Healthcare Management, which draws more than 4,000 participants each year. As an ACHE Student Associate, you can find answers to your most pressing career questions—and gain a competitive edge—through ACHE's countless resources. By joining ACHE as a Student Associate, you will experience the excitement of discovering, exploring, and understanding the real world of healthcare management.

**The National Association of Health Services Executives (NAHSE)** is another professional organization with student membership. NAHSE is a non-profit national association of Black health care executives founded in 1968 for the purpose of promoting the advancement and development of Black health care leaders, and elevating the quality of health care services rendered to minority and underserved communities. Since its inception, NAHSE has sponsored and participated in local and national programs and projects designed to improve quality, access and availability to health services and to expand educational opportunities in the field of Health Services Administration. NAHSE's purpose is to ensure greater participation of minority groups in the health field. Its basic objective is to develop and maintain a strong viable national body to more effectively have input in the national health care delivery system. It has provided a vehicle for Blacks to effectively participate in the design, direction and delivery of quality health care to all people.

Students are encouraged to join ACHE and/or NAHSE and to participate in the opportunities available for members. For more information visit their websites, [www.ache.org](http://www.ache.org) and [www.nahse.org](http://www.nahse.org).

# **APPENDIX**

## **Registration Information**

Registration dates are listed on the university website (www.famu.edu). Students are responsible for complying with all regulations governing registration, change-of-schedules (drop/add), tuition payment, and other requirements listed on the FAMU website.

Failure to register for a course or courses by the close of the formal registration period (the registration period prior to the first day of classes) will result in the assessment of a late registration fee. No student will be permitted to register after “the last day to register,” as listed in the university calendar. The payment of all expenses and fees is a part of registration. A student is not enrolled or registered until all necessary fees are paid and validated by the office of student accounts. Please refer to the FAMU website.

### **Registration Holds**

A student’s registration is placed on hold based on a variety of financial and administrative reasons. Students are notified of registration holds prior to each registration period and are required to clear all holds before being allowed to register. Please see the Schedule of Classes for a detailed description of all hold codes.

## **FAMU SCHOOL OF GRADUATE STUDIES AND RESEARCH AWARDS**

### **Graduate Dean's Fellowship**

The Graduate Dean's Fellowship is a prestigious, competitive fellowship which provides advanced graduate students with \$11,500 in stipend support, tuition and fees, \$500 for research supplies, \$750 in funds to travel and/or present at a conference, and access to a laptop for one year. The applicant must be conducting research in fields that the Board of Governors has identified as areas of state need. Usually three fellowships are awarded each year.

### **Outstanding Graduate Assistant Award**

The Outstanding Graduate Assistant Award is a prestigious, competitive fellowship which will provide four research and/or teaching assistants with \$500 each for use on research related material. Applicants must have demonstrated knowledge in their areas, resourcefulness and innovation in solving research, teaching or administrative problems. Applicant must be nominated by a Department/Division Dean, Chairperson or Supervisor.

### **Research and Professional Development Award**

The Research and Professional Development Award will provide funds for up to \$500 for a graduate student to present research findings at a professional conference. Awards determined by availability of funds.\* Applicant must be endorsed by a member of the Graduate Faculty or Advisor.

### **Graduate Single Parent Award**

The Single Parent Award is a prestigious, competitive fellowship which provides tuition and fees plus \$500.00 for books and research related materials to 4 single parents who are conducting outstanding research in their field of study.

## **Additional Policies**

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

### **Academic Appeals and Grievance Procedure**

It is the goal of the School of Graduate Studies and Research Appeals procedures is to provide students with an expeditious, fair, equitable, and consistent procedure for resolving their academic grievances. For the complete policy, go to the link provided below.

<http://www.famu.edu/index.cfm?alliedHealth&StudentServicesFormsandPolicies>.

### **Consequences of Disruption of Academic Process**

The consequences for the disruption of the academic process will depend on the seriousness of the disruption and may range from a private discussion (step #1) between the student and the instructor to meeting with the Dean or designee (step #4) which may result in dismissal from the affected class. Particularly serious instances of rowdiness, fighting or other continuous disruption of the academic process may result in immediate removal from the class and a mandatory meeting with the Dean or a member of the Dean's Executive Council which may result in a possible suspension or permanent expulsion from the School. See Appendix for complete policy.

#### **Procedures**

Alleged violation of the academic disruption of the academic process will be handled as follows:

##### **STEP 1**

The instructor (being the first line of contact and the observer of the incident) will have a meeting with the student (s) to discuss the incident immediately after class or at a time convenient for the student (s) and the Instructor (prior to or during the discussion meeting with the student, the instructor will complete the incident reporting form).

If the disruption requires immediate removal of the student(s) from the class, the instructor will wait until the student is safely removed/leave the class and then immediately or as soon as possible write up the incident on the Incident Reporting Form. Afterward, the Division Director and the Dean's office will be notified (a copy of the completed Incident Reporting Form will be provided) of the incident. A copy of the Incident Reporting Form will be maintained in the student's permanent cumulative file. If the campus police was involved and assisted with the removal of the student, then a copy of the police report and/or arrest report should be placed in the student's permanent cumulative file and a copy sent to the Division Director and one to the Dean's office.

##### **STEP 2**

After the meeting between the instructor and the student, and if a mutual agreement for a solution has been agreed upon, the instructor shall note the solution on the Incident Reporting Form, place a copy of the form in the student's file, send a copy of the form to the Division Director, and a copy to the Dean's office. The incident and the solution will be documented and maintained by the Office of Student Affairs. A copy of the solution will be provided to the student.

##### **STEP 3**

If no solution is reached during the meeting between the instructor and the student and the Incident Reporting Form is completed, then a copy of the form should be forwarded to the

Division Director, and a copy placed in the Student's cumulative file. The Director will meet individually with the instructor and the student. If deemed necessary, the Director may meet jointly with the instructor and the student. If a solution is agreed upon, the Director shall have the instructor note the solution on the Incident Reporting Form, place a copy in the student's cumulative file, and forward a copy to the Dean's office. The copy of the Incident Reporting Form will be maintained by the Office of Student Affairs. A copy of the Incident Reporting Form will be provided to the student.

STEP 4

If no solution can be reached by the Division Director, then the incident will be referred to the Dean's office for resolution. The Dean or designee will meet individually with the director, the instructor and/or the student(s). If deemed necessary, the Dean or designee may meet jointly with the Director, the instructor, and the student. If a solution is agreed upon, the Dean will ask the director to have the instructor note the solution on the Incident Reporting Form and place a copy in the student's cumulative file and forward a copy to the Dean's office. A copy of the form will be provided to student(s).

## *Frequently Asked Questions*

**Q: When did the FAMU MHA program graduate its' first class?**

**A:** Established in 2000, the MHA program admitted its' first class in August 2001 and graduated the first class in 2003.

**Q: Is the MHA program accredited by the Commission on Accreditation of Healthcare Management Education (CAHME)?**

**A:** The Commission on Accreditation of Healthcare Management Education (CAHME) is the organization that accredits graduate programs in health administration. Accreditation is a two phase process: candidacy and accreditation. The program is in the candidacy phase. Obtaining full accreditation is our goal.

**Q: Are MHA alumni finding employment or fellowship opportunities negatively impacted because the program is not yet CAHME accredited?**

**A:** No, our graduates have been very successful competing with other MHA graduates for employment and administrative fellowships in health care organizations across the United States.

**Q: What are some examples of management positions currently held by MHA alumni?**

**A:** Director of Operations, Operations Manager, Network Manager, Executive Director- of Support Services, Health Systems Specialist, Systems Coordinator, Compliance Officer, Nursing Home Administrator, Operations Manager, Assistant Administrator, Patient Advocate Coordinator and Team Lead Coordinator.

**Q: In what types of health care organizations, or settings, will a MHA graduate be prepared to begin his/her career?**

**A:** Community Health Centers, Clinics, Consulting Firms, Health Insurance, Healthcare Associations, Managed Care Organizations, Hospitals, Home Health Agencies, Assisted Living Facilities, Medical Group Practices, Mental Health, Health Departments, Rehabilitation Centers, Skilled Nursing Facilities, Pharmaceutical Industry, Government Agencies and Academia.

### **State and National Trends for Florida**

	<b>Employment</b>		<b>Percent Change</b>	<b><u>Job Openings</u><sup>1</sup></b>
<b>United States</b>	<b>2008</b>	<b>2018</b>		
Medical and health services managers	283,500	328,900	+16%	9,940
	<b>Employment</b>		<b>Percent Change</b>	<b><u>Job Openings</u><sup>1</sup></b>
<b>Florida</b>	<b>2008</b>	<b>2018</b>		
Medical and health services managers	8,660	10,300	+19%	330

**Florida A & M University  
School of Allied Health Sciences  
Division of Health Care Management**

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**Health Management Fieldwork  
Guidelines**

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**Master of Health Administration Program**

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**Florida A&M University**  
**School of Allied Health Sciences, Division of Health Care Management**  
**Health Management Fieldwork Guidelines**

**I. Introduction**

Health management fieldwork is an integral and essential part of the curriculum of the Masters in Health Administration (MHA) Program and prepares the student for a career in the health management profession. The purpose of health management fieldwork is to provide MHA students with an opportunity to apply their knowledge of management theory, concepts, and best practices in health care facilities and organizations. Health care facilities and organizations serving as placement sites may include hospitals, medical centers, nursing homes, ambulatory care centers, health insurance companies, health maintenance organizations, rehabilitation centers, community health centers, home health agencies, mental health centers, state/governmental health agencies, physician group practices, and other organizations with health-related activities. The health management fieldwork experience is conducted in the last semester of study, after the completion of all didactic courses.

Under the supervision of a qualified preceptor, the student bridges the gap between academia and health management practice. A carefully structured, well-supervised health management fieldwork experience benefits the student by providing an opportunity to apply management and leadership theory, principles, and practices. The goals of the health management fieldwork are:

1. To provide an experience that introduces the student to the health care management profession.
2. To provide an opportunity for the student to become familiar with all the operations of the fieldwork organization, as well as the principles and practices of health management.
3. To further develop a personal code of professionalism, ethics, socialization philosophy, and exemplary performance standards essential for a successful health care management career.
4. To develop an understanding of the role of the professional, societal, and consumer influences upon a health services delivery organization.
5. To develop and promulgate the necessity for balancing stakeholders' demands for accessible, quality, and affordable health services.
6. To provide an opportunity to acquire professional experience and responsibility under expert supervision.
7. To provide an opportunity to apply and test concepts and theories in practical health management work situations, and embrace learning as a life-long process
8. To clarify individual health management career goals.

The goals of health management fieldwork are achieved by providing each student with personal coaching, guidance by qualified health care management faculty and highly qualified practicing preceptors, and by providing an environment in which the student begins to develop the necessary leadership competencies required for outstanding healthcare leadership in the 21<sup>st</sup> century.

In addition to the goals of health management fieldwork, each student, in collaboration with their preceptor and faculty coordinator, will develop a set of objectives that should meet the needs of student learning outcomes based on their background, strengths and weaknesses.

## **II. Health Management Fieldwork Learning Outcomes**

Students are directed to select residency sites based on their area of specialization, previous work experience, career interests, and career goals. After deciding upon a fieldwork site, students develop tentative learning outcomes for the experience, which are used to formulate a signed agreement between the student, the University, and the preceptor. This agreement assists the student and preceptor in clarifying expectations and responsibilities, thereby providing direction for a successful experience. While each experience will be different, the overall expected learning outcomes will generally be the same. The fieldwork experience should provide the student with:

- An orientation to the organization's policies, expectations, and procedures
- Exposure to the administrative and management operations of the organization and the preceptor's leadership style and qualities
- An opportunity to demonstrate his or her competency in basic health management operations and proficiency in completing assigned duties and responsibilities
- An opportunity to achieve the stated learning outcomes of the fieldwork experience
- An opportunity to work on a project agreed upon by the student, preceptor, and coordinator
- An opportunity to demonstrate effective communication skills and professional behavior in the workplace.

## **III. Student Learning Outcomes**

At the conclusion of the fieldwork experience, the student should be able to demonstrate the following competences:

- Analytical and innovative thinking necessary to complete an important health care management project and provide appropriate interventions/recommendations to address the problems/issues involved in the project.

- The ability to manage and build relationships as a member of a health care team, understand and communicate the importance of inter-professional teamwork, and excellent performance on every team assignment addressing an organizational problem or challenge.
- The application of current quantitative and qualitative methods to improve performance in the context of the health care organization's external and internal environment, and demonstrate how effectiveness and efficiency of management practice is improved.
- Self development and organizational awareness critical to leadership growth and development as a health care management professional.

#### **IV. Student Responsibilities**

- Two semesters prior to the residency, the student and the faculty coordinator must work together to identify placement sites in which they have a concrete interest. However, the student must take an active and lead role in identifying his or her placement site.
- A semester prior to the residency, the student will provide the coordinator with a Background Check for clearance to participate in the residency.
- Early in the semester prior to the residency, as planning for the residency becomes firm, the student must submit the Administrative Residency Application package to the Faculty Coordinator. The package includes: the student's resume, transcripts, and pertinent information about the potential site, organization and preceptor.
- Upon selection of the residency, the student will work with the Faculty Coordinator to develop a contract that will list the name, title, address, and email address of the preceptor, the name of the project, and objectives for the residency.
- At the beginning of the semester of the residency, the student is required to enroll in and complete HSC 6895, the six (6) hour residency course.
- During the residency, the student should communicate biweekly with the Faculty Coordinator via telephone or email. It is up to the student to communicate any concerns to the Faculty Coordinator.
- Nearing completion of the residency, the student should ask the preceptor to complete the Evaluation of the Resident. At the same time, the student should complete the Evaluation of the Preceptor and the Evaluation of the Residency.

- At the completion of the fieldwork experience, the student will make a formal presentation to the university faculty, describing the project in detail. See the fieldwork course syllabus for presentation specifics.

## **V. Faculty Coordinator Responsibilities**

- The Faculty Coordinator will facilitate placement opportunities, solicit placements, and inform potential preceptors of the internship policies and procedures. To the extent possible, develop relationship and arrangements with internship sites to build a set of annualized residency opportunities.
- The Faculty Coordinator's responsibilities include development of a master schedule for fieldwork placement activities, scheduling of interviews with potential fieldwork sites, discussions with faculty and the Director regarding student's interests and potential placements, managing on-going communications with fieldwork sites and acquisition of reports from preceptors. When possible, the Coordinator visits fieldwork sites to review the student's progress.
- When placement agreement has been reached, the Faculty Coordinator will notify both the preceptor and the student confirming the placement
- Communicate with preceptors and students regularly
- Resolving any problems that might arise
- Keep the Director informed about issues related to residency requirements, program implementation, and program assessment by students and organizational preceptors.

## **VI. Preceptor Responsibilities**

- Provide the resident with an overview of the organization and the setting of the residency, including:
  - Organization Chart
  - Organizational goals, objectives, and activities
  - Key stakeholders
  - Copies of important reports/materials about the organization
  - Any pertinent background reading
- Explain work rules and procedures
  - Meet regularly with the student

- Introduce student to colleagues and organizational executives if available
- Arrange for attendance at a formal orientation, if appropriate
- The Preceptor in conjunction with the student, and the Faculty Coordinator, will identify a major project as prior to the fieldwork placement. This graduate-level project should be of benefit to both the student and the organization. A student may be asked to complete a section of a major project, or a smaller, yet equally challenging project. It is expected that the student will complete the assignment within the 12 week time frame of the fieldwork.
- At the conclusion of the fieldwork period, the Preceptor will evaluate the student's performance using an evaluation tool provided by the Program. It is critically important that this evaluation be completed within two days after the fieldwork period has ended so that course grades may be determined in accordance with University requirements.

## **VII. Affiliation Agreement**

The training of health management professionals is not possible without the existence of cooperating health organizations and agencies, and the participation of experienced health care leaders who are willing to contribute to the professional development of students. An affiliation agreement between the School of Allied Health Sciences and the fieldwork agency establishes a formal relationship between these organizations and articulates the terms and conditions for the fieldwork experience. The agreement is prepared by the Office of the Dean and forwarded to a fieldwork site when student placement is secured.

## **VIII. Fieldwork Selection Process**

The Division of Health Care Management Program Director and the Fieldwork Coordinator assist students in the selection of Fieldwork assignments through a series of personal interviews and consultation with academic advisors. Faculty advisors are also consulted for advice to determine student learning outcomes. Students' previous professional experiences, future career goals, academic achievements, and their career plan are the foundation for fieldwork selection. An assignment is considered approved after the Director, Coordinator, and student have agreed on a selected fieldwork site, and the appropriate authorizing official for the fieldwork site has approved the fieldwork assignment and identified and approved a designated preceptor.

## **IX. Academic Requirements for Fieldwork**

Students enrolled in the 55 credit hour academic track will earn six-semester credit hours for the Fieldwork experience. The student must complete 40 hours per week for 12 weeks or three months to fulfill the fieldwork requirement. Students must designate the field work residency option before the end of the third semester of study. All courses in the curriculum must be successfully completed before a student is eligible for fieldwork placement.

## **X. Criteria for Preceptor Selection**

Preceptors must possess appropriate academic qualifications and professional health care management experience. Preceptors are expected to hold at least a Masters degree and must be in a middle management position with at least five years of professional experience. All preceptors must be approved by the Coordinator.

## **XI. Compensation**

While there is a desire for students completing the administrative Fieldwork experience to receive compensation for the experience, it is not a requirement for fulfillment of this experiential exercise. The Coordinator will explore possibilities for some form of stipend or compensation for the student who incurs living expenses during the fieldwork period. Students are advised to plan and budget for the fieldwork requirement. Students are also encouraged to explore employment opportunities at the fieldwork site outside of normal fieldwork hours and elsewhere in that community.

Reviewed: 9/5/2014 - PSW  
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