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NEW DEGREE PROGRAM PROPOSAL

Sponsoring Campus: University of Missouri – Kansas City

College or School: School of Nursing

Department: N/A

Program Title: Health Science

Degree: Bachelor of Health Sciences

Option: N/A

CIP Classification: 51.0000

Emphasis areas: Urban Engagement

Implementation Date: Fall 2011

Expected Date of First Graduation: May 2014

Steve Graham, Senior Associate Vice President for Academic Affairs

Name/Title of Institutional Officer Signature Date

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Bachelor of Health Sciences, UMKC

EXECUTIVE SUMMARY

UMKC is proposing a Bachelor of Health Sciences (BHS) degree in response to requests from healthcare institutions for non-nursing, healthcare-prepared graduates, and to meet the needs of students who are interested in the field of Health Sciences but for whom a professional degree is not currently feasible due to enrollment limitations. The program will provide coursework in the physical, biological, behavioral, business and social domains of health and focus on the health issues encountered in the urban setting.

The UMKC School of Nursing (SON) has a history of providing excellent nursing education, with an emphasis on urban health. The BHS will broaden SON's offerings beyond nursing and provide opportunities to students interested in other areas of healthcare that are important in today's healthcare arena. Additionally, the BHS will meet the needs of students who are not admitted to nursing school. In the Kansas City area, all schools of nursing receive twice the number of applicants than they are allowed to admit according to Missouri Board of Nursing regulations. The BHS will provide these students with a viable option for education and future employment. The BHS will also serve as a stepping stone for students who wish to enter professional degree areas such as respiratory therapy, physical therapy and occupational therapy.

The BHS program will have an impact on the economy and the healthcare crisis. The need for professional degree program graduates continues to rise dramatically, as does the need for allied health-trained professionals. As the workload of those in nursing, medicine, dentistry and pharmacy increases, there is a growing need for well-qualified allied health workers to take on some of the non-essential duties that healthcare professionals have traditionally assumed. Hiring and training individuals for non-nursing employment in a healthcare setting can be extensive and costly when the employee has limited knowledge of healthcare. The proposed degree will provide the training to meet various needs in the healthcare industry.

Using already established marketing avenues such as the Pathways to Nursing program for high school students and working through counselors acquainted with the SON, as well as recruiting students not admitted to nursing schools in the area, we expect to attract over 95 new students each year. The degree will also serve the UMKC students who are not admitted into nursing and wish to continue in a healthcare-related major. Even with modest student enrollment projections, the BHS program will be financially viable.

The BHS will expand the influence of the School of Nursing and the University and have a positive impact on the healthcare shortages in the state and our city. The degree will also display support for the life and health sciences priority of UMKC and demonstrate our commitment to the community.

Bachelor of Health Sciences, UMKC Proposal

INTRODUCTION

UMKC is proposing a Bachelor of Health Sciences (BHS) degree in response to requests from healthcare institutions for non-nursing, healthcare-prepared graduates, and to meet the needs of students who are interested in the field of Health Sciences but for whom a professional degree is not currently feasible due to enrollment limitations. The program will provide coursework in the physical, biological, behavioral, business and social domains of health and focus on the health issues encountered in the urban setting.

Building on a sound liberal arts education, the BHS includes a science component combined with urban focused coursework in health. Students will learn the concepts of epidemiology, wellness, healthcare systems, finance, technology, and leadership. The BHS program will attract students from several avenues, interested in a non-professional health career.

STUDENTS PLANNING TO PURSUE NON-PROFESSIONAL CAREERS AFTER THE BHS

Many students will choose the BHS as a major because they are interested in healthcare as a career choice, but are not planning to enter a professional healthcare degree. Coursework in the BHS will provide these students with the necessary breadth and depth of knowledge to compete in the job market for good positions in health-related fields and in positions where knowledge of health care and health sciences is in demand. Students interested in careers such as business, marketing or journalism with special interests in health issues or products, will be particularly well-prepared by the BHS. Most importantly, the BHS will provide a “safety net” for those students who apply for a competitive health professional program and are not admitted. Table 1 provides a list of the likely non-professional health care careers pursued by BHS graduates.

• Hospital Administrator	• Dietician*
• Revenue Cycle Management* (billing/coding/technology)	• Medical and Health Service Managers
• Client/Patient Advocate	• Wellness Coordinator*
• Community Relations Coordinator	• Pharmaceutical Sales
• Community Education*	• Social Services Case Manager

*Actual career placements that graduates in the MU BHS program have reported.

Students of all kinds will be drawn to the BHS program because of its variety of coursework and ability to prepare students for different careers. Community college graduates will be attracted to it because it will provide them with career paths in health science and healthcare not available at the community college level. Therefore, the BHS provides these students with access to a baccalaureate degree, and enhances the collaborative linkages between UMKC and the community colleges. Healthcare workers wishing to earn a baccalaureate degree will enjoy the current coursework of a Bachelor’s degree in a

field that they are already committed to. Many healthcare workers enter the workforce with only an Associate’s degree and a certification in a health profession (e.g., medical transcription, emergency medical technicians, and cardiovascular technicians). Completion of the BHS will afford these individuals opportunities for advancement to management or leadership positions and to become more competitive in the market.

STUDENTS PLANNING TO PURSUE A PROFESSIONAL HEALTH CARE PROVIDER CAREER

The BHS will effectively prepare students who wish to apply to enter a graduate health profession program, such as physical therapy or occupational therapy. Professional and graduate programs in healthcare accept students with a variety of degrees, and the BHS provides a strong foundation for students pursuing allied health careers. Table 2 provides a list of likely graduate and professional programs sought by BHS graduates.

Table 2. Preparation for Professional Training	
Graduates of the BHS will be well-prepared to apply to these graduate and professional health programs. Examples include:	
• Anesthesiology Assistant	• Physical Therapy
• Nursing	• Pharmacy
• Chiropractic	• Occupational Therapy
• Medical Ultrasound	• Speech-Language Pathology

This proposal responds to requests from healthcare institutions for non-nursing, healthcare-prepared graduates. Hiring and training individuals for non-nursing employment in a healthcare setting can be extensive and costly when the employee has limited knowledge of healthcare. Current research shows that healthcare jobs are and will continue to be in great demand now and into the future (The Bureau of Labor Statistics (BLS) Career Guide to Industries, 2010-2011 Healthcare Edition). Additionally, the BHS responds to student requests for options when not admitted to nursing school. In the Kansas City area, all schools of nursing receive twice the number of applicants than they are allowed to admit according to Missouri Board of Nursing regulations. The BHS provides these students with a viable option for education and future employment. The unique urban focus of the UMKC BHS program sets it apart from other BHS programs and should, therefore, attract a new population of students seeking a broad healthcare education with an urban focus.

Though we have not piloted a minor or a certificate, many of the general education and science courses for the BHS are already offered at UMKC and content for several of the new BHS courses is already embedded within nursing courses. The University of Missouri-Columbia started a similar and very successful program three years ago. Based on the accomplishments of the MU program, (explained in more detail in section IV.a.1), we anticipate the urban-focused, Kansas City-based BHS program will also be very successful. In discussions with the BHS team at the University of Missouri – Columbia, they have stated that the UMKC program is not seen as a competitive program and that they, in fact, would welcome another BHS program because of the student need in this area.

Dr. Thad Wilson, acting Dean of the UMKC School of Nursing is accountable for the success of the program. A Program Director will be hired during the first year of the program. This faculty member will have experience teaching within a health sciences program (such as nursing) and will have both teaching and administrative responsibilities within the program.

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CBHE CLARIFYING COMMENTS

FIT WITH UNIVERSITY MISSION AND OTHER ACADEMIC PROGRAMS

ALIGNMENT WITH MISSION AND GOALS

Mission Statement

UMKC's mission is to lead in life and health sciences; to deepen and expand strength in the visual and performing arts; to develop a professional workforce and collaborate in urban issues and education; and to create a vibrant learning and campus life experience.

The proposed BHS program supports the mission of the university by preparing graduates to be leaders in the healthcare field who are capable of collaborating on urban issues. The BHS addresses Missouri's critical need for workers in the healthcare industry in the immediate and long-term. The BHS program fits well with the mission of a land grant university. The program will enhance the overall well-being of Missourians by increasing the healthcare workforce while providing education in an area of high demand for traditional and non-traditional students. It is anticipated that the vast majority of program graduates will live and work in the state, thereby extending the positive benefits of the program. This new program would allow UMKC and the School of Nursing to be at the forefront of the life and health sciences work in the community. It would provide evidence that UMKC is committed to this field and to the community at-large and that the needs of the life and health sciences community continue to be integral to the mission of the University.

Goals

UMKC's campus goals are the key components of how the campus will ultimately achieve its mission and vision. These goals are an integral part of everything we do at UMKC, as represented in the campus strategic plan. They are as follows:

1. Place student success at the center
2. Lead in life and health sciences
3. Advance urban engagement
4. Excel in the visual and performing arts
5. Embrace diversity
6. Promote research and economic development

In meeting the first goal, the BHS program will put student success at the forefront of our efforts by providing the resources needed to complete a new degree program. Students will develop the skills needed be a strong part of our healthcare efforts to help the community. The program would enhance

student success by offering opportunities for students who may not have found their niche in their academic careers and those not accepted into a professional program. It is an attractive option to leaving UMKC to attend another University.

The BHS program will provide further evidence that UMKC is committed to the life sciences field, goal 2, and that we will continue to contribute to the well-being of the community and improve the quality of life in Kansas City. It is a priority for the School of Nursing because it will retain students at UMKC.

University goals 3 and 5 are well represented within the proposed BHS program. The focus of the UMKC BHS program is on urban populations and health. All coursework in the BHS program will focus on urban health issues and possible solutions, therefore setting the stage for an improved and more accepting racial climate. Our hope is that it may also increase student diversity by attracting new students from the urban core interested in healthcare in and for an urban setting.

The Bachelor of Health Science degree will also strive to reach goal 6 and promote economic development through the preparation of entry-level healthcare workers. We anticipate that a number of graduates who have spent time analyzing possible answers to urban health issues may implement solutions that have positive economic impact.

DUPLICATION AND COLLABORATION WITHIN CAMPUS AND ACROSS SYSTEM (BENEFITS OF COLLABORATION)

Undergraduate Health Science degree programs are currently in short supply in Missouri. Only four other institutions in Missouri offer Bachelor of Health Science degree programs: Missouri Southern State University and Truman State University offer Bachelor of Science degrees in Health Science (BS); and Maryville University of St. Louis and the University of Missouri-Columbia offer Bachelor of Health Science degree programs. Maryville's program is primarily for students planning to do graduate work in Physical Therapy and the UMC program focuses on preparing students for allied health graduate programs and rural healthcare needs. At UMKC the BHS will include an urban healthcare focus, unique to our university and setting that will prepare students to be successful in the urban healthcare setting.

Nursing will continue to collaborate with other UMKC schools to ensure that students obtain high quality advising and have a plan of study that will lead to desired educational outcomes. To fulfill the eighteen hours of elective credits, students in the BHS program will be advised through the Student Services Office in the School of Nursing to select courses that are pre-requisites for a particular graduate degree program and/or choose a minor that facilitates their educational and career goals and guided to tailor coursework to enhance their competitiveness for employment or graduate/professional education. The interdisciplinary nature of the program will be enhanced through recommended minors. For example, students who wish to enter pharmaceutical sales will be advised to minor in business, with an emphasis in marketing.

BUSINESS-RELATED CRITERIA AND JUSTIFICATION

MARKET ANALYSIS: STUDENT AND MARKET DEMAND

Need for Program

The 2010 Annual Workforce Report produced by the Missouri Hospital Association (MHA) (http://web.mhanet.com/UserDocs/2010_Annual_Workforce_Report.pdf) indicates that qualified healthcare workers are needed in nearly every area both now and for the near future. Demand for trained healthcare workers will continue to intensify as the healthcare workforce ages, and government health coverage expands. In the 2010 workforce report, the Missouri Economic Research and Information Center (MERIC) “projects a 12.3% increase in healthcare workforce statewide by 2016” (Annual Workforce Report). In addition, MERIC also indicates that more than 50 healthcare jobs are listed in the “Hot Jobs 2008-2018” report, indicating that healthcare jobs are on the rise and will continue to grow over the next eight years. In the same report, of the more than 250 non-healthcare “hot jobs” listed, students with a BHS would be qualified for many positions related to health (e.g. customer service representative, sales person, health educator, lab technician, research assistant, manager). Research shows that growth in the healthcare sector alone won’t alleviate shortages. Programs like the BHS will do their part to assist with this growth in the industry while professional healthcare schools will help fill the gap as well. The flexibility of the UMKC BHS curriculum will provide multiple areas of focus. Students will be able to craft their education to meet the most current demands in the healthcare system, thus improving their chance of employment upon graduation. It will take the entire healthcare industry working together to begin to make an impact on the shortages that are upon us. Adding this BHS program is part of the solution to this grave statewide and nationwide issue.

The healthcare industry continues to have steady growth despite the current economic climate (MERIC, MO High Growth Occupations, 2010-2018, http://www.missourieconomy.org/pdfs/high_growth_healthcare.pdf). Currently there are 320 medically underserved areas in Missouri, and this number is predicted to grow in the future. The report advocates adoption of proactive, forward-thinking measures to decrease the shortage of healthcare support occupations, as well as an increase in funding and appropriations by government and hospitals for training and education to alleviate this gap.

The Bureau of Labor Statistics (BLS) Career Guide to Industries, 2010-2011 Healthcare Edition (<http://www.bls.gov/oco/cg/cgs035.htm>) indicates the same increased need for healthcare workers as previously mentioned. In fact, the Bureau of Labor Statistics (2010) indicates that “Healthcare will generate 3.2 million new wage and salary jobs between 2008 and 2018, more than any other industry, largely in response to rapid growth in the elderly population”. This represents a 22% increase in employment and considerably more than any other industry. Because of this unprecedented growth, the healthcare jobs of tomorrow may not even exist today. Additionally, the BLS information confirms that the need for support personnel within healthcare will increase simply because of improved medical technology, leading to better survival rates of trauma patients and the very ill, who will need care from therapists, social workers and other support personnel. This report also indicates that hospitals

specifically employ workers with varying levels of education and are able to offer a larger variety of work opportunities than other healthcare employers in the industry. Stricter immigration laws will result in fewer foreign healthcare workers entering the US, so jobs will be easier to find for those who are US citizens. Finally, the Career Guide indicates that all levels of healthcare training and education will be highly sought after and that it will be easier for those with education in healthcare-specific areas to get those jobs and advance within this industry.

We contacted five area hospitals/regional medical centers that currently work with the School of Nursing in various capacities (Truman Medical Center, Children's Mercy Hospitals and Clinics, Research Medical Center, North Kansas City Hospital and St. Joseph Hospital) and visited with them about the potential need for a program like the BHS. The Human Resource directors and hiring managers indicated that this program is a valuable and desirable complement to professional healthcare programs that currently exist. The consensus was that more healthcare workers are needed in all hospital departments and that it would be up to program graduates to determine their appropriate roles within the hospital or clinic setting. One HR director expressed that there would be an upcoming need for bachelor's-prepared employees to fill positions within the revenue cycle management departments (including records, billing, coding, and medical technology) because of eminent changes in requirements for those positions and how staff are currently hired, trained and certified. Others indicated that, although the needs vary among hospitals, allied health professionals (also called ancillary staff) fill a role that is and will continue to be in great demand. Although there are still roles that are predominantly for professionally trained specialists (nursing, dentistry, pharmacy, medicine), the needs for those professions to continually take on additional and varied tasks leave opportunities for other allied health professionals to step in and perform that work using their skill sets and work ethic.

Additionally, the University of Missouri – Columbia has experienced incredible success in their BHS program in the three years since it was launched. There are currently over 500 students in the program, which is more than twice the number that was projected when the program was proposed. Many students are using this BHS as a stepping stone degree to furthering their education and moving on to graduate programs or professional schools (nursing, respiratory therapy, physical therapy, etc.). Others that choose to work after graduating are getting positions within health care that are diverse and varied in nature, including those noted in Table 1. Based on MU's success, it is highly probable that in the Kansas City metropolitan area a program of this nature would be highly successful. Columbia is a city with a population of about 100,000 and four hospitals. In comparison, Kansas City is a metropolitan area covering 8 counties in Kansas and Missouri with over 2 million in population and over 20 hospitals, several of which belong to large systems. Therefore, the demand for a degree of this nature is expected to be even higher in our area than in Columbia. The administration at MU reports that this particular Bachelor's program has gone from 21st in popularity of majors to 10th in 2010 and is expected to rank 6th in all MU programs in the next year. There is every reason to assume that the response to the BHS program at UMKC will be similar given its popularity and value.

Student Demand For Program

A survey was sent to students over the summer and again in the early Fall to gauge interest in offering a BHS program. We surveyed a total of 489 students at UMKC, all either undecided or in general education studies (Appendix A). Response rates for this survey were low (5%), and were attributed to the timing of the survey (when students were either away from school for the summer, or just beginning a new semester). Although the response rate was low, the results provided a sense of the level of interest in the program. Of the respondents, 71% (17 of 24) were very interested in the Bachelor of Health Sciences. Of those interested in the program, 35% were aged 19-24 years, the traditional age range for this kind of program offering. Notably, there were equal numbers of African American respondents interested in the BHS as there were Caucasian respondents. Additionally, 47% of those interested live in Jackson County, Missouri (one of the 8 counties that make up the Metropolitan Kansas City area) and would most likely stay in the Kansas City Metro area after graduation.

In addition, our own UMKC Admissions office gathers information on what potential students are seeking from a university setting. The 2009 ACT data showed that there are 139 students in the Kansas City Metro area that indicate an interest in a general Health Science major. Similar interest was found in Missouri, (1,441 students) and in Kansas, (707 students). So, we know that the demand is prevalent when it comes to students desiring a new degree option in healthcare.

Note: Although the below student enrollment and financial projections information is based on the UM System budgeting format, we have also included specific information on student enrollment and financial projections according to the UMKC Budget Model. These can be found in Appendices C-E.

Explanations And Assumptions For Student Enrollment Projections

1. Credit hours used in the calculations are for hours in the BHS program only. The number of hours taken by full-time and part-time students; in-state and out-of-state; by year, are noted.
2. In the matrix below, returning students are those who were new to UMKC at some point, attended UMKC the previous year, and returned to UMKC.
3. Based on average figures for UMKC, a 30% attrition rate was built into the calculations between the freshman – sophomore years; 20% between the sophomore – junior years; and 8% between the junior and senior years.
4. Student enrollment projections are conservative. Experiences at other universities offering this degree would suggest that larger student interest is possible
5. Approximately 15% of students will be from out-of-state, slightly below current UMKC figures. UMKC recently expanded the number of Kansas counties included in its “metro-rate” tuition, indicating that more students from Kansas are considered “in-state” as they attend UMKC and leading to lower out-of-state figures. Most of our marketing efforts will be focused within the state of Missouri.
6. While the time for many students to complete the program will be greater than four years, for our calculations all students are assumed to complete the program in four years. It is impossible to predict how many students will take more than four years and what courses they will take in any given semester.

Projected New UMKC Student Enrollment

Based on our assessments and UMKC data, new students will enter the BHS program in one of two ways. Below are estimates for each year from each avenue.

1. Freshman – these are students who learn about the BHS prior to enrolling in college and will find the BHS to match their educational intentions.
 - a. Year 1 – 35 students
 - b. Year 2 – 50 students
 - c. Year 3 – 60 students
 - d. Year 4 – 80 students
 - e. Year 5 – 100 students

2. Transfer students – these are students who didn't get admitted into a nursing program at another college or university (there are 11 in Kansas City) and believe that the BHS is a good match. Also included are students who transfer from community college believing that the BHS is a good match.
 - a. Year 1 – 20 students
 - b. Year 2 – 35 students
 - c. Year 3 – 45 students
 - d. Year 4 – 55 students
 - e. Year 5 – 65 students

Additionally, there is a third group of students that is projected for the BHS program. These are freshman students who were not accepted into the Nursing program and for whom the BHS is an excellent next choice. These students would normally be lost to other educational programs without offering them something to replace Nursing. However, they are not considered to be new students because they are current UMKC students. To remain conservative in our financial projections, we did not include them in our projected revenue.

Table 3. Student Enrollment Projections Based on Market and Student Demand. See Appendix G and H for Explanation of Credit Hours (CH) per year.

	Year 1	Year 2	Year 3	Year 4	Year 5
New Fresh – IS, FT (11 CHs)	25	37	45	58	72
New Fresh – IS, PT (8 CHs)	4	6	8	10	13
New Fresh – OS, FT (11 CHs)	5	6	6	10	13
New Fresh – OS, PT (8 CHs)	1	1	1	2	2
Total Freshman	35	50	60	80	100
New Soph – IS, FT (11 CHs)	15	15	32	40	47
New Soph – IS, PT (11 CHs)	2	3	6	7	8
New Soph – OS, FT (11 CHs)	2	15	6	6	8
New Soph – OS, PT (11 CHs)	1	2	1	2	2
Total New Sophomores	20	35	45	55	65
Return Soph – IS, FT (11 CHs)		17	26	31	41
Return Soph – IS, PT (11 CHs)		3	4	6	7
Return Soph – OS, FT (11 CHs)		3	4	4	7
Return Soph – OS, PT (11 CHs)		1	1	1	1
Total Returning Sophomores*		24	35	42	56
Return Jr – IS, FT (24 CHs)		12	26	46	57
Return Jr – IS, PT (12 CHs)		2	5	8	10
Return Jr – OS, FT (24 CHs)		1	14	8	8
Return Jr – OS, PT (12 CHs)		1	2	2	2
Total Juniors**		16	47	64	77
Return Sr – IS, FT (21 CHs)			11	24	42
Return Sr – IS, PT(9 CHs)			2	5	7
Return Sr – OS, FT (21 CHs)			1	13	7
Return Sr – OS, PT (9 CHs)			1	2	2
Total Seniors***			15	44	58
Enrollment FT	47	106	171	240	302
Enrollment PT	8	19	31	45	54
Total Enrollment	55	125	202	285	356
Hours (in-state)	494	1185	2240	3391	4462
Hours (out-of-state)	96	341	596	776	738
Total hours	590	1526	2836	4167	5200

*30% attrition from freshman - sophomore; **combines all sophomores + 20% attrition, ***8% attrition from junior to senior year

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STUDENT ENROLLMENT PROJECTIONS

Table 5. Enrollment at the End of Year 5 for the Program to Be Financially and Academically Viable

Approximately 37% of the student numbers from the column labeled “Year 5” in Table 3 above will yield an adequate number of credit hours to make the program viable (Exp. \$517,822; Rev. \$523,901).

Enrollment FT	112
Enrollment PT	20
Total Enrollment	132
Hours (in-state)	1651
Hours (out-of-state)	273
Total hours	1924

BUSINESS AND MARKETING PLAN: RECRUITING AND RETAINING STUDENTS

We will begin by contacting all students not accepted into the nursing program (approximately 100/year) and offer them the opportunity to change to the BHS major. As the only College or University in Western Missouri offering the BHS, we believe this degree option will be attractive to students in and around the area. Offering additional healthcare degree options will potentially keep these students interested in UMKC instead of other local universities or colleges. Other students who might be interested in pursuing the BHS include current UMKC undecided students in The College of Arts and Sciences, and students who are pursuing a general educational degree.

Additionally, we will market through local healthcare institutions and area high schools. Marketing of the program will occur through recruitment that the school already does on a continual basis. We currently enjoy a strong network of area high school counselors thanks to our Pathways to Nursing program for high school students, which introduces them to careers in the healthcare setting. We make very good use of our resources by including all of our program information that might be of interest to the population we are recruiting when we make trips, therefore saving advisor and faculty time and department funds. We will use all the usual recruiting opportunities that we already use for the BSN (Bachelor of Science in Nursing) program for the BHS program.

Our biggest challenge will be to educate our constituents about the BHS and the value it will have for employment in the healthcare setting. To accomplish this goal we will develop a marketing brochure and hold informational meetings and participate in recruitment events in the region. We will develop a communications plan and implement it accordingly, with a varying message to reach a particular audience for the program (potential students, parents, local healthcare partners, faculty, and the community). Our intention will be to get the word out about our new program to these constituents in three ways, face-to-face (direct advising), recruiting events and web and social media marketing

avenues. Marketing efforts will extend throughout the region, with an emphasis on Kansas City, St. Louis, Omaha, Des Moines and other urban centers where students might be interested in a healthcare career with a focus on urban health issues. All attempts will be made to reduce costs by using a variety of on-line methods, but some travel will be expected and is included in our budget.

We anticipate that the program will grow over time and that our marketing efforts will ultimately focus on high school recruitment and partner hospital and clinic recruitment. Over time, the recruiting efforts will become more focused as we see what is most successful in attracting students to the program.

Costs are already built in for marketing of the program and are housed within the recurring other expenses on the financial projections form. We estimate about \$800 to \$1,000 annually for brochures, travel (limited) and recruiting costs for this program.

The SON has been developing a “Student Success” program over the last four years. The program provides students with access to a social worker, tutors, supplemental instruction and support groups. We will develop a parallel assistance program for the BHS. The existing program has been very successful in meeting its goals of 1) increasing the success of at-risk students in the BSN program, 2) strengthening the learning environment and 3) disseminating program success and emerging issues in undergraduate nursing student retention via presentations and publications. Examples of this program’s success can be seen in high student participation in support groups (both male and ESL students), social work case management, stipends and critical thinking sessions. The cost for this student success program is \$50,000, and we plan to support it through program grants, as our current program has been.

INSTITUTIONAL CAPACITY (EFFICIENT USE OF RESOURCES)

The burden on existing resources will include classroom space, student success resources, and faculty offices. Throughout the university, classrooms are available during late afternoon hours. We have accounted in the budget for update of office space currently in the Health Sciences Building, but we are also cognizant of space that might be available at little cost on the Volker Campus, where most of our students will be taking classes during the first two years of the program. Depending on how administration supports this move and space availability, this particular program might be located on the Volker Campus.

STRUCTURE

The BHS program is designed to introduce students to their general education courses first, but soon begin to give them coursework dedicated to the introduction of Health Sciences as a field. Ultimately, they will gain the knowledge they will need to be successful within a healthcare setting. It is up to the student to decide how to use 18 hours of electives. The program is flexible in that students can choose a specialty area or stay with more general coursework and allow for varied experiences to guide them in their chosen area of specialty.

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PROGRAM STRUCTURE

1. Total credits required for graduation: 120

2. Residency requirements, if any: At least 30 of the last 36 credit hours must be completed in residence at UMKC

3. General education: Total credits for general education courses: (35 chs)

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs	Course	Hrs
Composition I	3	Composition II	3	Speech	3
College Algebra	3	Foreign Lang. I	5	Psychology	3
Philosophy	3	Constitution	3	Fine Arts	3
Nutrition	3	Sociology	3		

4. Major requirements

Total credits specific to degree: (67 chs)

Courses (specific course or distribution area and credit hours):

Course	Hrs	Course	Hrs	Course	Hrs
Scientific Inquiry*	3	Spanish for Healthcare*	3	Introduction to Health Science	3
Personal Wellness	3	Health and Aging*	2	Medical Terminology	3
Diversity in Healthcare	3	Healthcare Systems	3	Business / Healthcare Finance	3
Epidemiology	3	Healthcare Policy / Ethics	3	Urban Health	3
Global Healthcare	3	Healthcare Technology	3	Healthcare Leadership	3
Healthcare Specialty Course	3	Healthcare Capstone	6	Growth and Development*	3
Qualitative Analysis	3	Anatomy & Physiology I*	4	Anatomy & Physiology II*	4

* Courses that already exist.

5. Free elective credits

Total free elective credits: 18

The sum of hours required for general education, major requirements and free electives should equal the total credits required for graduation.

6. Requirement for thesis, internship or other capstone experience:

The Healthcare Capstone course, taken in the final semester of the Bachelor of Health Sciences curriculum provides an experience-based internship for the senior student. Depending upon the health professions career selected and developed by the student, the student will complete a service learning, research, or problem-based experience. All students enrolled in the Healthcare Capstone will participate in a seminar portion of the course to share learning, information and understanding of the healthcare system.

7. Any unique features such as interdepartmental cooperation:

After discussions with the Deans of the College of Arts and Sciences and the School of Biological Sciences, it was suggested that we package electives and offer them to students. The packages allow students to a) obtain a minor in another discipline, b) meet pre-requisite courses for a Master's degree in a occupational therapy, physical therapy, etc. or c) obtain courses in an emphasis area matching a specific area in healthcare (such as reimbursement or sales). Below are examples of packaged electives in the following areas: general sciences, business administration, biology, psychology, computer science, allied health and research coordinator. Additionally, we have packaged electives for a professional health category (physical therapy, respiratory therapy, occupational therapy and others). We have also provided an elective grouping for an emphasis in healthcare reimbursement, which we have learned from our hospital partners is highly needed. We have also added 12 hours from the BHS program to package with an MPA with a Healthcare focus.

Course elective packages for minors in other fields of study

General Sciences

Intro to Nursing (2)
Microbiology (3)
Chemistry (4)
Chemistry lab (1)
+ 8 more electives of student's choice

Business Administration

Computer Applications in Management (3)
Introduction to Financial Accounting (3) / Marketing Concepts (3)
Financial Management (3)
Understanding the Individual in the Organization (3)
One 300/400 level course -or- [ENT 215/315](#) Introduction to Entrepreneurship (preferred) -or-
[ENT 201/301](#) Entrepreneurship Immersion
+ 3 more electives of student's choice

Biology

Biology I (3)
Bio I Lab (1)
Biology II (3)
Biology II Lab (1)
Cell Biology (3)
Genetics (3)
+ 4 more electives of student's choice

Psychology

General Psychology (3)
Experimental Psychology (4)
Quantitative Methods in Psychology (3)
History and Systems of Psychology (3)
+5 more electives of student's choice

Computer Science

Problem Solving and Programming I (3)

Discrete Structures I (3)

Problem Solving and Programming II (3)

Introduction to Computer Architecture (3)

Discrete Structures II (3)

Data Structures and Algorithms (3)

Senior Level Elective (3)

Senior Level Elective (3)

Note: this emphasis area requires 6 more hours of electives than the BHS program.

Allied Health

Biology I (3)

Biology I Lab (1)

Chemistry (3)

Microbiology (3)

Physics (3)

Applied Statistics for Public Administration (3)

Pathophysiology (3)

Note: this emphasis area requires 1 more hour of electives than the BHS program.

Certified Research Coordinator

Intro to the Study of Human Communications (3)

Financial Management (3)

Biology I (3)

Biology I Lab (1)

Applied Statistical Analysis (3)

+ 5 more electives of student's choice

Healthcare Reimbursement

Billing/Coding (SON) (3)

Revenue Cycle Management (SON) (3)

Applied Statistics for Public Administration (3)

Intro to Cultural Anthropology (3)

Intro to the Study of Human Communications (3)

+ 3 more electives of student's choice

Pre-requisite package for Graduate Degrees

Masters Occupational Therapy (non-BHS course pre-requisites)

Abnormal Psychology (3)

Physics (4)

Medical Terminology (3)

+8 more electives of student's choice

Doctorate – Physical Therapy (non-BHS course pre-requisites)

Chemistry I (3)

Chemistry II (3)

Physics I (4)

Physics II (4)

Biology w/Lab (5)

Medical Terminology (3)

Note: this emphasis area requires 4 more hours of electives than the BHS program.

Healthcare Focus for Masters of Public Administration

In addition to providing preparatory courses for post-baccalaureate studies, the program responded to a request from the Henry W. Bloch School of Management for a set of four electives for their MPA students who wish to have a focus or “track” in Healthcare. The courses in this track are listed below.

MPA with Healthcare Focus

Urban Health (3)

Healthcare Leadership (3)

Healthcare Policy and Ethics (3)

Healthcare Systems (3)

FORM PG

PROGRAM CHARACTERISTICS

FACULTY AND ADMINISTRATION

We plan to hire a program director that will provide oversight for the program. This person will be dedicated 100% to this program and its success.

This program will be an on-campus program. Since this is a new program, we will be hiring new faculty and advisors for the major-specific courses in the program. Other courses will be taught by:

- Dr. Steve Krantz (0.2 FTE devoted to BHS) – Scientific Inquiry and Quantitative Analysis
- Dr. Marco Brotto (0.1) and Dr. Eduardo Abreu (0.1) – Anatomy and Physiology
- Dr. Christine Roberts (0.1) – Growth and Development
- Dr. Jennifer Hunter (0.1) – Global Health
- Dr. Lyla Lindholm (0.1) – Health and Aging
- Dr. Maithe Enriquez (0.1) – Spanish for Healthcare Providers

The BHS faculty will be interdisciplinary. We will search for faculty members with excellent teaching skills and a record of strong scholarship and service. The core tenure/tenure track faculty members will be full-time who are responsible for teaching, research, and service activities in the School of Nursing. Non-tenure track faculty will carry the bulk of the teaching and service load for the program. All of the faculty members will have completed at least a Master’s degree in their core

discipline, although it is expected that the majority of faculty members will have obtained a PhD in their core discipline.

The faculty will be augmented, as necessary, by part-time faculty members who have demonstrated teaching skills and/or have valuable private or public sector experience. All of the required courses for the BHS will be taught by faculty from School of Nursing or collaborating academic units. Graduate teaching assistants may be involved in assisting faculty members who have courses with larger enrollments. Ninety percent (90%) of the core courses for the BHS will be taught by full-time faculty.

All faculty assigned full-time to the BHS will be expected to advise students. Also, faculty will be expected to participate in their respective professional organizations and yearly attend a teaching/learning workshop.

STUDENT PREPARATION

Any students who meet the criteria for admission to UMKC will be eligible for acceptance into the BHS program. As they progress, students will be expected to maintain a GPA of 2.0 to remain in the BHS program. To graduate with a Bachelor of Health Science degree, students must complete at least 30 credit hours at or above the 300 level. At least 30 of the last 36 credit hours must be completed in residence at UMKC. At graduation, students must have a 2.0 or better UMKC cumulative GPA, a 2.0 or better GPA in the degree program, and a 2.0 or better GPA in the final 36 credit hours.

There will be no special admissions procedures or student qualifications required for this program which exceed regular University admission standards.

This BHS program is designed for students who are interested in creating their own area of specialization within a general health degree program. Students who have specific interests in the professional health sciences fields like Nursing, Medicine, Dentistry and Pharmacy should follow the educational pathway that those degree options offer and will be so advised. Additionally, students who pursue the BHS may want to use this Bachelor's program as a stepping stone for these other degree programs or for Master's preparation in these or other healthcare related fields. We support students' right to prepare in any way they see as fit for future education or employment and will assist them to reach their academic goals, while maintaining and sharing a realistic sense of possibilities for them as individuals.

STUDENT AND PROGRAM OUTCOMES

Special skills specific to the program

Upon completion of the curriculum, graduates will be able to demonstrate competencies in the following areas:

- **Interdisciplinary processes and care providers in healthcare teams:** Students will be exposed to interdisciplinary approaches to providing healthcare and will learn how interdisciplinary care is related to improved health outcomes. Through writing, discussion, team projects, and service-learning, students will demonstrate an understanding of the importance of professional collaboration, effective

communication, and team planning to the provision of high quality health services. **Coursework links: Healthcare Systems, Healthcare Specialty, Healthcare Leadership, Composition I & II, Speech**

- **Science of health and life span development:** Students will have fundamental knowledge of the factors contributing to health and healthcare issues across the life span. **Coursework links: Anatomy & Physiology I & II, Nutrition, Growth and Development, Health and Aging, Personal Wellness**
- **Healthcare services in multicultural settings:** Students will identify the key components of cultural competency and will understand the unique challenges of healthcare in urban settings and provision to underserved populations. **Coursework links: Spanish, Urban Health, Global healthcare, 1 Foreign Language course, Diversity in Healthcare, Epidemiology**
- **Health policy and ethics:** Students will have a strong foundation in healthcare economics, policy, and social issues. Graduates will also learn about professional standards and ethical behavior, especially as pertinent to healthcare delivery. **Coursework links: Healthcare Systems, Introduction to Health Science, Urban health, Business/Healthcare Finance, Healthcare Policy and Ethics, US Constitution**
- **Research Methods:** Students will become familiar with the application of research methods to healthcare settings to improve healthcare services. Students will understand the components of evidence-based healthcare. **Coursework links: College Algebra, Scientific Inquiry, Logic/Philosophy, Statistics, Epidemiology**
- **Effective Communications:** Students will demonstrate professional conduct and interpersonal skills when interacting with other healthcare professionals and the public. **Coursework links: Composition I & II, Speech, Urban health, Spanish and Foreign Language.**
- **Leadership:** Students will demonstrate leadership skills through completion of a leadership project in the capstone course. **Coursework links: Healthcare Leadership, Healthcare Specialty, Capstone, Urban Health, Business /Healthcare Finance**
- **Technology:** Students will be familiar with the use of technology in healthcare, both at a personal and institutional level. **Coursework links: Medical terminology, Introduction to Health Science, Healthcare Technology, Business/Healthcare Finance**

In addition to the aforementioned student competencies, graduates of the UMKC BHS program will have a keen understanding and knowledge of how to navigate the healthcare system within an urban setting.

PROGRAM DESIGN AND CONTENT

Courses required for the major build upon basic science and general education courses. Healthcare is a very complex concept and students able to function in the healthcare setting need a strong foundation in general education. A basic science background (Anatomy & Physiology; Personal Wellness; and Epidemiology) helps students understand the challenges encountered in the healthcare industry. Courses required for the major provide a broad understanding of the major influences in healthcare (diversity, global health, ethics, policy, technology, finance and leadership) and prepare the student for implementation of a project in the capstone course, where a student applies what they have learned to a real life situation.

Course listing in sequence, noting the prerequisites

- Composition I

- Speech
- Anatomy and Physiology I
- Sociology
- Fine Arts/Literature
- Composition II
- College Algebra
- Anatomy and Physiology II
- Introduction to Health Science
- Constitution/Government History
- Foreign Language I
- Psychology
- Personal Wellness
- Philosophy
- Health and Aging
- Growth and Development
- Nutrition
- Medical Terminology/ Health Records
- Elective
- Elective
- Quantitative Analysis
- Diversity in Healthcare (Pre-requisites: Introduction to Health Science, Foreign Language I)
- Healthcare Systems (Pre-requisite: Introduction to Health Science)
- Spanish for Healthcare Workers
- Elective
- Scientific Inquiry
- Epidemiology
- Business / Healthcare Finance (Pre-requisites: Healthcare Systems, Statistics (345))
- Healthcare Policy and Ethics (Pre-requisites: Healthcare Systems, Diversity)
- Elective
- Urban Health (Pre-requisites: Healthcare Finance, Healthcare Policy, Epidemiology)
- Global Healthcare (Pre-requisites: Healthcare Diversity, Healthcare Systems)
- Healthcare Technology (Pre-requisites: Medical Terminology, Healthcare Systems, Healthcare Policy and Ethics)
- Healthcare Leadership (Pre-requisites: Healthcare Systems, Healthcare Finance, Healthcare Policy)
- Elective
- Healthcare Specialty Course
- Healthcare Capstone (Pre-requisites: All core health sciences courses – except specialty courses)
- Elective

Note: full course descriptions and objectives are located in [APPENDIX F Bachelor of Health Science Course Descriptions and Objectives](#)

PROGRAM GOALS AND ASSESSMENT

The annual number of graduates as a percentage of matriculating students.

Consistent with other non-professional schools at UMKC, it is expected that 60% of matriculating students will complete the program within one year of expected graduation.

Graduates of the BHS who desire employment immediately upon graduation will find challenging and rewarding positions in healthcare.

It is anticipated that more than 90% of the graduates will find employment in healthcare upon graduation. This will be measured by an annual graduate survey.

Some BHS graduates will enter professional or graduate programs after completing our program.

Approximately 50% of all BHS graduates will enter a graduate or professional program in healthcare and 50% will enter the workforce.

Graduates of the BHS who desire graduate/professional training will be well-prepared and placed in the appropriate health professions programs, at UMKC or other institutions (90% acceptance rate).

The BHS program will help reduce the health workforce shortages in Missouri.

Consistent with other UMKC program graduates, it is anticipated that 80% of BHS graduates will live and work in Missouri.

Students rate coursework as meeting their educational needs.

Results from course evaluation surveys will indicate that overall, students viewed BHS courses as “Satisfactory”, “Quite Good,” or “Excellent”, meaning that the BHS program met their expected educational needs. .

Students indicate that the BHS program meets their educational and personal goals.

Results from our Senior Survey will indicate that 90% of BHS students rate the BHS program as supportive of students’ personal and educational goals, meaning that they felt as though the faculty, staff and administration supported them both personally and educationally throughout their time in the program.

Student progress in the BHS program will be assessed through grades given in their coursework to include exams, class discussions, scholarly papers and portfolios. Portfolios allow students the opportunity to display their level of knowledge by presenting everything they have learned in that particular class throughout the semester. The portfolio is a collection of their papers, research, readings, projects, etc. which they keep through the semester and serves as a reference to the knowledge that they now have at the end of the course.

We will use NSSE (National Survey of Student Engagement) and other academic, nationally-normed surveys to evaluate student experience. At this time, no students will achieve licensing, certification or registration with this program, as none are currently available for this degree program.

ALUMNI AND EMPLOYER SURVEY

As part of an ongoing program evaluation and quality improvement process, the BHS program will conduct annual anonymous, web-based surveys of alumni and employers. The purpose of these surveys is to track graduates' preparedness to enter the workforce and to assess strengths and weaknesses in the content and format of the curricula. In addition, for the first five years, qualitative information will be obtained from alumni and employer interviews. These interviews will help provide a context for the quantitative information and to identify trends in employer and marketplace needs. Graduating students will also be given the opportunity to participate in separate focus groups and web-based surveys about the program curricula, research, and administration. All of this information will be shared with the School of Nursing's existing Community Advisory Board. The surveys and interviews will be used to improve the performance of the program and its graduates and enhance the program's ability to stay at the cutting-edge of health workforce needs.

ACCREDITATION

There is no accreditation available for a BHS program; however, UMKC is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools.

APPENDICIES SUPPORT LETTERS, SUPPORTING INFORMATION & SURVEY DATA

APPENDIX A MEMO

UNIVERSITY OF MISSOURI ~ KANSAS CITY

OFFICE OF INSTITUTIONAL RESEARCH, ASSESSMENT, & PLANNING ~

5115 Oak, Kansas City, MO 64110-2499

816.235.1045 • Fax: 816.235.5509

DATE: SEPTEMBER 14, 2010

TO: Martha Lofgreen and Emily VanArsdale

FROM: Larry Bunce

SUBJECT: BACHELOR OF HEALTH SCIENCE INTEREST SURVEY

Attached are two tables detailing results of the recent survey of students to determine their potential interest in the proposed Bachelor of Health Sciences degree program. The survey was sent to 489 students. A total of 24 surveys were completed, for a response rate of 5%.

As Table 1 shows, 17 of the 24 respondents indicated an interest in the proposed BHS degree. Thus, though the response rate was not very high, there does seem to be notable interest from the students that did respond. Table 1 also displays the characteristics of these interested respondents. Table 2 shows the non-graduate programs these students were interested in upon graduation. As you can see, the highest interest was in becoming a Client/Patient Advocate, Medical and Health Services Manager, and a Wellness Coordinator. Table 2 further shows the graduate program options the students were interested in. As shown in Table 2, the highest interest was in Health Education and Physical Therapy.

Verbatim comments from are also enclosed.

Please give me a call at 235-1045 if you have any questions about these results and I will be happy to discuss them with you.

Enclosures

APPENDIX B-1 CHARACTERISTICS OF INTERESTED RESPONDENTS

	Number of Responses	Percent
<i>Interest in BHS Program</i>		
Interested	17	29.2%
Not Interested	7	70.8%
<i>Gender</i>		
Female	10	58.8%
Male	6	35.3%
Unknown	1	5.9%
<i>Age</i>		
18 and under	5	29.4%
19 to 24	6	35.3%
25 to 34	2	11.8%
35 to 44	3	17.6%
Unknown	1	5.9%
<i>Ethnicity</i>		
African-American	7	41.2%
Hispanic	1	5.9%
Caucasian	7	41.2%
Unknown	2	11.8%
<i>County of Residence</i>		
Clay County	2	11.8%
Jackson County	8	47.1%
Platte County	1	5.9%
Johnson County (KS)	3	17.6%
Wyandotte County (KS)	1	5.9%
Other	1	5.9%
Unknown	1	5.9%

APPENDIX B-2 INTEREST IN CAREERS AND PROGRAMS

	Number of Responses	Percent
<i>Interest in Non-Graduate Careers in Health Care</i>		
Client/Patient Advocate	9	52.9%
Medical and Health Services Manager	8	47.1%
Wellness Coordinator	8	47.1%
Children's Case Managers	7	41.2%
Family Services Counselor	7	41.2%
Health Benefits Manager	6	35.3%
Substance Abuse Counselor	6	35.3%
Community Relations Coordinator	5	29.4%
Social Services Case Manager	5	29.4%
Lobbyist/Health Care Advocate	4	23.5%
Pharmaceutical Sales	3	17.6%
Claims Reviewer	2	11.8%
Independent Living Specialist	2	11.8%
Medical Equipment Marketing and Sales	1	5.9%
<i>Interest in Graduate Program Areas</i>		
Health Education	9	52.9%
Physical Therapy	8	47.1%
Environmental Health Specialist	6	35.3%
Health Administration	6	35.3%
Occupational Therapy	6	35.3%
Surgical Neurophysiology	5	29.4%
Public Health	5	29.4%
Health Informatics	4	23.5%
Speech-Language Pathology	4	23.5%
Anesthesiology Assistant	3	17.6%
Chiropractic	3	17.6%
Diagnostic Medical Ultrasound	3	17.6%
Health Physicist	3	17.6%
Medical Compliance	3	17.6%
Medical Illustrator	3	17.6%
Vocational Rehab Counselor	3	17.6%
Audiology	2	11.8%

APPENDIX B-3 SURVEY VERBATIM

Comments

Please provide any comments or suggestions you may have that will assist us in developing the BHS degree.

I think this degree would be a great idea and that I would be very interested in getting this degree.

I think this is a good program to offer, but I'm not sure of how many job opportunities one would have after obtaining their BHS degree.

This program would help out perfectly because I would major in this right now, if it were available. I am pre-med now, but I am unsure what to specifically major in. Graduating with a BHS will not limit me in my option within the broad spectrum of the health care field. This is a wonderful idea for those coming behind me that might have the same issue with picking/declaring a major (and are pre-med).

I would hope you all take into consideration this great program. Its always great to have educated individuals in the health care system

Make it hands on learning.

I hope you will emphasize hard science courses in the core curriculum, as these will be more beneficial in the short and long term to students than public policy, social science, or organizational management information. Once students are actually out in the working world, it will be far easier to learn the latter than the former, and the former provide a foundation for learning and evaluating the latter.

I would love a sub category for the degree to be Nutrition and Fitness- for being a Nutritionist/ Registered Dietician.

APPENDIX F BACHELOR OF HEALTH SCIENCE COURSE DESCRIPTIONS AND OBJECTIVES

Introduction to Health Science (100)

This course is designed as an introduction to the field in health science. Students will explore the basic concepts related to this field including understanding one's role in health careers, protection against communicable diseases, facilities related to the healthcare profession, health insurance, ethics in healthcare, and workplace injuries. The course will also introduce the student to a wide array of health science professions, including, but not limited to, environmental health science, occupational health, ergonomics, radiological health, toxicology, clinical medicine, dental and nursing practice, drug discovery and safety assessment in pharmaceutical/chemical industry, biotechnology, and careers in government agencies.

Objectives

Upon completion of this course the student will be able to:

1. Compare potential health science career pathways.
2. Discuss the foundations of patient rights and responsibilities, and healthcare ethics.
3. Describe different healthcare facilities and healthcare delivery systems.
4. Summarize basic professional standards of healthcare workers

Pre-requisites: None

Personal Wellness (200)

This course presents an overview of health behaviors and actions needed to achieve a combination of physical, mental, and social well-being through intelligent lifestyle choices. Effective strategies for staying healthy and improving one's health will be explored. Elements of stress management, preservation of physical and mental well-being, personal hygiene and strong social relationships will be discussed.

Objectives

Upon completion of this course, the student will be prepared to:

1. Develop a personal definition of wellness.
2. Explore methods to create a healthy lifestyle by combining physical, mental, spiritual, and social needs.
3. Create strategies for implementing personal wellness.

Pre-requisites: None

Medical Terminology / Health Records (200)

This course is designed to provide the student with a foundation in medical terminology and the components of health records. Course content will include how medical terms are formed; how medical terms are applied to organs, body systems and pathological conditions; how common medical abbreviations are used; and how health records are organized and compiled.

Objectives

Upon completion of this course, the student will be prepared to:

1. Define the four-word parts of medical terms.
2. Analyze medical terms using word parts.
3. Analyze medical terms as they relate to organs, body systems and pathological conditions.
4. Interpret the meaning of medical, pharmacological, and diagnostic abbreviations.
5. Formulate, oral/written sentences incorporating medical terminology and pharmacological, medical and diagnostic abbreviations.
6. Explain how medical terminology is integrated and organized in the medical record.
7. Discuss the components of a medical record.

Pre-requisites: None

Diversity in Healthcare (300)

This course explores how each individual's social, cultural, political, historical, and economic influences shape the individual's own values, beliefs and behaviors. The course expands students' basic knowledge of cultural diversity, cultural awareness of other individuals, and cultural competency as it relates to healthcare. Students examine how their cultural background influences healthcare needs, consumption and delivery.

Objectives

Upon completion of this course, the student will be prepared to:

1. Define how social, cultural, political, and historical influences shape individual values and beliefs.
2. Identify approaches to cultural competency in healthcare.
3. Develop an understanding and strategies to address conflicts in diversity.

Pre-requisites: Introduction to Healthcare, Foreign Language I

Healthcare Systems (300)

The course is designed to provide a description and overview of the organization, financing, and delivery of healthcare in the United States. The historical background and the impact of socio-political, economic, and cultural influences will be explored. The purpose of the course is to provide a framework of understanding of the healthcare system through examination of public and private sectors, market competition, and government regulation. Major issues currently facing the healthcare system will be examined.

Objectives

Upon completion of this course the student will be able to:

1. Identify the key components of the healthcare delivery system.
2. Identify funding sources and their relative contributions to the health expenditures.

3. Identify recent trends in healthcare finance and delivery.
4. Differentiate between private and public healthcare funding and delivery.
5. Discuss the impact of political, economic and cultural influences on healthcare.

Pre-requisite: Introduction to Health Science

Business / Healthcare Finance (300)

This course is designed to acquaint students with the range of issues raised by health finance, particularly as these affect healthcare management, health policy, and population health. The course provides a broad introduction to key concepts, issues, tools, and vocabulary useful for policy makers, consumers, and potential administrators. Mechanisms for healthcare finance including government, private insurance, managed care, etc. and how these are funded and accessed will be explored.

Objectives

Upon completion of this course the student will be able to:

1. Discuss fundamental healthcare financial management concepts.
2. Describe how healthcare in the United States is financed.

Pre-requisites: Healthcare Systems, Statistics (345)

Healthcare Policy and Ethics (300)

This course presents an overview of policy and professional ethics within the healthcare organization and includes discussion of how ethics drive policy decisions. Attention is given to the relationship between these issues and improving healthcare delivery and outcomes. How healthcare policy is created, including financing will be discussed.

Objectives

Upon completion of this course, the student will be prepared to:

1. Evaluate healthcare policy and ethics and the relationship with evidence based healthcare practice.
2. Examine current trends in healthcare policy and related effects on patient care.
3. Define approaches to implement professional ethics and policy in healthcare delivery.

Pre-requisites: Healthcare Systems, Diversity

Urban Health (300)

This course focuses on the unique healthcare needs of individuals and communities located within an urban core. Also included are the specific ways in which healthcare can be delivered to this population. The course provides information on the role of urban characteristics including crowding, poverty and crime in exacerbating healthcare needs of this historically underserved community.

Objectives

Upon completion of this course, the student will be prepared to:

1. List the unique healthcare needs of members of the urban core community.
2. Identify strategies for matching healthcare resources with urban residents.
3. Develop strategies for the prevention of healthcare disparities in an urban setting.

Pre-requisites: Healthcare Finance, Healthcare Policy, Epidemiology

Global Healthcare (400)

This course discusses the complexity of health systems in a global context focusing on the effects of the culturally diverse healthcare community. Course content will include various global organizational structures and systems, internal and external politics, societal paradigm changes, resource allocation and economic factors. Emphasis will be placed on how these impact global healthcare and healthcare delivery systems.

Objectives

Upon completion of this course, the student will be prepared to:

1. Articulate the impact of political, economic and cultural factors on healthcare and global healthcare delivery.
2. Participate in the political and regulatory processes in the global healthcare system.
3. Integrate quality management principles in the care of clients within the global healthcare system.
4. Integrate cultural competencies into the healthcare system delivery.
5. Discuss the impact of societal paradigm changes to the delivery of healthcare.

Pre-requisites: Healthcare Diversity, Healthcare Systems

Healthcare Technology (400)

The course focuses on the various electronic health records, healthcare system technologies, and technology infrastructures utilized in the process of healthcare system delivery. Course content will include medical record coding, operating systems, medical record applications, software, and the philosophical, social and legal issues in the use (and abuse) of computer technology as it relates to healthcare delivery.

Objectives

Upon completion of this course, the student will be prepared to:

1. Discuss the application of technology to client care.
2. Discuss the process of medical record coding.
3. Synthesize the philosophical, social, and legal issues in the use of computer technology.
4. Navigate through electronic health records.
5. Discuss various electronic health records systems and infrastructures.

Pre-requisites: Medical Terminology, Healthcare Systems, Healthcare Policy and Ethics

HealthCare Leadership (400)

This course will provide the student with a theoretical foundation of healthcare leadership. The principles of authority, power, politics, decision making, and influence will be explored. Organizational philosophies will be examined within the context of current healthcare issues. The leadership skills of negotiation, delegation, conflict management, coaching and mentoring will be discussed, as related to healthcare. The role of communication will be examined across organization systems. The effect of gender and cultural diversity on communication will be discussed.

Objectives

Upon completion of this course the student will be able to:

1. Describe leadership within the context of the healthcare system.
2. Discuss factors influencing healthcare leadership.
3. Describe various leadership skills.

Pre-requisites: Healthcare Systems, Healthcare Finance, Healthcare Policy

Healthcare Capstone (400)

This course, taken in the final semester of the Bachelor of Health Sciences curriculum provides an experience-based internship for the senior student. Depending upon the health professions career selected and developed by the student, the student will complete a service learning, research, or problem-based experience. All students enrolled in the Healthcare Capstone will participate in a seminar portion of the course to share learning, information and understanding of the healthcare system.

Objectives

Upon completion of this course, the student will be prepared to:

4. Implement a selected role as a health professions member of the healthcare system.
5. Market themselves for the various roles as a healthcare professional within a healthcare system.
6. Critically analyze the selected role as implemented in the healthcare system setting.
7. Make recommendations for enhancement of the selected professional role based upon evidence generated through the capstone experience.

Pre-requisites: All core health sciences courses (except specialty courses)

APPENDIX G SAMPLE PLAN OF STUDY: PART-TIME

University of Missouri – Kansas City School of Nursing
 Bachelor of Health Science

Year 1 Fall Semester: 7 Cr. Hrs.	Year 1 Spring Semester: 7 Cr. Hrs.
Anatomy & Physiology I (BHS) (4) Speech (3)	Anatomy & Physiology II (BHS) (4) College Algebra (3)
Total Credit hrs: 14	Total BHS hrs: 8
Year 2 Fall Semester: 11 Cr. Hrs.	Year 2 Spring Semester: 12 Cr. Hrs.
Composition I (3) Psychology 101 (3) Personal Wellness (BHS) (3) Health and Aging (BHS) (2)	Composition II (3) Introduction to Health Science (BHS) (3) Constitution / Government History (3) Growth and Development (BHS) (3)
Total Credit hrs: 23	Total BHS hrs: 11
Year 3 Fall Semester: 12 Cr. Hrs.	Year 3 Spring Semester: 12 Cr. Hrs.
Sociology 101 (3) Fine Arts/Literature (3) Quantitative Analysis (BHS) (3) Healthcare Systems (BHS) (3)	Nutrition (3) Medical Terminology / Health Records (BHS) (3) Scientific Inquiry (BHS) (3) Elective (3)
Total Credit hrs: 24	Total BHS hrs: 12
Year 4 Fall Semester: 9 Cr. Hrs.	Year 4 Spring Semester: 9 Cr. Hrs.
Language I (5) Philosophy (3) Diversity in Healthcare (BHS) (3)	Epidemiology (BHS) (3) Business / Healthcare Finance (BHS) (3) Elective (3)
Total Credit hrs: 18	Total BHS hrs: 9
Year 5 Fall Semester: 12 Cr. Hrs.	Year 5 Spring Semester: 9 Cr. Hrs.
Spanish for Healthcare (BHS) (3) Urban Health (BHS) (3) Global Health (BHS) (3) Elective (3)	Healthcare Policy & Ethics (BHS) (3) Elective (3) Elective (3)
Total Credit hrs: 21	Total BHS hrs: 12
Year 6 Fall Semester: 9 Cr. Hrs.	Year 6 Spring Semester: 9 Cr. Hrs.
Healthcare Technology (BHS) (3) Healthcare Leadership (BHS) (3) Elective (3)	Healthcare Specialty Course (BHS) (3) Healthcare Capstone (BHS) (6)
Total Credit hrs: 18	Total BHS hrs: 15

APPENDIX H SAMPLE PLAN OF STUDY: FULL-TIME

University of Missouri – Kansas City School of Nursing
 Bachelor of Health Science

Year 1 Fall Semester: 16 Cr. Hrs.	Year 1 Spring Semester: 16 Cr. Hrs.
Composition I (3) Speech (3) Anatomy & Physiology I (BHS) (4) Sociology 101 (3) Fine Arts/Literature (3)	Composition II (3) College Algebra (3) Anatomy & Physiology II (BHS) (4) Introduction to Health Science (BHS) (3) Constitution / Government History (3)
Total Credit hrs: 32	Total BHS hrs: 11
Year 2 Fall Semester: 16 Cr. Hrs.	Year 2 Spring Semester: 15 Cr. Hrs.
Language I (5) Psychology 101 (3) Personal Wellness (BHS) (3) Philosophy (3) Health and Aging (BHS) (2)	Growth and Development (BHS) (3) Nutrition (3) Medical Terminology / Health Records (BHS) (3) Elective (3) Elective (3)
Total Credit hrs: 31	Total BHS hrs: 11
Year 3 Fall Semester: 15 Cr. Hrs.	Year 3 Spring Semester: 15 Cr. Hrs.
Quantitative Analysis (BHS) (3) Diversity in Healthcare (BHS) (3) Healthcare Systems (BHS) (3) Spanish for Healthcare (BHS) (3) Elective (3)	Scientific Inquiry (BHS) (3) Epidemiology (BHS) (3) Business / Healthcare Finance (BHS) (3) Healthcare Policy & Ethics (BHS) (3) Elective (3)
Total Credit hrs: 30	Total BHS hrs: 24
Year 4 Fall Semester: 15 Cr. Hrs.	Year 4 Spring Semester: 12 Cr. Hrs.
Urban Health (BHS) (3) Global Health (BHS) (3) Healthcare Technology (BHS) (3) Healthcare Leadership (BHS) (3) Elective (3)	Healthcare Specialty Course (BHS) (3) Healthcare Capstone (BHS) (6) Elective (3)
Total Credit hrs: 27	Total BHS hrs: 21