

**HEALTH CARE ADMINISTRATION PROGRAM
MARY BALDWIN COLLEGE**

**Program Handbook
2011-2012**

Acknowledgement

The Health Care Administration Program was established in 1989 through the financial generosity of The Carpenter Foundation. The on-going support of the foundation allowed the program to grow into a very successful endeavor. The program is truly indebted to the foundation for its support in helping create in 1999 the only undergraduate program in health care administration in North America that is endowed and is also fully certified by the Association of University Programs in Health Administration.

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Additional information about these or any other aspects of the Health Care Administration Program is available from the director of the program:

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HEALTH CARE ADMINISTRATION PROGRAM

Philosophy, Mission, Goals, and Objectives

Philosophy

The Health Care Administration Program is value centered, driven by a philosophy of service to others. It strives to be an instrumental part of the educational process of people who want to positively contribute to the administering of resources in the health care field. This philosophy is carried out by a faculty dedicated to excellence in teaching, research, and service.

Mission

The mission of the Health Care Administration Program at Mary Baldwin College is a composite of several fundamental principles which affect the way courses are taught, how programs are set up and administered, and the development of students in the major. These principles are: value-added education, namely, that this educational program adds worth to one's professional life; excellence of performance; civic engagement; quality outcomes; and ethical development.

Goals

This undergraduate Bachelor of Arts degree program has an overall goal of combining a liberal arts foundation with a professional course of study to promote the development of effective, humane, and caring managers in the health care field. Courses, experiences, and assignments are designed to result in a student who has gained an understanding in the ways to manage the physical, financial and human resources of an organization responsibly and humanely. The faculty in this program strive to set the pace in the academic realm of health care administration through updated courses, original research, and using their unique talents in service to the community.

Objectives

The Health Care Administration Program acknowledges the need for its students to be able to positively contribute to society and specifically to the health care field. The objectives of the program therefore equate to the intellectual engagement and competencies of the students in the following knowledge and skill areas as they relate to general management in the field of Health Care Administration:

Knowledge Areas

Health Care Delivery Systems	Public Health
Roles of Providers, Managers, & Consumers of Health Services	Political, Legal and Social Environments
Health Care Financial/Economic Systems & Trends	Strategic Management
Global Health Care	Leadership Styles and Characteristics
Continuum of Health Care Services	Morals and Ethics
Human Resources Management	Health Status of Populations
Marketing	Cultural Issues in Health and Health Care

Skill Areas

Planning	Research Methodologies
Organizing	Team Building/Operations
Directing	Quantitative and Qualitative Analysis
Staffing	Critical Analysis
Coordination	Interpersonal Relations
Communication/Information Services	Writing/Analytical Writing
Budgeting/Financial Management Tools	

Written, oral, and computational competencies are clearly understood to be foundations of the Health Care Administration Program' curriculum. As such, the College's policies on these competencies are integrated into the program's operation. Written competency is measured through appropriate essay exams, research papers, and project reports where critical analysis is stressed. For example, HCA 235 (Women's Health Issues) satisfies the college-wide requirement for "writing emphasis" courses. Each HCA course stresses written critical analysis. Oral competency is measured through verbal reports in class (as in HCA 250 Global Health Care), case studies analysis (as in HCA 310 Health Care Strategic Management), and a required oral senior project presentation (in HCA 401). HCA 310 satisfies the oral competency requirement. Computational competency is measured by the completion of the college's core curriculum Mathematical and Symbolic Reasoning requirement.

The HCA Program also stresses computer competency and quantitative analysis. These areas are measured by the completion of INT 222 Social Science Statistics and SOC 320 Research Methods, both required courses for all HCA majors. Familiarity with the Microsoft Office software package is expected as it will be utilized throughout the HCA curriculum. Mastery of computer competency and quantitative analysis is demonstrated in HCA 401 Senior Seminar in which students apply these skills to a particular research question.

The Health Care Administration Program considers these knowledge and skill areas to be fundamental to understanding how effective administrators might promote the ultimate goal of improving the health of individuals, defined by the World Health Organization as the complete state of physical, mental, and social well-being, and not merely the absence of disease or infirmity. The program views health care as a continuum including such components as wellness, prevention, acute and long-term care, and diversified delivery systems.

The Health Care Administration Program is a fully certified Undergraduate Member of the Association of University Programs in Health Administration (www.aupha.org)

HEALTH CARE ADMINISTRATION

Faculty: Steven A. Mosher, Director; Paula Davis-Olwell, Kenneth Beals, David Colton, Eileen T. Hinks, George Repa, John Wilkinson

Health care is a rapidly changing field. Administration of programs and organizations in health care requires knowledge, skill, and a strong sense of caring for others. The major in Health Care Administration prepares students to enter, or advance, into the management area in a variety of positions and organizations related to the health care field. These positions could involve being a provider relations coordinator, a marketing/public relations director, a long-term care administrator, a consultant, a public health worker, a public policy analyst, an insurance representative, an administrator in a not-for-profit organization like the Red Cross, a department head in a hospital, a department head in a wellness/fitness center, or many other entry or mid-level positions. The major can be a springboard for graduate work in medical and allied health fields, health care administration, business administration, public administration, political science, law, or public health.

The MBC Health Care Administration Program is the only endowed program of its type in the United States and Canada. It is also a fully certified undergraduate member of the Association of University Programs in Health Administration. The program has six named scholarships for Health Care Administration majors.

Requirements for the Major in Health Care Administration:

51 semester hours which include the following courses: HCA 101, INT 222, HCA 230, HCA 245, HCA 261, HCA 310, HCA 320, HCA 330, HCA 387 (minimum of 3 hours), HCA 401, and six hours of HCA electives; BUAD 208, BUAD 230, BUAD 302; ANTH 208 or SOC 260; and SOC 320. Senior Requirement/Capstone Course: Successful completion of HCA 401.

Requirements for the Minor in Health Care Administration:

18 semester hours which include the following courses: HCA 101, HCA 230, HCA 261, and 9 hours of health care administration electives (with HCA prefix).

Requirements for the Certificate in Long Term Care Administration:

24 semester hours including the following: HCA 101, INT 222, HCA 230, HCA 240, HCA 261, HCA 310, HCA 320, and HCA 387. To qualify for the certificate, HCA 387 must be at least 400 hours under the supervision of a preceptor approved by the Virginia Board of Nursing Home Administrators.

Requirements for the Certificate in Health Care Management:

21 semester hours including HCA 101, INT 222, HCA 310, HCA 320, plus 9 hours of electives from: HCA 230, HCA 240, HCA 261, HCA 330.

Requirements for an Emphasis in Public Health (for HCA majors): 9 semester hours including HCA 125, 225, and 250.

HEALTH CARE ADMINISTRATION MAJOR

Required Courses Checklist				Common Core Curriculum
HCA	101	Introduction to Health Care Administration	(3)	
INT	222	Social Sciences Statistics	(3)	Q (Math and Quantitative Reasoning)
HCA	230	Medical and Health Care Ethics	(3)	
HCA	245	Health Care Politics, Policy, and Law	(3)	
HCA	261	Epidemiology	(3)	
HCA	310	Health Care Strategic Management	(3)	O (Oral Communication)
HCA	320	Economics and Finance of Health Care Systems	(3)	
HCA	330	Managed Care	(3)	
HCA	387	Internship	(3)	C (Community Involvement)
HCA	401	Senior Seminar	(3)	M (Authentic Research in Major)
HCA Electives		(choose two)	(6)	
	125	Introduction to Public Health	(3)	
	225	Public Health Issues	(3)	
	235	Women's Health Care Issues	(3)	G, W (Gender, Written)
	240	Long-Term Care Administration	(3)	
	250	Global Health Care	(3)	I (International)
	255	History of International Health Development	(3)	T (Theme)
	277	Colloquium	(3)	
BUAD	208	Principles of Accounting I	(3)	
BUAD	230	Principles of Marketing	(3)	
BUAD	302	Human Resource Management	(3)	
ANT	208	Medical Anthropology	(3)	I (International)
or				
SOC	260	Sociology of Medicine		
SOC	320	Research Methods	(3)	R (Information Literacy and Research)
TOTAL HOURS			51	

***See MBC Catalogue for course descriptions.**

****Note: ECON 101 Principles of Microeconomics is a prerequisite for HCA 320.**

ADVISING NOTES

From time to time, students have asked questions about some of the "things to do and not do" concerning the HCA required course curriculum. Here are a few pointers:

- 1) As to **HCA** courses:
 - take **HCA 101** first;
 - take **HCA 230** next and/or your **HCA** electives;
 - take **HCA 310** and **HCA 320** later on due to the amount of work involved in each; **HCA 310** counts for oral competency
 - **HCA 401** should be taken as the **very last course on your schedule** --take it **only when all other required classes in the major have been finished**; **INT 222** is suggested as a prerequisite for **SOC 320**, and **SOC 320** is a prerequisite for **HCA 401**.
 - **ECON 101** and **BUAD 208** are prerequisites for **HCA 320** (or consent of instructor must be given)
 - **HCA 320** is a prerequisite to **HCA 330**;
 - **HCA 387 Internship**-all HCA majors are required to do an internship **including Registered Nurses**. RN's and others with appropriate work experience may **of course**, do a **Prior Learning Portfolio (PLP)** for this requirement. **Contact Dr. Mosher** for additional information **before** starting a **PLP**;
 - **HCA 235** counts for **Gender Studies credit**;
 - **HCA 240** is a **required** course for individuals who want to become **long term care administrators** (and be eligible to sit for the nursing home administrator's licensing exam); and
 - **HCA degree-seeking students who want to become licensed long term care administrators, must do a 320 hour internship HCA 387 at an approved site with a state approved preceptor.**
 - **HCA 250** counts for **international credit**;
 - **INT 222** counts for **Math and Quantitative Reasoning credit**. There

- **are no substitutes for INT 222.**
- **HCA 255 counts for Enduring Themes credit.**

2) **As to Business courses:**

- **BU 208** should be taken in the **sophomore** or **junior** year; and
- **BU 302** can be taken in the junior or senior year, it is taught every other year on campus; **Note: BU 302 can be taken at a community college, although we prefer you take it through MBC.**

3) **Other Ideas**

- **SOC 320** is only taken in the fall semester.
- **ANTH 208** does count for **international credit**;
- **Prior Learning Portfolio** - see **page 9** for information specific to HCA courses and internship; and
- **The Microsoft Office software package needs to be understood and used!**

4) **Schedule of HCA courses:** Please see current listing for 2011-2013 in this booklet.

Prior Learning Portfolio Guidelines

The following components should act as a guideline for a student to utilize as he/she compares his/her experience with the study of Health Care Administration. They may not have experiences in each component, but this is a good starting point on the preparation of the portfolio. This is a solid tool to determine if, for example, an **internship** requirement can be satisfied. The actual portfolio should follow along with an explanation of how one's experience ties in to the components. These components should not replace the general ADP "portfolio process" but should be used to enhance it.

Planning:

Forward thinking, tactical, strategic, operational

Organizing:

Resource utilization, formal and informal, structural considerations

Directing:

Supervisory duties, span of control

Staffing:

Personnel activities, performance appraisals, hiring, firing, training.

Coordinating:

Facilitator role, inter/intradepartmental

Reporting/Communicating:

Information activities, formal, informal; information systems operations

Budgeting/Financing:

Preparation, implementation, monitoring, evaluation, use of financial management tools

* PLP's for HCA courses should parallel the syllabi for the specific course. **Contact Dr. Mosher for additional information before starting a PLP.**

Advisory Council

The Advisory Council to the Health Care Administration Program is a vital link between the academic and health care professional communities which need to positively interact as they assist each other in the development of students in this field. The Advisory Council is made up of on and off-campus individuals from a variety of disciplines all of which touch upon the study of health care administration.

The purpose of the council is to advise the director of the program in matters related to curriculum development, program development, professional development, and community development. Such advice might include information related to courses, internships, tutorials, trends in health care, civic engagement opportunities, networking for students, etc. In effect, the council is a resource group, whereby the program and the council's membership can gain mutual advantages from their exchange of ideas.

The council operates on both formal and informal levels. There are two general meetings each academic year which take place on the campus of Mary Baldwin College. Between these meetings, a variety of opportunities exist for dialogues on an informal basis among members of the council and the director on an as needed basis.

Ultimately, the Advisory Council acts as a mechanism to facilitate the exchange of ideas among individuals who are committed to the professional development of students in the field of health care administration.

The council membership list can be found on pages 10-16.

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Advisory Council
Mary Baldwin College Faculty and Staff Members
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Paula Davis-Olwell, Ph.D. Mary Baldwin College Staunton, VA 24401 (540) 887-7286 e-mail: polwell@mbc.edu	HCA 101 HCA 230 HCA 245 HCA 255 HCA 287/387 HCA 401 ANTH 208	Intro to HCA Health/Medical Ethics Health Care Politics, Policy & Law History Int'l Health Development Internship Senior Seminar Medical Anthropology
Eileen T. Hinks, Ph.D. 611 Stonewall Street Lexington, VA 24450 (540) 464-7427 e-mail: hinkset@vmi.edu	HCA 261 HCA 235 HCA 125 HCA 225	Epidemiology Women's Health Care Issues Introduction to Public Health Public Health Issues
Steven A. Mosher, Ph.D. Mary Baldwin College Staunton, VA 24401 (540) 887-7276 e-mail: smosher@mbc.edu	HCA 101 HCA 240 HCA 250 HCA 310 HCA 320 HCA 330 HCA 401	Intro to HCA Long Term Care Admin. Global Health Care Health Care Strategic Mgmt. Health Care Econ/Finance Managed Care Senior Seminar
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PROFESSIONAL/CAREER DEVELOPMENT

While the courses taken in Health Care Administration act as the cornerstone of the academic preparation for a student in the major, other components of the Mary Baldwin College experience play instrumental roles in the overall development of the student. Three such components bear special mention.

The **Rosemarie Sena Center for Student Life and Career Development** is dedicated to providing life enriching studies, career counseling and employee development to students, alumnae, and other adults. Students in the Health Care Administration Program access the Sena Center through workshops, presentations, career fairs, placement programs, and a variety of other activities aimed at helping the students connect their academic preparation with life after graduation.

Mary Baldwin College Health Care Club - is a student club formally organized by students in the Health Care Administration Program. Its purpose is to allow involvement in professional and social opportunities by people interested in health care issues. These events include an alumnae panel, speakers, trips, dinners, etc. Each program bears directly on learning through participating in the field of health care administration. This club offers an excellent chance to develop a professional network of contacts in the health care field. The advisors of the club are Dr. Steven A. Mosher and Dr. Paula Davis-Olwell.

The **Carpenter Lecture**, which is sponsored by the HCA Program, brings international and national speakers to campus to address timely issues in the health care field. This lecture is an outgrowth of the ten Carpenter Conferences (1990-1999), which were highly successful. Conference topics have included communicating within the health care system, planning health services for the future, religion and health care, health care lessons from abroad, managing the change of health care reform, health care for the elderly, women's health care issues, managed care, alternative medicine, and the role of community in delivering health services. The first Carpenter Lecture was delivered on March 26, 2003 by Pierre Duplessis, M.D., the Secretary General and CEO of the Red Cross Society of Canada. His topic was: "September 11th and Its Aftermath: A Red Cross Response". The second Carpenter Lecture was delivered on November 5, 2003 by Robert B. Stroube, M.D., State Health Commissioner of the Commonwealth of Virginia. His topic was "Emergency Preparedness and Response." The third Carpenter Lecture was delivered on March 30, 2005 by Carolyn Clancy, M.D., Director of the Agency for Healthcare Research and Quality. Her topic was: "Harnessing the Power of Research: Addressing Disparities in Access and Quality of Care." The fourth Carpenter Lecture was delivered on November 2, 2005 by Kaveh Shojania, M.D., Canada Research Chair in Patient Safety and Quality Improvement, Assistant Professor of Medicine, University of Ottawa, Scientist in the Clinical Epidemiology Program, Ottawa Health Research institute at the Ottawa Hospital. His topic was: "Medical Error:

Moving Beyond the Hype to Improve Patient Safety.” The fifth Carpenter Lecture was delivered on April 1, 2008 by Richard Heinzl, M.D., Founder of Doctors Without Borders, Canada. His topic was: “Lessons From Abroad: The Opportunities of a Borderless World.” The sixth Carpenter Lecture was delivered on March 24, 2010 by Shannon Brownlee, acclaimed journalist and author of *Overtreated*, and Schwartz Senior Fellow at New America Foundation. Her topic was “Health Care Reform?! Now What?” The seventh Carpenter Lecture was delivered on March 24, 2011 by Drs. Nancy and Jerry Jaax. Their work was chronicled in the book “*The Hot Zone*” and in the movie “Outbreak”. Their topic was “Inside the Hot Zone”.

Health Care Administration Program Scholarships and Opportunities

* Scholarships

There are six specific scholarships which apply solely to the Health Care Administration Program.

Carpenter Scholarships: A total of \$10,000 is awarded annually to Health Care Administration majors based upon academic merit and financial need.

Wilkinson - Carpenter Scholarship: This \$1,500 scholarship was established in 1999 in memory of Sue Wilkinson, R.N. It is intended to be a source of financial assistance for a selected Health Care Administration major from either the Residential College for Women or the Adult Degree Program.

Virginia Health Services Scholarship: A \$2,000 award, given annually to a rising senior, majoring in Health Care Administration, who has an interest in long term care administration and who has at least a 3.0 GPA. Sponsored by Virginia Health Services, Inc., of Newport News, Virginia.

Note: All declared majors in HCA are invited to apply for these awards. HCA faculty, working with representatives of the Financial Aid office, and the Registrar's office, gather the pertinent information necessary to make appropriate decisions. Decisions as to scholarship winners are made late in the spring semester of each academic year.

* Other Opportunities

- **Augusta Health Care, Inc.:** Kinnaird Scholarship awarded by AHC to a HCA major doing an internship at the Augusta Medical Center in Fishersville, VA (state-wide competition with other colleges/universities).
- **Western State Hospital:** A grant of \$400.00 to a MBC/HCA major doing an internship at WSH in Staunton, VA.

Note: For additional information on these scholarships and opportunities, please see a member of the HCA faculty before making application.

The Senior Seminar/Senior Requirement

Purpose

The Senior Seminar in Health Care Administration (HCA 401) is a required course for all Health Care Administration (HCA) majors and acts as the discipline's senior requirement. This is a capstone course for the HCA Program at Mary Baldwin College. The Senior Seminar attempts to integrate a liberal arts foundation with a professional focus. It addresses concepts and issues pertaining to the nature of being an effective, efficient, and humane health care administrator.

Registration

In order to be able to register for this Capstone Course within the major, students must have at least a 2.0 GPA in their major coursework or approval of the department.

Learning Outcomes

The main objective of this seminar is to allow the student to bring together those skills and ideas that she has learned while in the Health Care Administration Program at Mary Baldwin College. This education includes liberal arts courses as well as courses in the Health Care Administration curriculum and out-of-class experiences. The seminar is to act as a "synthesizer" of ideas learned and to be learned. This notion of synthesis is at the center of the seminar's purpose: what it means to be a health care administrator. Analytical thinking allows this synthesis to occur.

This central purpose will be played out in the course in a theoretical and practical way. Theoretically, we will look at the "whys" of health care administration (why it exists, succeeds, fails, etc.). Practically, we will consider the actual implementation of the answers to the "why" questions-cases of person-problems, policy situations, and economic conditions. We will connect classic theories/writings to present day events.

Our unit of analysis in all of this will be the individual as a human being, in his/her wholistic nature. The role of human beings in a technological society will concern us greatly as the "motto" of health care administration is "quality, caring and service." Discussion of values, what they are, and their role in HCA, is a major ingredient to this course. This need to understand the essential aspects of Health Care Administration as a vibrant and changing entity can best be evidenced in the organization of the topics to be pursued in this class.

This course also acts as an "outcomes assessment," a measurement tool whereby the program can analyze its majors prior to graduation as to the levels of knowledge and skill they possess in HCA. These levels will be measured through written and verbal exercises.

Organization

The seminar is set up around the following major areas which constitute the "learning foundation" of HCA as well as the areas in which the Senior Requirement is accomplished:

1. The Human Element in HCA: the essential role of values, ethics, morals, socio-cultural aspects;
2. Administrative/Management challenges and concerns: what it means to be a professional - the theory and reality; clinical knowledge; change; administrative functions; leadership;
3. Health Care Delivery: financial aspects of HCA; health services-nature and organization; strategic management; legal aspects; institutions; levels of care; integrated systems; quality of care;
4. HCA in an International Light: comparative analysis; global health issues;
5. Policymaking and HCA: past, present and future trends; and
6. Health and medical concerns: epidemiology, disease management, etc.

The professional dimension of Health Care Administration will be stressed throughout this course both in a formal and informal manner. We will be concerned with all the elements that are included in the development of an intelligent, humane, and concerned professional in the field of Health Care Administration. Ultimately, this course should act as a bridge for the student to cross connecting an undergraduate education with additional education, a new perspective on their current position, and/or a new career.

Required readings will be used to help the student integrate the variety of topics found in the course as they relate to the Senior Requirement.

Teaching Methods

This is to be a "true" seminar. Each week a set of questions related to the field of HCA are discussed in conjunction with the Senior Requirement. They are intended to act as a mechanism of "synthesis" and "integration," bringing together the many pieces of an HCA major's education into a holistic perspective. The responsibility is on the student to do the reading and research paper work as discussion will spring from them. The professor acts as an instructor, moderator, referee, coordinator, and as an "inputer" into the discussions. There will be a distinct absence of traditional lecturing. The student's participation is therefore crucial to the success of the seminar. A major reason for the seminar is to allow the student to be able to increase her/his verbal capability in the area of health care administration, i.e., to be able to discuss the topics in a sophisticated and intelligent manner. The methodology of the course is thusly structured around the use of "Socratic

dialogues," which will address a number of controversial areas in Health Care Administration. One can therefore assume that the readings in relationship to the Senior Requirement are essential to a proper functioning of the seminar, indeed so if the objectives of this course are to be accomplished.

Senior Requirement – Research Paper

The central component of the Senior Seminar is an original research project (the senior requirement). This research project measures a student's ability to set forth a research question appropriate and significant to the field of HCA, organize an appropriate research methodology, carry out the research, and report it in an analytical fashion. Although the project is completed during the semester in which the student graduates, there are some activities which need to precede that semester. The following steps need to be followed very closely in order for the project and the seminar to realize their full potential as excellent learning opportunities.

Expectations for Seniors during Fall Semester prior to taking Senior Seminar

In a departure from the usual sessions that prepare students to develop their senior projects, in the Fall 2011 semester all **RCW HCA majors** will enroll in HCA 277 Health Care Research Methodology. This course will be taught by Dr. Davis-Olwell on-campus only. This course will take the place of the SOC 320 requirement. **ADP students** will enroll in SOC 320 for the Fall 2011 semester and will participate in 3 HCA 401 preparatory sessions run by HCA faculty. ALL (RCW & ADP) students will complete a HCA 401 Research Project Proposal Form (see pp. 23-24) and submit it to Dr. Mosher by September 1, 2011.

HCA 401 SENIOR SEMINAR
Research Project Proposal

Date:

Name:

Address:

Telephone Number:

Email:

Anticipated Graduation Date:

Area/Topic to Research:

Purpose of Research:

Preliminary Research Question: (what variables are you considering; what relationship between the variables are you exploring)

Preliminary Research Methodology: (how will you answer the RQ? What are you measuring and how);

Significance of Topic to Health Care Administration Field:

Additional comments:

Please return this form by September 1, 2011 to:

Steven A. Mosher, Ph.D.
Director
Health Care Administration Program
Professor
Health Care Administration and Political Science
Mary Baldwin College
Staunton, VA 24401
smosher@mbc.edu

Research in the Field of Health Care Administration

Note: The following statements, steps, and references should help guide students in the accomplishment of high quality research in all HCA courses that require research papers.

- **Research in HCA:** we must remember that HCA is a social science; qualitative and quantitative measures are to be employed; tools of analysis must be clearly presented; a literature search must be done involving key words/phrases and key databases appropriate to HCA; interviews and the use of other primary sources of information must be done in a professional manner.
- **Research Question:** the area to be researched should be clear and concise; it should revolve around a relationship between or among 2 or more variables; impact, influence, correlation, similarities, differences; association; and/or causation are being measured
- **Research Methodology:** this attempts to show how the research question will be answered; what resources will be used whether primary and secondary; the role of qualitative and/or quantitative tools; interviews, etc.
- **Outline:** this is a good tool to use after the research question and research methodology have been reviewed and approved; see HCA Program Handbook for elements to include; Chicago/Turabian style is a requirement; an outline is typically the second assignment for a research paper
- **First Draft and /or Final Draft:** use the outline as a guide and develop a complete paper; see HCA Program Handbook for elements to include; Chicago/Turabian style is required for endnotes and bibliography
- **Analysis:** what distinguishes a paper in HCA is the level of analysis it offers; critical thinking skills are being developed in HCA research not only the recitation of facts gleaned from several books/articles, and websites; tools of analysis are being used in such as way as to demonstrate knowledge of their meaning and appropriate use
- **Syllabus:** This will clearly state the nature of the assignment goals, objectives, and expectations; and a timeline with due dates will be clearly stated.
- **Grafton Library Staff:** reference librarians are an asset and can be used to help with sessions on doing research in HCA and for specific issues with specific topics
- **Chicago/Turabian Style:** can be accessed at MBC Grafton Library site (www.mbc.edu/grafton/researchguides/show ref.sp?sub id=6); <http://bcs.bedfordstmartins.com/rewriting>; and <http://dianahacker.com/bedhandbook>
- All HCA classes with research papers must use the in-text "raised" number endnote style, with the "Endnote" page after the conclusion and before the Bibliography.
- **Only use 1 HCA research paper for 1 class.** Do not use 1 paper for 2 or more classes as this is not allowed in the HCA Program.

Health Care Administration Program Format/Concepts for a Research Paper Outline

Note: Several courses in the HCA Program require an outline to be prepared in anticipation of completing a research paper. The following information serves as a general guide to assist in the completion of an outline. Be mindful of other specific requirements found in the pertinent course syllabi.

- 1) Title/Topic: This must be focused, truly descriptive of what the paper will be about.
- 2) Introduction: This is the first part of the outline. Here in one or two paragraphs, the purpose and organization of the paper are described (what the paper will be about and how the parts of the paper will be organized). The "introduction" is a separate subheading. In the Introduction section, after the **purpose** has been stated, clearly pose the **Research Question** as well as the **Research Methodology**. The Research Question needs to be explained in some depth. The Research Methodology needs to clearly show how the Research Question will be answered – how the research is done, where, what keywords and databases are used, what tools of analysis are used, etc. In short, the Research Methodology details the process of doing the research. After the Research Methodology, clearly show the **organization** of the paper – list the parts.
- 3) Variables/Issues/Categories (VIC) to be Researched: The outline needs to mention those areas of concern that will make up the body of the paper. These VIC's could include historical periods, issues that are present, types or categories of something - in essence, this is what one is researching. Each **VIC** has a **separate subheading**. One such VIC might be "Historical Context." Before the conclusion, have a section titled "Analysis" where you analyze the results of your research.
- 4) Under each VIC some breakdown of the subject matter must ensue. For each "subarea" a sentence or partial sentence needs to be present helping to show the level of analysis that will eventually be offered. Be as precise as possible. This will directly relate to the amount of research you have done up to the writing of the outline.
- 5) Organization: Be careful that the outline has an intellectual flow to it; Part I should lead to Part II, and so on.
- 6) **DO NOT SET OUT TO PROVE YOUR CONCLUSION.** The "conclusion" is the last section to your paper and has a separate subheading.

- 7) A preliminary **bibliography** needs to be attached to the outline. It should indicate that you have found a representative number of books, peer reviewed articles, etc. on your topic (usually 10 or more except in the case of the Senior Seminar where one would have 30 or more). This is a literature review. **Websites do not equal peer reviewed articles or books. Websites can be helpful if they are representative of professionally acceptable information. A Bibliography made up of only websites is not acceptable. On-line versions of peer reviewed journal articles are fine.** You need not have thoroughly read all of the entries, but at least you know that they are important references. Use of a computer-based search, Internet included, is required. **Chicago/Turabian style required for bibliography's format.** A bibliography contains all sources used, not just those cited.
- 8) Endnotes: These are not needed for the outline. If they are used, then use the Chicago Style in-text raised number with an "Endnote" page after the conclusion and before the Bibliography.
- 9) **REMEMBER: GOOD OUTLINES MEAN GOOD PAPERS - PUT SOME TIME INTO AN OUTLINE AND YOU WILL BE REWARDED LATER.**
- 10) Finally, when you have questions, please seek out the help of the professor of the course.

Guidelines for Writing Research Papers Health Care Administration

Topic: Stay within the confines of the assignment; be sure you have a purpose behind your research.

Format: Keep a strong sense of organization to your work. Make sure you have the following parts in your paper:

- Introduction: where you set up the paper in terms of the variables you want to research and the way you want to organize them.
Introduction = Purpose + Research Question + Research Methodology + Organization.
- Subheadings: Here you are using "section headings" to help "block" your thinking.
- Paragraph transitions: Make sure your thoughts connect from one section to another.
- **Endnotes: Use Turabian/Chicago format**, specifically the in-text raised number style with the endnotes at the end of the paper, before the bibliography. Be careful to avoid plagiarism, as it will result in an Honor Code violation.
- **Bibliography: Use Turabian/Chicago format**, make sure you combine a variety of sources (journals, books, newspapers, interviews, Internet sources, etc.) keeping in mind the necessity to have timely information, use "professional sources" (Wikipedia, general encyclopedias, etc. are not acceptable sources).
- Graphs, Charts, Appendices, etc., if appropriate. Make sure you explain what you use.

Remember: Turabian/Chicago style is the required format to follow in doing endnotes, bibliography, etc., for all HCA assignments. Please refer to the two following websites related to The Bedford Handbook, 6th ed. for "free" sample papers in the Chicago style: <http://bcs.bedfordstmartins.com/rewriting> and <http://dianahacker.com/bedhandbook>.

Research: Use of a computer-based literature search is required; use appropriate, professional databases and search engines. Use peer reviewed, scholarly articles/materials in your research.

Content: Be very careful to keep in mind the nature of the assignment, stress analysis throughout (the spotting of issues and pulling apart the various components).

Need help? Feel free to contact your professor.

Grafton Library
Mary Baldwin College
Staunton, VA 24401
<http://library.mbc.edu>

Health Care Administration

A Guide to Selected Resources

The Grafton Library website contains listings of books and journals related to health care administration. The library's website also acts as a portal to many databases which can be used for research assignments. Please see the following url for complete up to date information on these resources:

http://www.mbc.edu/grafton/researchguides/show_ref.asp?sub_id=6

Also, these are useful websites for directions on how to cite sources for research papers: <http://bcs.bedfordstmartins.com/rewriting>

<http://dianahacker.com/bedhandbook>

<http://libguides.mbc.edu/content.php?pid=173362&sid=1463263>

Professional library staff assist students in locating appropriate resources for research projects. They come to HCA classes and explain how to do searches for professional/scholarly information. They are readily available by phone or email as well.

HEALTH CARE ADMINISTRATION PROGRAM

Internship Component

Overview

The Health Care Administration Program at Mary Baldwin College recognizes the value of a working experience internship and holds it as an integral part of an undergraduate liberal arts education. The program stands firm in the belief that a practical learning experience where theory meets reality is a vital ingredient in a student's educational process of professional socialization.

The program stands committed to the principle that health care administration includes all those activities and people involved in the promotion of the physical, mental, and social well-being of individuals. All organizations and services on the broad continuum of health and medical care are to be included as appropriate areas in which students can do internships. This continuum includes, but is not limited to hospitals, clinics, managed care systems, long term care facilities, private practices, government agencies, and health related industries.

The internship experience will advance the knowledge and skill of the student in the areas of planning, organization, direction, staffing, coordination, communication, and budgeting/finance. Ultimately, the internship will help the student to understand what it means to be an effective, efficient, caring, and humane health care administration professional.

Goal

Placement of Junior/Senior-level undergraduate student in the Health Care Administration Program with a "hands-on" experience that is mutually beneficial to the student and to the organization where she is placed. Two types of internships exist: **HCA 287 which is an optional, exploratory and pre-professional in nature (for sophomores)** and **HCA 387 the required, professional development-oriented internship (for juniors)**.

Objectives

1. General overview of organizational operations afforded to student intern through an orientation and attendance at meetings, seminars, etc., with organization personnel, perhaps by rotating through the organization's departments;

2. Design and implementation of a specific project (or projects) that connects the interests of the student and the needs of the organization (a requirement in HCA 387). Project(s) could be in any administrative area: planning, organization, budgetary, public relations, program evaluation, etc. List of sample projects on page 37. This project must deal with community services of some type – promoting civic engagement for the student intern.
3. Development of professionalism and leadership as components in the student's educational experience, accomplished through observation, discussion and tasks. Professional behavior (attitude, dress, speech, etc.) is expected at all times.

***Note:** Internships for Residential College for Women (RCW) students are scheduled to take place during May Term within 30-40 miles of Mary Baldwin College. Exceptions to this policy are handled on a case by case basis. ADP students are allowed to do internships near their homes.

**HCA 287/387 Internship
Student Responsibilities
Health Care Administration Program
Mary Baldwin College
May Term 2012**

1. Follow the Internship Checklist on p. 36.
2. Inform the faculty supervisor of the type, time and location of internship desired, by completing the Internship Screen Sheet (provided by Faculty Supervisor by September 30 – no I.S.S.= no internship);
3. Attend an Internship Debriefing Session which includes reports from previous year's interns.
4. After receiving approval from your faculty supervisor, submit to a designated on-site supervisor at the relevant health care facility a cover letter and a resume, including prior course work, professional experience, as well as goals and expectations for the internship. Please see pp.38-39 for resume guidelines;
5. Complete interview(s)/meetings with prospective employer(s) **after** such employers have been screened by faculty supervisor. One such meeting, prior to the start of the internship, will include the MBC supervising faculty. Meetings will include discussions of expectations of all parties involved;
6. Work a minimum of 150 hours at the facility/organization in the capacity as an administrative intern during the designated semester under the supervision of a specified facility administrator and faculty supervisor. Academic credit is awarded on a Pass/No Credit basis. 50 hours of work equals 1 hour of academic credit;
7. Complete all necessary registration forms as prescribed by the college. (RCW students fill out a Sena Center form, ADP students register for HCA 387 as a special course). Pay all necessary fees if ADP student. Summer internships for all students are treated as Directed Inquiries and cost is determined at ½ the hourly rate for ADP courses. May term internships for RCW students are covered in your tuition for the academic year.
- * 8. Maintain a written daily journal of internship experiences relating what happens and an analysis of the day's events, including self-reflection (this acts as the resource for the student's analytical paper at the end of the internship) – email copies of journal to faculty supervisor at the completion of each week;
- *9. Submit a mid-term self-evaluation to the faculty supervisor. Guidelines to be provided by faculty supervisor.
- *10. Write an analytical paper dealing with the total internship experience upon completion of the internship. Guidelines to be provided by faculty supervisor.
11. Maintain a high level of professionalism while employed at the facility in this capacity, which includes:

- a. showing professional appearance, attitude, and behavior;
 - b. reporting to work as scheduled and notifying the on-site supervisor if absence or lateness is necessary;
 - c. assuming responsibility for assigned duties, requesting assistance and asking questions as necessary to complete the task with the highest level of competence, showing a high level of initiative;
 - d. maintaining strict confidentiality concerning internal matters related to the institution and its clients, including patient information, marketing, sales and operations;
 - e. seeking regular feedback from the on-site supervisor;
12. If doing an internship at an organization where currently employed, do internship tasks, projects, etc., significantly different than those of regular job; and
13. Upon completion of internship submit to faculty supervisor a “HCA Internship Summary Sheet” (provided by faculty supervisors).
14. All internships must have a community service component. Civic engagement is a key aspect.

*All materials turned in to the faculty supervisor are held in strictest confidence.

**HCA 287/387 Internship
On-Site Supervisor Responsibilities
Health Care Administration Program
Mary Baldwin College
May Term 2012**

1. Realize the internship is an educational program integrated with practical experience;
2. Meet and discuss with student her goals and objectives for the internship. Jointly determine with student the appropriate *duties* to help meet those goals. The student's *duties* must include more than observation. She must be engaged in some activities/planning activity/projects—not merely clerical or “go-for” duties. HCA 387 requires participation in a project. See p. 37 for list of sample projects.
3. Discuss with the faculty supervisor **prior to the beginning** of the internship:
 - a. *Duties* the student will perform;
 - b. The project(s) she will engage in must have a community service component;
 - c. Start date and tentative schedule for completing internship; and
 - d. For eligibility for state Long Term Care licensure, HCA degree-seeking students must complete 320 hours of internship under the supervision of a *state approved Long Term Care Administrator-preceptor*.
 - e. Participate in a **Pre-Internship Meeting** that will include the student and the Faculty Supervisor in which elements a-d (above) are discussed and clarified for all parties. This meeting can take place in person or by conference call as necessary.
4. Send a completed *duties* sheet (form to be provided) to faculty supervisor and to student no later than one week prior to the start of the internship. (For Long Term Care Administration students, it is expected that the student will have the opportunity to rotate through various departments, as well as work with the administrator).
5. Have a formal, i.e. site visit or conference call, discussion with the faculty supervisor and intern during the internship regarding the student's performance up to that point.
6. **At any time** during the internship, the on-site internship supervisor will contact the professor regarding any significant problems that emerge with regard to the student's performance.
7. The on-site supervisor will also be available on a regular basis for the student for guidance/assistance as needed to complete her responsibilities.
8. The on-site supervisor will:
 - a. complete a **final evaluation** of the student (form to be provided),
 - b. review this evaluation with the student, who must also sign off on it, and
 - c. send the supervising professor the completed form by email in a timely manner at the end of the internship.

Note: All materials turned in to the faculty supervisor are held in strictest confidence.

**HCA 287/387 Internship
Faculty Supervisor Responsibilities
Health Care Administration Program
Mary Baldwin College
May Term 2012**

1. Coordinate the placement, supervision, and evaluation of the internship;
2. Help clarify, locate, and screen internship positions;
3. Orient the intern to the demands of the internship, academic work required, and College/HCA Program policies related to internships;
4. Meet prior to the internship with the student and on-site supervisor to help clarify expectations of all parties and to review the duties, projects provided by the on-site supervisor. For long distance internships, a conference call may replace this meeting;
5. Provide the intern with guidelines concerning the writing of the mid-term and analytical papers and evaluate them upon completion;
6. Have three significant contacts with the intern during the course of the internship. At least one session will involve meeting with the student and the on-site supervisor to review goals, objectives, activities, relationships, strengths, and weaknesses involved in the internship. For long distance internships, conference calls may replace site visits.
7. Be available by phone during normal working hours for additional contacts with the student and/or on-site supervisor as necessary; and
8. Upon completion of the internship, set up and administer a final conference evaluation of the internship at which time the student will respond to questions covering the internship experience as well as make her own statements as are appropriate. The on-site supervisor's written evaluation will also be reviewed. A grade is given by the faculty supervisor at this time.

Internship Checklist--HCA 287 and HCA 387

Due Date	Date Completed	Student Responsibilities
August	_____	1. Read section on Internship Program in HCA Handbook: understand purpose and responsibilities of all parties.
September	_____	2. Meet with HCA faculty member to discuss and set goals for self.
September	_____	3. Attend Internship Debriefing Session .
September 30	_____	4. Submit Internship Screen Sheet with preferences for location and type of facility/organization to Faculty Supervisor.
Oct.-Nov.	_____	5. Meet with assigned Supervising Faculty to discuss internship sites, resume, cover letter, strategy, review prior internship summary sheets, etc.
Oct.-Nov.	_____	6. Prepare an internship resume (see pp. 38-39).
Nov.-Jan.	_____	7. In conjunction with supervising faculty: <ol style="list-style-type: none"> a. Set up initial interview with potential internship site supervisor b. Send to potential internship site supervisor: Cover letter Resume; and HCA Program Handbook, highlighting Internship Component
Feb.-Mar.	_____	8. Participate in the Pre-Internship Meeting including both Faculty Supervisor and On-Site Supervisor prior to start of the internship.
Early April	_____	9. Register for May Term internship (RCW students – fill out Sena Center form; ADP students register for HCA 387 as a “special course” through your academic advisor.)
May Term	_____	10. Complete Internship

*Only under extraordinary circumstances are students given permission to do summer internships. Contact Dr. Mosher for additional information.

Students are responsible for completing all steps in this process.

HCA Program
Internships
Sample Internship Projects

- Commonwealth Center for Children and Adolescents: Benchmarking Survey Project – analyzing data from survey and creating a report related to children psychiatric hospitals
- Emergency preparedness planning in critical access facilities – Carilion Stonewall Jackson Hospital
- Conduct AHRQ patient safety culture survey at Rockingham Memorial Hospital
- Make mammogram and pap smear flyers in Spanish and English, Augusta Regional Free Clinic
- Design a brochure, flyer and news broadcast announcing new meal plan at Westminster Canterbury of the Blue Ridge
- Organizing and condensing the Dental Community Program waitlist for patient, Charlottesville Free Clinic
- Constructed a survey for staff and persons served concerning accessibility at Kluge Children’s Rehabilitation Center
- Worked with team members of “Project Home” (Parsons Health Center pilot program) to survey residents and identify needs, tally results and present information to Wellness Team at Westminster Canterbury Richmond.
- Planned and implemented a women’s group interaction session at Valley Community Service Board.
- Worked with Teen Outreach worker at Central Shenandoah Valley Health District to identify ways to promote sexual active teens’ compliance with chosen methods of birth control – decrease risky sexual behavior.
- Work on performance improvement project at Rockingham Memorial Hospital, assisted in creating the PowerPoint presentation for the CMS Hospital Validation QIO Process.
- Designed a program promoting good dental health practices for children at Augusta Regional Free Clinic.
- Analysis of Augusta Health website in comparison to the top 20 middle-community hospitals ranked by Thomas Reuters and presentation to executive staff members.
- Subacute/Rehabilitation Care Benchmarking Data & Analysis for Revera Corp.
- Gap Analysis/Powerpoint (using J. D. Edwards Fiscal Data) for Revera Corp.

Internship Resumé Guidelines

NAME

School Address

Home Address

Include mailing address, tel. no. and email address under each heading here

Objective

Describe what you want to accomplish on the internship in some depth – be as specific as possible – mention type of institution, rotation among department or focus on one department, etc.). Mention this is a course (HCA 287 or 387) and how many academic credit hours are involved. Mention the need to do a project (for HCA 387).

Education

Mary Baldwin College, Staunton, Virginia
 Bachelor of Arts – Expected graduation date _____
 Major: Health Care Administration
 Minor: (if you have one)

Health Care Administration Coursework

List all the HCA required courses completed by the time the internship will start. You may want to develop 2 columns of course titles here.

Work Experience

Go from most recent to “oldest” jobs, including health and non-health related experiences; list your position, name of the organization, its location, and when you worked there

Sample: Administrative Intern, Augusta Regional Free Clinic, Fishersville, VA (May 2008)

Extracurricular Activities

List the clubs or groups you belong to and any positions held, including dates.

Sample: President, Mary Baldwin College Healthcare Executives, student club (2008-2009)

Special Skills

List any special skills or talents you have including computer skills, foreign language abilities, and personal skills like leadership, highly motivated, self-discipline, etc.

Awards Received

List any awards you have received like scholarships, Dean's List, etc.

Proposed Work Schedule

This includes your tentative start date, finish date, days/hours to be worked

Sample: Start date April 23, 2012, Finish date May 17, 2012, Monday-Friday, 8 a.m. – 5 p.m.

Faculty Supervisor

Professor's full name

Title

Mary Baldwin College

Staunton, VA 24401

Tel. No., Email Address, and Fax No.

Civic Engagement and Global Awareness

Civic engagement in the Health Care Administration Program impacts all its majors. Since 1989, the program has required that each major complete an internship (HCA 387) of no less than 150 contact hours with a health care institution. These institutions can be hospitals, nursing homes, home health agencies, public health departments, free health clinics, and health insurance companies to name a few. The organization that certifies undergraduate Health Care Administration Programs, the Association of University Programs in Health Administration, requires such an internship requirement as part of the process to obtain full certification. Our Health Care Administration Program has been fully certified since 2000.

Each internship will contain a project that directly relates to the civic engagement component of the college's Quality Enhancement Plan. Students are evaluated by on-site supervisors through a final evaluative instrument and conference. Students write daily logs about their experiences and analyze what they are learning. Students also write 2 reflective papers about their experiences. Faculty supervisors coordinate the placement, supervision and evaluation of the internship including several preparatory sessions prior to the start of the internship to review policies and objectives, perform an on-site evaluative visit, and hold a final evaluative conference with the student to review the entire internship experience.

Global awareness is advanced in several ways. Almost every HCA designated course contains an international component that considers that topic in a global manner. Starting in 2008, we have the capacity to place students in internship placements abroad. The HCA Programs sponsors events throughout the academic year which cover international themes. Finally, the HCA faculty conduct research and makes presentations on international topics.

Certificate in Long Term Care Administration

The Health Care Administration Program established a Certificate in Long Term Care Administration in 2001. See the following page for curriculum details. The certificate is available through courses taught at the Mary Baldwin College's regional centers or on campus.

Dr. Steven A. Mosher, Director of the Health Care Administration Program is the coordinator of this certificate and questions about it can be directed towards him.

Certificate in Long Term Care Administration

This certificate is available to any individual interested in gaining knowledge and skill in the field of long term care.

However, if one is interested in becoming a licensed long term care administrator in the State of Virginia, there are certain regulations to be aware of as you proceed toward taking the licensing exam.

Currently, there are 3 ways to become eligible to sit for the nursing home administrator's exam in Virginia. One must have a Bachelors degree in Health Care Administration with a 320 hour internship under an approved preceptor, or do an Administrator-in-Training Program, or obtain a certificate in Long Term Care Administration coupled with a non-Health Care Administration bachelor's degree from an accredited institution.

This certificate program qualifies you to sit for the Virginia state licensing exam under this third option.

Twenty-one semester hours of coursework (7 courses) and a 400-hour supervised internship are required. Up to nine semester hours (3 courses) may be transferred from other colleges or completed by prior learning portfolio.

Courses are available on-line, in group tutorial formats at your local regional MBC center, on campus in Staunton through traditional classroom mode, or by independent study. You will need to complete all coursework with a grade of C- or better.

Upon completion of the program you receive a certificate in Long Term Care Administration and a special designation on your transcript.

YOU TAKE THESE COURSES:

- Health Care Administration 101, *Introduction to Health Care Administration*
- Interdisciplinary 222, *Social Science Statistics*
- Health Care Administration 230, *Medical and Health Care Ethics*
- Health Care Administration 240, *Long Term Care Administration*
- Health Care Administration 261, *Epidemiology*
- Health Care Administration 310, *Health Care Strategic Management*
- Health Care Administration 320, *Economics and Finance of Health Care Systems*
- Health Care Administration 387, *Internship (400 hours under supervision of a preceptor approved by the Virginia Board of Long-Term Care Administrators)*

10/00

03/01

06-05

06/06

06/11

Certificate in Health Care Management

The Health Care Administration Program established a Certificate in Health Care Management in 2003. See the following page for curriculum details. The certificate is available through courses at the Mary Baldwin College regional centers or on campus.

Dr. Steven A. Mosher, Director of the Health Care Administration Program, is the Coordinator of this certificate and questions about it can be directed towards him.

Certificate in Health Care Management

Twenty-one semester hours of coursework – 12 core hours plus 9 hours of elective credit – are required for this certificate. Up to nine of the hours (3 courses) may be transferred from other colleges or completed by prior learning portfolio.

Courses are available on-line, in group tutorial formats at your local MBC regional center, on campus in Staunton in traditional formats, or by independent study. You will need to complete all coursework with a grade of C- or better.

Upon completion of the program you receive a certificate in health care management and a special designation on your transcript.

YOU TAKE THESE FOUR COURSES:

- Health Care Administration 101, *Introduction to Health Care Administration*
- Interdisciplinary 222, *Social Science Statistics*
- Health Care Administration 310, *Health Care Strategic Management*
- Health Care Administration 320, *Economics and Finance of Health Care Systems*

PLUS AT LEAST THREE OF THESE COURSES:

- Health Care Administration 230, *Medical and Health Care Ethics*
- Health Care Administration 240, *Long Term Care Administration*
- Health Care Administration 261, *Epidemiology*
- Health Care Administration 330, *Managed Care*

02/03

06/05

06/06

10/06

06/07

06/09

06/11

Public Health

HCA majors cannot minor in Public Health but one can get an “**Emphasis**” in Public Health by taking the following courses as part of their HCA major:

HCA 125
HCA 225
HCA 250

The **Minor in Public Health** includes the following:

HCA 101 (3)
HCA 125 (3)
HCA 225 (3)
HCA 250 (3)
HCA 261 (3)
HCA 387 (3) (Public Health Facility Internship)
INT 222 (3)

The minor in Public Health is administered by the Health Care Administration Program.

HCA Program - 2011-2013 Schedule of RCW Courses *
June 14, 2011

Fall 2011

HCA 101	Mosher
HCA 125	Hinks
INT 222	Klein, et.al.
HCA/PHIL 230	Davis-Olwell
HCA/POLS 245	Davis-Olwell
HCA/BIOL261	Hinks
HCA 277	Davis-Olwell
HCA 310	Mosher

Spring 2012

HCA 101	Davis-Olwell
INT 222	Klein, et. al.
HCA 250	Mosher
HCA 277	Mosher
HCA 401	Mosher/Davis-Olwell
ANTH 208	Davis-Olwell

May Term 2012

HCA 287/387	Davis-Olwell
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Fall 2012

HCA 101	Mosher
INT 222	Klein, et. al.
HCA 225	Hinks
HCA/PHIL 230	Davis-Olwell
HCA 235	Hinks
HCA/POLS 245	Davis-Olwell
HCA 255	Davis-Olwell
HCA/ECON 320	Mosher

Spring 2013

HCA 101	Davis-Olwell
INT 222	Klein, et. al.
HCA 330	Staff
HCA 401	Davis-Olwell
ANTH 208	Davis-Olwell

May 2013

HCA 240	Staff
HCA 287/387	Davis-Olwell

***Subject to change – please check each semester’s Course Offerings list.**

6/28/11

Health Care Administration ADP Course Schedule *
2011-13

HCA 101	Every Fall/Spring Summer	George Repa	Indep. with BB & Group in Rke.
HCA 125	Every Spring	Eileen Hinks	Online
INT/HCA 222	Every Fall/Spring	Lallon Pond	Online
HCA 225	Every Spring	Eileen Hinks	Online
HCA 230	Every Fall	Ken Beals	Indep. with BB & Group Rke.
HCA 235	Every Spring	Eileen Hinks	Online
HCA 240	Every Spring	David Colton	Indep. with BB
HCA 245	Every Fall	George Repa	Indep. with BB & Group-Rke.
HCA 250	Every Fall	Steven Mosher	Online
HCA 261	Every Spring	Eileen Hinks	Online
HCA 310	Every Fall	David Colton	Indep. with BB
HCA 320	Every Fall	David Colton	Indep. with BB
HCA 330	Every Spring	Steven Mosher	Indep. with BB
HCA 387	Every May Term	Paula Davis-Olwell	(as needed)
HCA 401	Every Spring	Steven Mosher	Online

Note: BB = Blackboard

*Subject to change - please see each semester's Course Offerings list.

Revised June 28, 2011