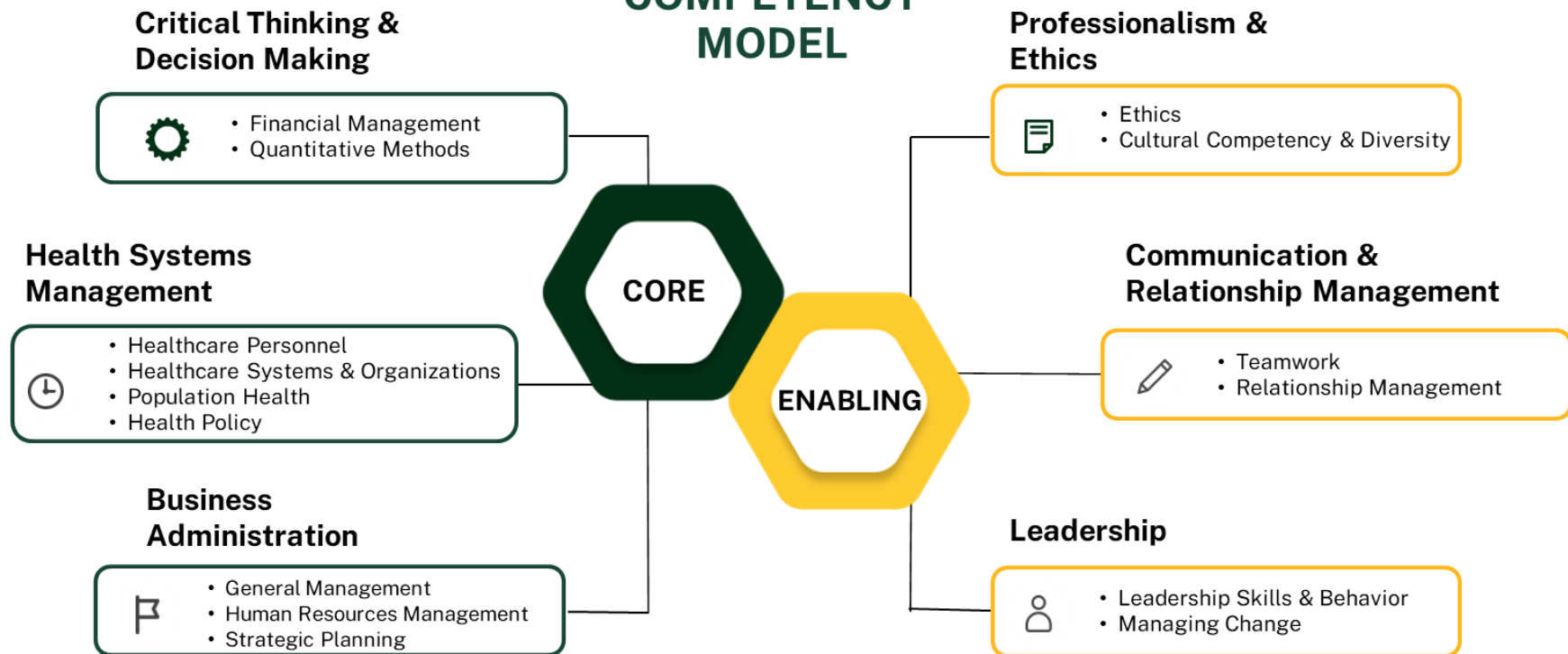




## COMPETENCY MODEL



**1. Health Systems Management.** All Army-Baylor MHA students must display knowledge about contemporary and developing issues in healthcare and be equipped to apply this knowledge within diverse healthcare organizations. This includes being able to utilize various tools and methods for improving hospital/clinic performance, interpret and forecast implications of health policies, identify environmental forces that shape the healthcare landscape, explain the connections between electronic medical records and financial data systems, and develop strategies to manage healthcare delivery systems.

**a. Program-level Objectives.**

- i. Identify the major environmental forces that shape the national healthcare system landscape.
- ii. Explain basic features and history of health system components to include public and private sectors and the four functions of delivery, finance, insurance, and payment.
- iii. Develop a working comprehension of the distribution of health services including inequality, social disparities, and other issues and trends.

**b. Peregrine Exam topics.**

- i. **Healthcare Personnel** – barriers to collaboration, collaboration outcomes, organizational structure, dispute resolution, nursing, physicians, staff, and teamwork.
- ii. **Healthcare Systems & Organizations** – interaction and integration of healthcare sectors, evidence-based management practice, environment the healthcare system operates, characteristics of

healthcare organizations, regulations, system thinking, and managed care models.

- iii. **Population Health** – analyzing data from large populations, assessment of health and healthcare services within populations, community engagement, prevention programs, regulations, systems, cultural competency, systems thinking, and electronic data management.
- iv. **Health Policy** – outcomes, insurance, expenditures, policy analysis, evidence-based practices, healthcare law, regulations, legislation, policy advocacy, political philosophy, and systems thinking.

**2. Critical Thinking & Decision Making.** All Army-Baylor MHA students must be skilled in critical thinking; having the capacity to analyze, filter, and evaluate information gathered from diverse data sources. This includes being able to utilize the knowledge garnered from analysis and evaluation in real-world applications. Students must think critically concerning, substantively participate in, and contribute to discussions. Students must analyze, evaluate different courses of action, and comprehend short-and long-term impacts of strategic planning and decision making.

**a. Program-level Objectives.**

- i. Apply knowledge gained from data-driven analysis to real-world scenarios and situations.
- ii. Utilize critical thinking and decision-making tools to develop process improvements.

- iii. Determine how data and results are used to address an organization's strategic, operational, financial, and quality performance measures.

**b. Peregrine© competency examination topics.**

- i. **Financial Management** – accountability, analysis, assessments, budgets, external relations, healthcare systems, management, negotiation, physician compensation, planning, regulations, reimbursement, staff, teamwork, accounting concepts, and business models for healthcare organizations.
- ii. **Quantitative Methods** – analysis, decision making using quantitative methods, how technology assists in analyzing data, and evidence-based practices.

**3. Business Administration.** All Army-Baylor MHA students must comprehend core business and organizational management skills in a healthcare context. Army-Baylor dual MHA/MBA students will develop a deeper understanding of the international business environment through analyzing country level economic indicators and interactions. Army-Baylor dual MHA/MBA students must display knowledge in corporate governance, contracting, liability, negotiations, and regulatory compliance within business administration framework.

**a. Program-level Objectives.**

- i. Apply management concepts and principles, including formulation, implementation, evaluation, and economic indicators, to the development of strategic, operational, fiscal, and market analysis.

- ii. Apply management concepts and principles, including formulation, implementation, evaluation, and economic indicators, to the development of strategic, operational, fiscal, and market analysis.
- iii. Analyze the selection, implementation, evaluation, and management of information systems, including healthcare information systems.

**b. Peregrine© competency examination topics.**

- i. **General Management** – accountability, analysis, assessment, budgets, change management, collaboration, community needs, decision making, diversity, evidence-based practices, healthcare systems, implementation, interpersonal relations, leadership, lifelong learning, management, negotiation, customer satisfaction, planning, staff development, standards, systems thinking, and applying theory to business decisions.
- ii. **Human Resources Management** – mitigating workplace behavior problems, staff competency, productivity, satisfaction, performance management, involving employees in decision making, diverse workforce, recruitment, leadership, management resources, conflict resolution, physician burnout, planning, regulations, risk management, knowledge transfer, standards, strategy, teamwork, and retention.
- iii. **Strategic Planning** – SWOT analysis, process and outcome measurements, governance, planning, strategies, structures, and models, regulations, organizational objectives, and principles, and integrating systems thinking.

**4. Professionalism & Ethics.** All Army-Baylor MHA students must display ethical and professional skills that demonstrate they possess a commitment to the Army-Baylor core values. This includes an understanding of the importance of culture, diversity, and morality in the delivery of healthcare. Student must demonstrate an understanding of key ethical theories, ethical decision making in healthcare, and how conflicts may arise between ethical considerations and business/healthcare practices. All Army-Baylor students are expected to conduct themselves in a professional and ethical manner.

**a. Program-level Objectives**

- i. Demonstrate the personal conduct, integrity, transparency, accountability, and work habits of a professional.
- ii. Analyze the proactive use of diversity and inclusive principles to transform an organization's culture; improve healthcare disparities, clinical outcomes, patient experience, and employee engagement.
- iii. Consider ethical healthcare dilemmas unique to the business of healthcare delivery.

**b. Peregrine© competency examination topics.**

- i. **Ethics** – ethical principles and application in business and organizational decisions, modeling, interpersonal relations, ethical leadership, self-awareness, teamwork, and advocacy
- ii. **Cultural Competency & Diversity** – fostering work culture diversity and cultural concepts, inclusion strategies, ethical dilemmas, biases,

self-reflection, critical consciousness, and diversity committees,  
training, and environment.

**5. Communication & Relationship Management.** All Army-Baylor MHA students must demonstrate effective communication and interpersonal skills that result in an efficient informational exchange with key stakeholders. This incorporates the skills of listening and using nonverbal, verbal, and writing skills to communicate clearly and effectively with faculty, team members, preceptors, and other stakeholders. Student must understand how to incorporate feedback, ideas, and comments from peers and faculty members into academic and professional endeavors. Students must demonstrate their ability to coordinate multiple projects within a diverse team setting.

**a. Program-level Objectives.**

- i. Demonstrate the ability to coordinate projects in verbal and written formats to team members and executives.
- ii. Demonstrate the ability to work effectively in small and large groups by incorporating interpersonal communication skills and conflict management skills.
- iii. Understand how to incorporate feedback, ideas, and comments from peers and faculty through introspective reasoning and writing.

**b. Peregrine© competency examination topics.**

- i. **Teamwork** – conflict management, high performing teams, culture, change management and agents, clinical team types, dynamics, and effectiveness, leadership building blocks, importance of teamwork, and self-awareness

- ii. **Relationship Management** – personal accountability, holding others accountable, shared decision making, trust building, stakeholder relationships, organizational structure and internal customers, interpersonal relationships, leadership, improving relationships, and systems thinking.

**6. Leadership.** All Army-Baylor MHA students must display the required knowledge, skills, and attributes to lead. This includes the requisite ability to motivate others to foster change, make decisions, and advance organizational goals. Students must understand how various leadership philosophies impact a leader's ability to lead and when they should incorporate these different philosophies. Army-Baylor students develop innovative and creative leadership traits through the examination of new approaches to problems and by drawing on diverse sources of opinions and ideas. All Army-Baylor MHA students are expected to become leaders within the Federal Health System.

**a. Program-level Objectives.**

- i. Develop strategies to influence organizational change.
- ii. Integrate the knowledge and experiences of other professionals as appropriate to influence and implement leadership decisions.
- iii. Develop leadership techniques that support interprofessional team effectiveness.

**b. Peregrine© competency examination topics.**

- i. **Leadership Skills & Behaviors** - accountability of processes and documentation and managing behaviors/relationships, leading



participation, assessment of self, team, and organization, change management, culture, decision making, ethics, external relations, governance, leadership, lifelong learning, mentoring, regulations, self-awareness, systems thinking, and leadership styles and techniques.

- ii. **Managing Change** – rational decision making, implementation, developing effective staff relationships in support of the organization's mission, vision, and strategic plan, TQM approaches, communication, quality improvement, self-awareness, supporting staff through change, monitoring strategic plans/goals, integrating the strategic and operational plan, and change management theory.