The Army-Baylor MHA competency model is used to develop program-level objectives, curriculum, priorities, and individual courses. Army-Baylor’s MHA competencies are introduced during the students’ didactic education and further developed and reinforced at various points throughout the didactic and residency years. Comprehension and achievement of each Army-Baylor MHA competency is formally assessed at the student level using the Peregrine Global Services Healthcare Administration Assessment (Peregrine Assessment), during each course by a faculty member or faculty advisor, by a team of faculty and stakeholders during oral board examinations, and/or by the student’s residency preceptor. Students will also conduct competency self-assessments following each semester during the didactic year and quarterly during the residency year. Army-Baylor MHA competencies are assessed at the program level through comparative analysis between the Army-Baylor students’ aggregated Peregrine Assessment scores and national benchmarks.

It is Army-Baylor’s goal to foster mentoring for its students and track accomplishments within each competency throughout the program. Faculty advisors and preceptors are encouraged to deliver feedback that helps the students’ educational and professional development. Army-Baylor will use aggregated data obtained from student-level competency assessments for programmatic improvement. Programmatic improvements may include new courses, existing course modification, and/or teaching, education, and assessment methodologies.

The Army-Baylor MHA program competency model has three (3) core competencies and three (3) enabling competencies relevant for our unique military (US Army, US Air Force, US Navy, and US Coast Guard), DOD-civilian, and VA-civilian MHA graduates. The Army-Baylor MHA...
competency model’s foundation is the Joint Medical Executive Skills Program (JMESP) Core Curriculum. The six competencies include: 1) Health Systems and Administration; 2) Decision Making; 3) Business and Management; 4) Ethics and Professionalism; 5) Communication and Interpersonal Effectiveness; and (6) Leadership. Each competency has three (3) corresponding program-level objectives which shape our course-level objectives. The Army-Baylor competency model includes JMESP Core Curriculum Connections. The competencies, program-level objectives, and JMESP Core Curriculum Connections are described below.
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. **JMESP Core Curriculum Connections**

      i. **Emergency Management**

         1. Understand the contingency planning process.

         2. Explain the development, implementation, and evaluation of medical response plans for contingencies.

      ii. **Healthcare Quality (Accreditation & Patient Safety)**

         1. Understand the roles of accrediting organizations.
2. Employ tools and techniques to aid in patient safety and risk analysis, prevention, and reduction (e.g., Lean Six-Sigma approach, root cause analysis, failure mode, and effects analysis, etc.).

iii. **Health Law, Policy, and Reimbursement**

1. Explain the importance of compliance, to include second and third-order effects, with healthcare agreements, regulations, policies, and laws.

2. Understand the reimbursement process and how it impacts the healthcare organization.

iv. **IMIT & Information Resources**

1. Identify the appropriate use of information resources to improve care and services, management, support processes, outcomes, and readiness.

2. Explain the importance of the adoption of virtual health solutions, MHS Genesis, and standardized IMIT practices.

v. **Public/Population Health**

1. Understand public health standards and infection control procedures to prevent and control disease transmission.

2. Employ epidemiological surveillance tools to monitor population health and prevention programs.

vi. **Healthcare Organizations/Integrated Healthcare Systems**
1. Understand the history and guiding principles of high reliability organizations.

2. Identify the principles of patient-centered health care and evidence-based practices.

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. JMESP Core Curriculum Connections

      i. Systems Thinking

         1. Understand systems thinking uses, characteristics, and importance.
2. Apply the principles of systems thinking in classroom and real-world scenarios.

ii. Continuous Improvement

1. Employ tools and techniques in support of data-driven decision making.
2. Understand how quality and performance improvement processes align with strategic planning, operational plans, and emerging strategies.

iii. Research Design & Methods

1. Understand the research design process.
2. Identify qualitative, quantitative, and mix-method approaches to answer research questions and obtain appropriate data.

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. JMESP Core Curriculum Connections

i. Organizational Design

1. Understand corporate structure and optimize organizational design to efficiently and effectively accomplish the mission.

2. Identify strengths and weaknesses of different design options.

ii. Financial Management

1. Seek opportunities and methods to gain positive return on investment of resources and the application of funding opportunities, e.g. business case analysis.

2. Understand fiscal compliance, audit readiness, statutory requirements, and internal controls.

iii. Human Resources & Supervision

1. Explain the importance and how to assess current staffing levels against projected requirements to determine current/future needs.

2. Understand the importance of establishing quality standards for performance counseling, feedback, plans, and evaluations in personnel development.
iv. **Information Technology Management**

1. Identify appropriate governance rules and regulations for compliance.

2. Implement safeguards for information and information systems security.

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. **JMESP Core Curriculum Connections**

      i. **Personal and Professional Ethics**
1. Articulate the importance of a personal and professional code of ethics, including standards relating to academic integrity and research.

2. Identify and effectively address ethical conflicts between personal values and professional ethical standards or codes.

ii. **Bioethics & Cultural Competency**

1. Recognize and constructively address, by application of an accepted ethical decision-making model, moral conflicts in the area of health care.

2. Understand the significance of personal, religious, and cultural beliefs on the acceptance or refusal of medical care.

iii. **Organizational Ethics**

1. Explain the development of an organizational code of behavior/ethics, which incorporates the organizational mission, vision, and values.

2. Describe the culture and climate needed to support the organizational code of behaviors/ethics.

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. JMESP Core Curriculum Connections

i. Group Dynamics & Cultural Competency

1. Consider strengths and weaknesses when assigning roles and responsibilities of group members.

2. Promote respect for all members of the group, understanding group dynamics are strengthened through diverse membership.

ii. Conflict Management

1. Identify sources of conflict (e.g., individual, group, organizational, or environmental).

2. Select and use strategies (e.g. avoidance, competing, collaboration, resolution, or mediation) for managing conflict and its consequences as the situation requires.
iii. **Oral/Written Communication**

1. Choose message, language, content, and length appropriate for the audience and subject matter.

2. Select presentation types (e.g., informational briefings, persuasive techniques, motivational techniques, question and answer sessions, or open forums) and prepare for the expected audience and venue.

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. **JMESP Core Curriculum Connections**

      i. **Strategic Planning**
1. Evaluate strategic alternatives to achieve the desired end state.

2. Prioritize organizational objectives and milestones to support the strategic plan.

ii. **Leadership**

1. Display personal conduct consistent with core military values and highest professional standards. Consistently treat others with dignity and respect.

2. Articulate leadership philosophy.

iii. **Diversity, Equity, and Inclusion**

1. Understand and leverage diversity to build collaborative teams and interdisciplinary relationships.

2. Create an environment where diversity, equity, and inclusion are promoted.

iv. **Change Management**

1. Recognize types, stages, and psychological aspects of change.

2. Utilize a systems perspective, assess the environment, decide what needs to be changed, and determine the willingness and ability to change.