

# SAMPLE SYLLABUS

## Master of Health Care Administration

Academic Center 3rd Floor

Des Moines, Iowa 50312

MHA Curriculum Committee Approval Date: August 16, 2012

CHS Curriculum Committee Approval Date: July 10, 2012

Course Syllabus	
<b>COURSE INFORMATION</b>	
<b>Academic Term &amp; Year:</b>	Spring 2014
<b>Course Number:</b>	MHA O649
<b>Course Title:</b>	Capstone
<b>Course description:</b>	This course serves a culminating experience in which students are expected to apply knowledge gained from their graduate experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice. <b>Please review the MHA Capstone—Pre-cursor—provided within this document to guide you in the selection and approval of your experience.</b>
<b>Course Goals:</b>	<ol style="list-style-type: none"><li>1. Conduct an in-depth analysis of a health care organization.</li><li>2. Evaluate information presented and further develop the case to address multiple areas of the MHA curriculum (health policy/access to care, community health, finance, information technology, performance improvement, human resources, management/leadership, marketing, etc.).</li><li>3. Identify and gain access to appropriate information to support analysis.</li><li>4. Integrate and apply prior knowledge to develop appropriate strategies or solutions.</li><li>5. Manage and be involved in a group decision-making process and understand the dynamics involved in-group management.</li><li>6. Measure or assess the impact of recommended actions on the organization and its community.</li><li>7. Prepare a well-written report on the problem, research and recommended solutions appropriate for the decision-making body responsible for addressing the problem.</li></ol>
<b>Credits :</b>	2
<b>Instructor:</b>	Stebbins
<b>Location:</b>	Online
<b>Prerequisites:</b>	<b>Students beginning their degree prior to Fall 2012</b> 36 credit hours of core MHA courses. It is recommended MHA 649 be the last course the student completes.
<b>Required/Recommended Textbooks &amp; Materials:</b>	Required for all courses: American Psychological Association Publication Manual; 6th Edition, American Psychological Association.

### IMPORTANT COURSE DATES

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<b>Dates of Course:</b>	January 13 – April 13, 2014
<b>Meeting Dates:</b>	Online
<b>Drop/Add Period:</b>	January 6-19, 2014
<b>Withdrawal/Midpoint Deadline:</b>	February 17, 2014
<b>Mid-Course evaluation Dates:</b>	February 17 – 23, 2014
<b>End Course Evaluation Dates:</b>	April 7 – 14, 2014
<b>Grade Due Date:</b>	April 21, 2014 (Grades are due to Registrar 1 week after the end course date. Grades post to Pulse within 10 days after the course end date.)
<b>Late Assignments:</b> <b>Your instructor has set the following rule regarding late assignments for this course.</b>	Late assignments without prior approval will not be accepted and will receive zero credit.

## INSTRUCTOR INFORMATION

<b>Instructor information</b>	<b>Name:</b>	Carla Stebbins, PhD
	<b>Office Location:</b>	322 Academic Center
	<b>Office Hours:</b>	As needed.
	<b>Office Phone:</b>	515-271-1497
	<b>Office Email:</b>	<a href="mailto:carla.stebbins@dmu.edu">carla.stebbins@dmu.edu</a>
	<b>Skype Name:</b>	"mymomrocks"

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## PROGRAM COMPETENCIES ADDRESSED IN THIS COURSE

From the National Center for Healthcare Leadership (NCHL) competency model



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## PROCEDURES & SUPPORT

<b>Hardware and software requirements</b>	See Course Calendar and Registration information on the MHA Pulse site.
<b>User Support</b>	<ol style="list-style-type: none"> <li>1. Each course in the MHA program is supported by online learning platform called Angel.</li> <li>2. The DMU Angel course site is located at <a href="http://angel.dmu.edu">http://angel.dmu.edu</a></li> <li>3. Students are encouraged to access and become familiar with their course sites prior to start of course.</li> <li>4. Your access to the course Angel site is limited. Course sites close 2 weeks prior to the end of the term. Please be sure to save all documents, materials, rubrics, graded documents that you would want for your records and/or your Internship Portfolio.</li> <li>5. Any problems should be referred to: Amy Russell – MHA Program: <a href="mailto:amy.russell@dmu.edu">amy.russell@dmu.edu</a> or (515) 271-1704 Program Office Hours: 7:30a.m. – 4:00p.m.</li> <li>6. Technical, Angel or Pulse issues should be referred to: Help Desk: <a href="mailto:helpdesk@dmu.edu">helpdesk@dmu.edu</a> (515) 271-1522</li> <li>7. For questions about course activities and content: Contact the Course Instructor.</li> </ol>
<b>Turnitin</b> (Software used as an educational tool to assist students in learning how to properly cite resources, to decrease instances of academic misconduct, and/or to assist in the identification of acts of academic misconduct.)	Turnitin may be used for written work you submit for this course. This software compares submitted student text to a database of previously published documents, including those on the Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for the instructor and/or student review.
<b>Copyright information for materials in this class</b>	Materials created for this class (including this syllabus) are copyrighted by DMU's MHA Program.
<b>Request for accommodations – disabilities or with religious observances</b>	If you have a disability and need accommodations, you must request them by contacting the Accommodations Officer in Educational Support Services ( <a href="mailto:accommodations@dmu.edu">accommodations@dmu.edu</a> ) and submitting an application with necessary documentation. Faculty members cannot provide accommodations directly. Please note that applications should be submitted well in advance of date accommodations are needed.
<b>Code of Ethics &amp; Academic Dishonesty</b>	As according to the current <u>MHA Student Handbook</u> . Available on DMU Pulse and Angel courses (MHA Resources).
<b>Plagiarism</b>	
<b>Grading policy</b>	
<b>Use of grade book</b>	Grades will be entered into the course grade book within 10 days of submission.
<b>Method for submitting assignments with protocol for naming their document</b>	<p>Assignments will be submitted using drop boxes. When submitting assignments:</p> <ol style="list-style-type: none"> <li>1. Save your assignments using the following title protocol: <b>Last Name_First Name_Assignment_Date</b></li> <li>2. In addition, following APA style, add your name, short title and page number in the header of the assignment.</li> <li>3. Be sure to save a copy of the submission for yourself.</li> </ol>
<b>Writing policy</b>	Refer to the Writing Skills Policy in the <u>MHA Student Handbook</u> available on the MHA Pulse site ( <a href="http://pulse.dmu.edu">http://pulse.dmu.edu</a> ).

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<b>Authenticity Statement</b>	All students are required to complete prior to the submission of the 1 <sup>st</sup> assignment. Please access and complete on your course Angel site/page. No work will be accepted until this statement is signed.
<b>Communication – Email</b>	<p><b>University and Program Communication:</b> All MHA students are issued a DMU email account. If you cannot locate your account information, contact Amy Russell (amy.russell@dmu.edu). All correspondence from DMU administrative offices will go to this DMU mailbox (rather than the email address you provided with your registration.) This is important to note as communication regarding courses, tuition statement notices and program announcements will be sent to your DMU email address.</p> <p><b>Course Communication:</b> Course communication will take place within Angel. Instructor should respond in 24-48 hours.</p> <p><b>It is important to frequently check both your Angel and DMU email accounts.</b></p>
<b>Financial Aid Statement and Constructive Notice of Withdrawal</b>	<p>Attendance, as verified by participation/communication with the faculty member, will be checked at the end of the drop/add period, at the end of the 4th week of the course, and at the midpoint. If you are not participating at the expected level (e.g. submitting assignments, participating in course activities, etc.) and it is suspected that you have ceased “attending” the course, the faculty will notify administration. Students on this list will be administratively dropped from this class and an “F” will be posted on their transcript. It is important for you to note that if you have ceased participating in a course or do not complete a course and have received financial aid it will be subject to Federal Title IV refund provisions. In the event a Title IV refund to the Department of Education is necessary, the refund may leave a balance on your DMU tuition account that must be paid prior to your next registration. See complete refund policy on Pulse Financial Aid page. Students with financial aid should refer to the satisfactory academic progress policy (on Pulse financial aid page) to determine how withdrawals and F’s may impact future financial aid.</p> <p>If you find yourself in a situation where you are not able to meet course requirements, please contact course faculty and your academic advisor immediately.</p> <p>Students who are residents of the State of Wisconsin should consult the MHA/MPH Course Withdrawal Policy here for additional financial stipulations based on Wisconsin state law.</p>

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## Drop/Add & Withdraw

The DMU [MHA & MPH Course Withdrawal Policy](#) pertains to a student changing their course enrollment. In summary, students are allowed to drop and/or add a course to their schedule up to two weeks after the start of the Spring and Falls terms, and one week after the start of the Summer term, without penalty.

If a course is dropped after the drop/add period but before the midpoint of a course, a student will be charged full tuition and a grade of "W" will be posted on the transcript. If a student withdraws after the midpoint of a course, they will be charged full tuition and a grade of "WF" will be posted to the transcript. Please note refund policies can vary according to state law. Please review the full [MHA & MPH Course Withdrawal Policy](#) for complete details. Also, please note that the [MHA Student Handbook](#) limits students to three withdrawals over the program tenure. Please consult the current MHA Student Handbook on the DMU Pulse for more information.

The exception to this policy are courses offered through the Executive Residency (MHA 619, 742, 748, 749, and 801-803). Students are not allowed to add Residency courses to their schedule after the regular registration period closes for a term.

## Grading Scale

%	Grade	%	Grade	%	Grade
97-100	A+	87-89	B+	77-79	C+
93-96	A	83-86	B	73-76	C
90-92	A-	80-82	B-	70-72	C-
				<70	F

## MHA Learning Portfolio/LiveText Assignments



Please note assignments within this course may support your learning portfolio. Look for the LiveText icon/logo next to this assignment. Please refer to the MHA Learning Portfolio Assignment for more information.

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## ASSIGNMENTS AND ASSESSMENT:

A list of assignments and assessments with point value follow. Note all due dates and times are central-standard-time (CST).

Week/Unit /Module	Assignments and Assessment	Points
Week 1	Capstone Confirmation Application (turned in via Angel) Confirms student is ready to undertake Capstone	*
Week 2	Capstone Contact Information Database (turned in via Angel) Capstone Proposal (turned in via Angel) (Students may be asked to revise the proposal after the due date.  <b>Students must receive formal approval (using the proposal review process) from the coordinator before beginning their Capstone work</b>	*  25
<b>DROP DATE</b>	<i>Students who have not completed the above assignments will be encouraged to WITHDRAW from the course or risk a failing grade</i>	
Weeks 3-10	Students work on capstone project and drafts of final report	
Week 10	Last date for students to submit entire draft version of project.	
Week 12 LiveText	Last date for students to submit final version of project	60
Week 12	Last possible time to make capstone presentations to preceptor and to submit evaluations by preceptor	*
	Last date for end of course evaluation	*
Progress Reports	Based on the schedule defined in the learning agreement, students submit monthly progress reports within Angel to demonstrate their work and progress. Each is to be a professional of approximately one page in length.	*
	<i>* Assignments marked with * are part of the communication grade (15 points) assigned to the capstone, This grade is based on the student's overall demonstration of professional, graduate level communication including timely submission of program required information, monthly progress reports with capstone coordinator, and feedback from preceptor</i>	15
	Total possible points: 100.	

## COURSE CONTENT

1. **Communication (15 points)** – During the first two weeks of the term, and throughout the entire Capstone project, the student is expected to communicate at a professional, graduate student-level with all people involved in the capstone work. This includes, but is not limited to, the timely submission of program required information (Capstone Confirmation application, Capstone Contact Information Database, drafts and appropriate professional cover memos, preceptor evaluation [URL address is provided in Angel for you to share with preceptor], presentation evaluations and course evaluations and requesting assistance from the instructor as needed.

**IMPORTANT:** Submitting your assignments on or before the stated deadlines represents your “participation” in this course. If you fail to meet the stated deadlines, the instructor will contact you and you will have a limited time to respond or risk being removed from, and possibly fail, the course.

2. **Capstone Proposal (25 points)** – During the first two weeks of the term, the student will submit a Capstone Project Proposal of approximately 3 – 5, double-spaced, pages that outlines the project the student wishes to undertake. A proposal outline (with descriptions of each section) is provided later in the syllabus.

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3. **Project written report (60 points)** – student will develop a written report that reflects the project undertaken from start (proposal stage) to finish. This report will provide an introduction to the problem, clearly defined goals of the project, a review of the literature, methods of the project investigation and implementation, an evaluation of the project, and recommendations and limitations for the decision-makers about the project. In addition, the report should include an appendix where the student includes key artifacts related to the project, such as any IRB proposals and written approvals, emails and other written correspondence, brochures and other informative material, a personal reflection of the capstone process, including aspects of celebration and concern, and the plan for publishing an article (journal choice, author submission guidelines, and an article outline). It is expected that the student will conduct an extensive literature review to inform his or her efforts throughout this process, and that those references will be used throughout the document to support decisions that the student made. A “references” page is expected as is outlined in the APA guidelines. The student’s score will reflect how well the student accomplished the following:
  - a. Demonstrates original thinking and the student’s ability to assume a leadership role.
  - b. References a variety and adequate number of resources.
  - c. Demonstrates graduate level work in regards to grammar; punctuation; use of APA style (and citation of references used); and use of tables and graphs to support data interpretation.
  - d. Professionally presented with appropriate sections outlined in the report.
  - e. **Important:** The student will have the opportunity to submit draft version(s) for review and critique prior to submission of the final report. Students may be required/advised to revise and resubmit a draft before continuing in the course. Failure to resubmit these required drafts will result in the student failing the course.
4. **Presentation (Grade is part of student’s overall communication grade – 15 points)** – Each student is required to present to the hosting agency. Student’s presentations will be graded on the student’s ability to meet the criteria provided below. Please see evaluation form at the end of this document. Please distribute to your participants for them to complete, scan and upload to appropriate Angel drop box.
  - a. Effective use of time allotted.
  - b. The delivery –
    - i. Is persuasive and engaging
    - ii. Instills confidence in the presenters
    - iii. Presents the facts and/or analysis used to support decision making
    - iv. Is logical or easy to follow
    - v. Incorporates and demonstrates the student’s ability to use technology to support effective communication
  - c. Professional appearance
  - d. Appropriate use of body language and eye contact
  - e. Allow time for questions from the audience and demonstrate ability to answer appropriately.

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## **MHA 649 Capstone Project**

### **Project Proposal Guidelines (approximately 2-3 pages)**

#### **Use APA format and headings**

#### **Introduction**

A brief description of the organization, situation, and overview of the scope of the project and how it meets the course objectives.

#### **Problem Statement**

What is the specific problem you are being asked to solve on behalf of the preceptor?

#### **Hypothesis or Point of investigation**

What is your hypothesis or what is the expected outcome if your solution is implemented and how do you plan to approach your work?

#### **Methods**

What specific plans do you have to meet the course objectives, identify solutions, and create your deliverables for the preceptor.

#### **Literature review**

What will you search, review, and study from peer reviewed and other appropriate literature to balance the theory with your practical application. Include any preliminary information that supports your proposal.

#### **Resources that will be required**

The specific people, relationships, time, financing, IRB approval, etc, and how those resources will be made available so that you can accomplish this project

#### **Deliverables**

What will you specifically provide the preceptor as your solution (some examples: a manual, a white paper, a training program, a flow chart, and process model.)

#### **References (if any) used in this proposal**

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## Report Guidelines:

- Follow the outline provided below.
- Approximately length = 20 pages; Typical length= 40 pages
- Electronic format (Word or Acrobat) is preferred – be sure to de-identify proprietary data
- Use APA Style Guidelines to format your paper and to site the resources you use to develop your paper
- Resources:
  - See Chapter 2 of the *Publication Manual of the American Psychological Association*
  - <http://explorable.com/write-a-research-paper>

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## MHA 649 Capstone Project

### Final Paper Outline

**Cover page** - title, course name, etc.

**Abstract** - short summary of each section of the paper

**Introduction** - "Set the stage," "paint the picture" or share what the situation is and how it has lead to the problem or opportunity that you are working on... who is the organization (history, mission/vision/values, etc.), who are the players, what is the history of the organization and what has been going on that has lead to this problem. Use the subheadings to organize. Remember: The more complex the situation, the longer this section will be.

**Introduction to the problem** – at this point, the reader should know what the problem is and it may feel repetitive to state it, but provide a clear and concise statement of the problem. Typical length is a couple paragraphs.

Goals of the project – list goals or what are the expected outcomes of this project.

**Literature review** - Divide the problem in to content areas... what areas need to be researched to help you solve or resolve the problem. Use an introductory paragraph telling the reader what you are going to tell them, then tell them, and then provide a brief summary outlining the major points of what you told them. The literature review is not applied to the program but objectively written..

**Methods of the project investigation and implementation** - This section is typically short and sweet and shares what have you done to resolve the problem. Typically, this section would outline your approach to the literature review. If you conducted a survey or interviews, you would share your approach here (IRB approval must be included in the appendix and referenced in this section). You do not share any results in this section. Just outline what you did.

**Results or Findings** - This section shares the application of the methods to the problem. So, you would often summarize the literature review, survey or interview results, etc. while applying them to the problem statement or goals of the project. Remember to write this section objectively. For example, "the literatures says that to increase employee retention you should employ three practices... currently, hospital X does not follow these practices..." End your statement here... Do not relate to what the organization should do. This belongs in the next section.

**Discussion** - Here you FINALLY start to apply what you learned (results) to the program in a more subjective voice. So, to continue the example above, you would write that Hospital X should consider employing all three of these practices to increase retention.

**Evaluation of the project** - how did the project go, what barriers did you experience or what success did you experience.

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**Limitations to the project** - what were the limits to your work (access to research, politics, etc.). Do not mention that you didn't have time to do better...

**Recommendations** - Finally, at the end of all of this, if you could have 5 minutes with the decision makers, what would you recommend that they do. All of recommendations must be based on your findings above. Remember, by now, if you've done a good job in each of the sections above, the reader should be able to state what the recommendations should be.

**References** - List your references...follow APA format

**Appendix**- Include supplemental documents (survey results, tables or graphs that may add more information for the reader, etc.). Suggestions include: IRB proposals and written approvals (if needed), emails and other written correspondence, brochures and other informative material, personal reflection of the capstone process, and your plan for publishing an article, if applicable

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## MHA 649 Capstone Project

Des Moines University Master of Health Care Administration Program

### Oral Presentation Evaluation

To be completed by: All in audience

Student Name \_\_\_\_\_

Evaluator \_\_\_\_\_

Name

Date

	Oral Presentation				
	Range of Quality				
	Low			High	
Criteria	1	2	3	4	5
1. Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Literature review (background research)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Focus on critical aspects of the case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Organization of the presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Content -- The presentation should educate the audience and at least:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1 Clearly state and explain the underlying case issues/s and problem/s to be resolved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Describe and explain relevant health, management, economic, finance and historical background of the case, issue or problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Present the data available from the case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Describes the solution/s and actual or likely implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Argue for and against potential solution/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.6 Explain the actual (or expected) results of the solution and relates them to the original problems and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.7 Explain how this solution/s is viewed by relevant interest groups and how it affects (or is likely to affect) various organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Oral Presentation				
	Range of Quality				
	Low			High	
Criteria	1	2	3	4	5
5.8 Suggest opinion/s as to what will be future modification/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Use of original thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Use of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1 Proper attire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Body language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Computer-made visuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Other media resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Questions and answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments:

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MHA Capstone (MHA 649)

## pre•cur•sor

Closely review the following pages prior to the setting up and use to guide you in the selection of your MHA Capstone.

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## MHA 649 Capstone Project

### Introduction

The Capstone course is a course of **skill and competency demonstration** and not of skill instruction. Throughout your degree, you have participated in courses designed to teach and build your skills as a health care leader. The capstone course is your demonstration of those skills and a reflection of your ability to use the resources provided to you during your degree pursuit.

As such, the faculty member assigned to your project is here to guide your progress, rather than teach you new skills. Our assumption, based on our experience with other students, is that you believe you are competent in the skills and knowledge to lead, measure and report on your project in a formal academic yet practical voice. We recognize you are using this experience to demonstrate your learning with us. In fact, this course is designed as a culminating experience to demonstrate to your preceptor (current or prospective employer), to us (your faculty) and to yourself that you are ready to enter the field of graduate-prepared health care administration.

Your preceptor is your “customer.” You are working for them. Though the faculty will grade your work, the preceptor will use your work to advance the organization. The faculty works to support you in your ability to meet the requirements of the course and to satisfy the customer.

The faculty will act as a guide and assist you in developing a strategy for success by establishing deadlines and reviewing your work. The faculty can point you to resources and remind you of options available to you. To assist you in preparing for this course, a series of handouts follow. Please read each carefully before you begin the class and share appropriate information with your preceptor:

- ✓ **Technical and Academic Skills Demonstrated in this Course**
- ✓ **Project Requirements**
- ✓ **Preceptor Recommendations & Expectations**
- ✓ **Outline for proposal and final paper**

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## MHA 649 Capstone Project

### Technical and Academic Skills Demonstrated in this Course

To assist you in preparing for this course and successfully completing the assigned work, review the skills outlined below and verify that at this point in your graduate studies, you can complete the following:

#### Technical skills:

**Microsoft Word** (or word processor that can save a file as a Microsoft word document -- .doc or.docx)

- The ability to set page orientation, page margins, and create headers and footers as appropriate
- The ability to create automatic page number indications
- The ability to select the appropriate typeface and size for an APA formatted paper – or other style guide or suggested style guide if the assignment specifies (i.e., a professional memo, or a business paper).
- The ability to create a table with appropriate citations, captions and descriptions as outlined in the APA style manual.
- The ability to import a clear and appropriately sized graphic as needed
- The ability to import a table, chart, or figure from Excel or another spreadsheet software
- The ability to read and review “comments” as provided by a reviewer of faculty member.

**Microsoft Excel** (or another spreadsheet software that can save a file as a Microsoft Excel document -- .xls)

- The ability to use simple formulas to automatically calculate values
- The ability to Create appropriate labels, column and row headings and cell formats to make a spreadsheet or table readable and clear
- If using Excel rather than a more specialized statistics tool like SPSS, use statistics formulas to analyze data using common statistical tests.
- The ability to use a Pivot Chart or Pivot Table to combine data to emphasize key points or conclusions.

**Microsoft PowerPoint** (or another presentation software that can save files at PowerPoint-- .ppt)

- The ability to create a visual presentation that highlights key points and does not obscure meaning with overly complex slides, too many words, or distracting graphics. This means specifically:
- The ability to select the appropriate type face and size for an on-screen presentation
- The ability to import a clear and appropriately sized graphic as needed
- The ability to import a table, chart, or figure from Excel or another spreadsheet software
- The ability to save the presentation and any multimedia effects as a self contained presentation so that, if shared with others, it will remain intact.

#### Statistical Analysis SPSS or Excel or another statistical software package

Each project may or may not require varying levels of statistical analysis. The student should be prepared to either perform and or describe the significance of performing the appropriate statistical methods including but not limited to

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- Probability
- The binomial distribution
- The Normal Distribution
- Sampling Distribution of Means and Estimation
- Point Estimates and Confidence Intervals
- One-Sample Significance Testing
- Hypothesis Testing Continued
- Two-Sample Significance Testing, Point Estimates, and Confidence Intervals
- Analysis of Variance
- Inferences Regarding Proportions
- The Chi-Square Test
- Non-Parametric Methods

## **Financial Analysis, using Excel**

Each project may or may not require varying levels of financial analysis. The student should be prepared to either perform and or describe the significance of performing the appropriate financial models including but not limited to:

- Design an Excel model to perform financial performance evaluation.
- Evaluate the attractiveness of resources over different time frames across different risk parameters.
- Build and defend a decision logic and structure for choosing capital investment projects.
- Calculate optimal targets, thresholds, and performance measures for each major component of the working capital
- Construct investment models to optimize returns consistent with risk/reward objectives.

## **General Data and File skills**

In general, regardless of the software to create assignments, the ability to create, save, back up, and archive work so that in the event of theft or loss of a device or files, you can restore your work.

- The ability to save files “to the cloud” using ANGEL, and personal file systems like DropBox, Google Drive/Google Docs. Microsoft Live/Sky drive or others.

# SAMPLE SYLLABUS

## MHA 649 Capstone Project

### Project Requirements

#### Recommendations for Selecting a Host Organization & Preceptor

#### Expectations of Preceptors

*Students, please review these requirements, recommendations and expectations with the prospective preceptor prior to beginning the Capstone course.*

### Project Requirements

The MHA Capstone course requires students to locate and identify a host organization and preceptor willing to facilitate this culminating experience leading to the completion of the MHA degree. Projects are approved through the submission of a project proposal. Students that are questioning their projects approval should contact the coordinator. The capstone coordinator is looking for the following in order to approve a project:

- The capstone project is intended to be a demonstration of individual competence in health care administration, not a team project; However, a team project will be considered if the individual student contributions and deliverables are specified in the proposal. Instructor approval must be received prior to the start of the course for all team projects.
- A project that fits the workload of a two-semester hour class. Typically, students should spend 8 hours/week or 100 hours over the 12-week term working on the project. This total is an approximate. Student performance is dependent on a number of variables.
- Student enrolled in the Capstone class may submit a request for an incomplete (form provided on MHA Current Student section of the DMU webpage) but the request must be made prior to the final course due date and all course requirements must be completed within one year or three academic terms.
- The project should be administrative in nature or, work to resolve a problem or support the host organization in taking advantage of an opportunity.
- The capstone course requires the development of two papers (proposal and final paper) plus other deliverables identified by the preceptor.
- Students are welcome to manage a project, however, students will be required to submit a formally research and written paper demonstrating an evidence-based, objective, approach to decision making. In some cases, depending on the project selected, students may be developing several additional documents.
- Projects that involve the use of private, identifiable information (i.e. surveys, focus groups, interviews, patient records/charts, databases, etc.) may need to be reviewed and approved by DMU's Institution Review Board (IRB). If your project involves the collection or use of any of the above data, review the *Policy on Course-Related Student Projects Involving Human Participants* (Dated Jan. 24, 2014. Available on Student Research page, in the policy category entitled "Policy – Class Projects") and use the checklist provided to determine if your project will need to be reviewed. Consult with the course faculty immediately to assist you in this review.

# SAMPLE SYLLABUS

If it is determined that your project is not covered by the Course-Related Student Projects, applications for IRB review are available on Pulse. Students considering this type of project need to receive approval prior to the start of collecting or analyzing any data. The IRB application and approval process can add 4-6 weeks to your timeline. Most students require an extension (submit a request for an Incomplete) to successfully complete the course.

## Recommendations for Selecting a Host Organization & Preceptor

The student should identify and select a host organization and preceptor using the following guidelines—

- The students should chose a preceptor in a health care setting and/or organization that they desire to be a part of or desire to learn from. Students are allowed to complete projects within their current workplace but must work with their employer to differentiate paid versus non-paid time, as appropriate.
- The student preceptor cannot be a direct supervisor of the student.
- The organization/preceptor must be willing to identify a project that meets the credit hour and content requirement of the course.
- The preceptor must be willing and able to meet the expectations outlined below.
- The preceptor should have a completed graduate degree and the appropriate depth and breath of work experience to support the student's work.
- The preceptor should be will and able to dedicate enough time to support the student's success
- Access to the required internal and external resources to support the students success
- Willingness to work with the student in the development of the proposal, specific deliverables, and overall project.

## Expectations of Preceptors

The Capstone preceptors should be made aware and agree to, the following:

- The capstone project will last one academic term (12 weeks).
- The student may perform non-clinical (no patient contact) course work “on site” with the approval of the preceptor.
- The preceptor should anticipate working with, mentoring, and supervising the student approximately 20 – 50 hours over the term.
- The preceptor is expected to participate in, and provide an evaluation of, a face-to-face presentation and receive a final written report from the student.

Students who identify a preceptor who does not meet these recommendations may be approved with written permission of the capstone coordinator. The coordinator may ask the student to identify a different project and or preceptor.