

# Division of Health Sciences Integrative Program Matrix

## Master of Science in Health Science Program

University Student Learning Outcomes	College Student Learning Outcomes	Program Student Learning Outcomes	Assessment Criteria and Measures	Use of Assessment Results for Continuous Improvement
<p>Graduates of advanced degree programs at Florida Gulf Coast University will:</p>	<p>Graduates of the College of Health Professions will:</p>	<p>Graduates of the Master of Science in Health Science Program are prepared to serve as health care leaders in advanced professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate proficiencies in their selected concentrations, and will be prepared to:</p>	<p>The Master of Science in Health Science Program is assessed and measured in the following ways:</p> <ul style="list-style-type: none"> <li>▪ Successful completion of the program as measured by graduation and attrition rates.</li> <li>▪ Number of degree and non-degree seeking students taking courses offered.</li> <li>▪ Evaluation of the program curriculum by the academic coordinator and faculty.</li> <li>▪ Graduate surveys of the program.</li> <li>▪ Preceptor assessment of students in internships.</li> <li>▪ Student grades on HSC 6933 Health Policy Capstone Seminar.</li> <li>▪ Student grades on core courses in the program of study.</li> </ul>	<p>During the fall of 2000, extensive program review of the MSHS program by the academic coordinator and faculty occurred. As a result, several changes were made to the program:</p> <ul style="list-style-type: none"> <li>• Health Professions Practice Concentration eliminated due to lack of enrollment;</li> <li>• Addition of new courses to the Health Services Administration Concentration needed to seek future accreditation from the Accrediting Commission on Education for Health Services Administration (ACEHSA).</li> <li>• Addition of one new course to both the Health Professions Education &amp; Gerontology core.</li> <li>• Change in credit hours of the Health Professions Capstone Project from 6 credit hours to 3 credit hours.</li> <li>• Addition of internships for each concentration as an option for the culminating experience.</li> </ul>
<p>Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.</p>	<ol style="list-style-type: none"> <li>1. Prepare students to assume vital roles as health professionals delivering care in diverse and dynamic interdisciplinary and global environments.</li> <li>2. Promote the values of ethical, competent, and compassionate care.</li> </ol>	<ol style="list-style-type: none"> <li>a. Serve as health professional leaders and educators within the health care delivery system.</li> <li>b. Understand, evaluate, and analyze concepts and theories of policies and procedures in the health care delivery system.</li> <li>d. Evaluate current philosophies, principles, issues and trends which impact the legal and ethical foundations of health care, and serve as innovators and change agents.</li> <li>h. Employ appropriate assessment procedures and intervention strategies to enhance the quality of patient care within the scope of practice.</li> </ol> <p>[GEY 5005, 5325, 6613, 6645, 6942; HSA 5112, 5115, 5126, 6155, 6179, 6385, 6520; HSC 5260, 5268, 6236, 6258, 6715, 6943; IHS 6112, 6939]</p>	<ol style="list-style-type: none"> <li>a. Alumni surveys; HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</li> <li>b. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</li> <li>d. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</li> <li>h. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</li> </ol> <p>e. IHS 5508, IHS 6500, HSC 6911,</p>	<p>During the fall of 2002, several course additions and changes were made:</p> <ul style="list-style-type: none"> <li>• GEY 5205 Animal Assisted Therapy and the Older Adult added to Gerontology concentration as an elective.</li> <li>• Credit hours for directed study and topics courses in all concentrations were changed from 3 credits to 1-6 credits to allow for variable credits in order to offer courses as a continuing education option for professionals in various fields.</li> </ul> <p>A review of alumni surveys indicates overall satisfaction of the program by graduates as well as the promotion opportunities due to degree.</p> <p>Students are now beginning internship</p>

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Demonstrate effective use of a variety of communication skills and modalities.	<p>3. Support faculty and student participation in scholarly activity.</p> <p>4. Promote active involvement of faculty and students in providing service to local and global communities.</p>	<p>e. Conduct and evaluate research.</p> <p>g. Master human relations, communication and information technology skills.</p> <p>i. Develop cultural competence to serve the needs of ethnically diverse populations.</p> <p>[GEY 6613, 6942; HSA 6198, 6342, 6520; HSC 5260, 5268, 6236, 6258, 6715, 6911, 6975; IHS 5117, 5508, 6500, 6939]</p>	<p>&amp; HSC 6975 grades.</p> <p>g. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</p> <p>i. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</p> <p>h. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</p>	<p>experiences so no data are available for evaluation.</p> <p>Students' grades in HSC 6933 Health Policy Capstone Seminar course and core courses indicate satisfactory performance.</p> <p>During spring 2005, alumni surveys were forwarded to thirteen graduates and six surveys were returned. Results are tabulated below and indicate the following:</p> <ul style="list-style-type: none"> <li>Alumni were generally satisfied with the MS in Health Science program and felt very well prepared for the requirements of their current positions.</li> <li>All are currently employed and either satisfied (5) or very satisfied (1) with their current employment.</li> <li>All six would like to futher their education and four are doing so.</li> </ul>
Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.	<p>1. Prepare students to assume vital roles as health professionals delivering care in diverse and dynamic interdisciplinary and global environments.</p>	<p>h. Employ appropriate assessment procedures and intervention strategies to enhance the quality of patient care within the scope of practice.</p> <p>[GEY 5325, 6655, 6942; HSA 6385, 6520; HSC 5260, 6236, 6258, 6715, 6911, 6943; IHS 5508; 6500]</p>	<p>a. Alumni surveys; HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</p> <p>c. Concentration core course grades.</p> <p>f. Alumni surveys; Internship assessments.</p> <p>i. HS core &amp; concentration core courses grades; Internship, thesis, or capstone project grades.</p>	<p>From the comments, improvement is needed in the following areas:</p> <ul style="list-style-type: none"> <li>More clarity in giving instructions and criteria for projects and assignments.</li> <li>Alignment of course objectives with assessment (exams and projects).</li> <li>Evaluation of group assignments within each course.</li> <li>Improving timely feedback.</li> </ul>
Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.	<p>2. Promote the values of ethical, competent, and compassionate care.</p> <p>5. Foster career advancement of health professionals and commitment to lifelong professional development.</p>	<p>a. Serve as health professional leaders and educators within the health care delivery system.</p> <p>c. Evaluate and differentiate the roles, duties, responsibilities, and skills of leaders and practitioners in the concentration of study.</p> <p>f. Serve in leadership positions in professional activities.</p> <p>i. Develop cultural competence to serve the needs of ethnically diverse populations.</p> <p>[GEY 5325, 6613, 6645, 6655, 6942; HSA 5112, 5115, 5126, 6942; HSC 5260, 6236; IHS 5117, 6112, 6939]</p>	<p>e. IHS 5508, IHS 6500, HSC 6911, &amp; HSC 6975 grades.</p>	<p>No substantive curriculum changes are needed at this time. Results will be shared with faculty in fall 2005 and recommendations for any improvements will be considered at that time.</p> <p>During fall 2006, faculty reviewed the MS in Health Science program and</p>

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<p>Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.</p>	<p>5. Foster career advancement of health professionals and commitment to lifelong professional development.</p>	<p>e. Conduct and evaluate research.</p> <p>f. Serve in leadership positions in professional activities.</p> <p>[GEY 6613, 6942; HSA 6942; HSC 6911, 6943, 6975; IHS 5508, 6500]</p>	<p>f. Alumni surveys; Internship assessments.</p>	<p>determined the following:</p> <ul style="list-style-type: none"> <li>• Excessive amount of elective courses (6-9 credits).</li> <li>• Difficult for students to find online courses to take as electives.</li> <li>• Total credits of 42 excessive.</li> </ul> <p>Based on these findings, the faculty implemented the following:</p> <ul style="list-style-type: none"> <li>• Program revision submitted to the CHP &amp; FGCU Curriculum committees to reduce total program credits from 42 to 36.</li> <li>• Elective course option reduced from 12 credits to 6 credits for the Health Professions Education and Gerontology concentrations; and elective courses were totally eliminated for the Health Services Administration concentration.</li> <li>• No other program changes were requested at this time.</li> </ul> <p>During fall 2007, curriculum changes recommended in 2006 were implemented. The MS program is now a 36 credit program. No other curriculum revisions were needed at this time.</p>

# **Integrative Program Matrix**

## **College of Health Professions**

### **Division of Health Sciences**

#### **College of Health Professions Mission Statement**

The Florida Gulf Coast University College of Health Professions provides students with health professions education that is grounded in academic excellence, fosters critical thinking and ethical practice, and promotes interdisciplinary collaboration. Faculty in baccalaureate and graduate education programs facilitate development of active learning, utilize multiple delivery systems, and cooperate with community partners to prepare competent caring health professionals.

#### **Division of Health Sciences Mission Statement**

The Division of Health Sciences mission emerges from, and is congruent with the mission of the College of Health Professions (CHP) and Florida Gulf Coast University (FGCU). The Division of Health Sciences aims to meet community and market needs by providing future-oriented, accessible, student-focused undergraduate and graduate education programs that foster professional growth, career mobility, diversification, and advancement for health professionals. Faculty and administrators are committed to interdisciplinary education and practice experiences for health professionals from a variety of disciplines within the division and across the College of Health Professions. Faculty, administrators, students, and graduates will assume the responsibility of academic excellence, empathy and professionalism within their scope of practice, and will be empowered to act as ambassadors for health care consumers, the health professions, the College of Health Professions, and Florida Gulf Coast University.

#### **Health Science Program Goals**

Graduates of the Master of Science in Health Science Program are prepared to serve as health care leaders in advanced professional roles within the diverse and dynamic health services delivery system. Graduates will demonstrate proficiencies in their selected concentrations.