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Welcome from the MHA Program Coordinator

Welcome to the MHA program at Georgia Southern University! This Handbook has been developed to familiarize you with program policies and procedures and to serve as a resource to you as you progress through the program. You are also advised to familiarize yourself with the current Georgia Southern Graduate Catalog. Good luck to you and welcome aboard!

Dr. Joey Crosby, MHA Program Coordinator

MHA Mission

We prepare a highly qualified, diverse group of early- to mid-careerist students for increasingly responsible leadership roles in the administration of health services delivery across the continuum of the health services industry.

MHA Vision

The MHA program will become a leading provider of graduate health administration education within the state of Georgia and serve as a regional resource for community and professional development and applied research and scholarship.

MHA Core Values

The MHA program values the following:

- Educational integrity and innovation
- Community engagement
- Diversity
- Continuous program improvement
- Student-centered educational programming

MHA Student Learning Objectives

These objectives describe what a successful learner should know and be able to do upon completion of the MHA program.

Learning Outcome 1:

All MHA students will demonstrate the acquisition of appropriate knowledge, skills, and professional competencies related to the management of the delivery of health services to defined populations.
Learning Objectives (Learning Outcome 1):

Upon completion of the MHA program, graduates will be able to:

- Demonstrate an understanding of structuring, marketing, positioning, and governing health services organizations to achieve optimum performance.
- Demonstrate an understanding of the effective financial management of health services organizations.
- Demonstrate an understanding of the characteristics of effective leadership, interpersonal relations, conflict and change management, and written and oral communications skills.
- Demonstrate an understanding of the effective management of human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms).
- Demonstrate an understanding of the effective management of organizational information, including the collection, statistical and non-statistical analysis, and summary of administrative and clinical data for informed decision-making.
- Demonstrate an understanding of fundamental principles of economic analysis to support organizational decision-making.
- Demonstrate an understanding of legal and ethical analysis principles as they are applied to business and clinical decision-making.
- Demonstrate an understanding of government health policy formulation, implementation, and evaluation. Demonstrate an understanding of methods of assessment of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.
- Demonstrate an understanding of the management of change in health care organizations in diverse communities.
- Demonstrate an understanding of methods of quality assessment for both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

Learning Outcome 2:

All MHA students will demonstrate the ability to apply critical thinking, problem solving, as well as management knowledge, skills, and professional competencies, in appropriate situations.
Learning Objectives (Learning Outcome 2):

Upon completion of the MHA program, graduates will:

- Demonstrate the ability to synthesize didactic knowledge and apply critical thinking and problem solving skills as part of the successful completion of the MHA comprehensive examination.

- Demonstrate the ability to apply didactic knowledge, critical thinking, and problem solving skills to the conceptualization, completion, presentation, and defense of the required MHA applied learning experience (practicum, internship/residency experience).

Learning Outcome 3:

All MHA students will demonstrate the ability to draw upon and apply material covered throughout the program of study and demonstrate skills in continuous learning through information access, synthesis and use.

Learning Objectives (Learning Outcome 3):

Upon completion of the MHA program, graduates will:

- Demonstrate the ability to synthesize didactic knowledge obtained across the MHA curriculum and apply critical thinking and problem solving skills as part of the successful completion of HADM 7550, the program capstone course.

- Demonstrate the ability to synthesize didactic knowledge and apply critical thinking and problem solving skills as part of the successful completion of the MHA comprehensive examination.

Description of Culminating Experiences Required for MHA Program:

The culminating experiences for the MHA degree include the following:

1. Successful completion of HADM 7550 (MHA Capstone Project) with a grade of B or higher.

2. Successful completion of MHA Comprehensive Examination during the final semester of program residency.
(3) Successful completion of at least **ONE** of the following applied learning experience requirements:

(a) MHA practicum (HADM 7725); OR

(b) MHA Internship/Residency (HADM 7700)

(4) Successful completion of **BOTH** of the following:

(a) Periodic planning and self-assessment of student competency development during the MHA program;

(b) Exit assessment and interview with the MHA program coordinator.

**MHA Applied Learning Experiences:**

**MHA Practicum (HADM 7725):**

The MHA practicum is a variable length applied learning experience that allows the student to apply learned knowledge and skill competencies to a specific area of health administration, most often in the form of an organizational project, under the supervision of a site-based preceptor and faculty advisor. This applied learning experience option is typically best suited for those students that already possess a significant amount of operational experience in the health services field and/or are already employed in health services administration.

**MHA Internship/Residency (HADM 7700):**

The MHA internship/residency is a variable length applied learning experience that requires the completion of a minimum of 400 hours on site as part of a structured program under the auspices of a site-based and MHA program-approved protocol. Students pursuing this applied learning experience option are required to complete their assigned duties/responsibilities in a satisfactory fashion and to submit to a competency-based preceptor evaluation at the completion of the experience. Post-internship, students are required to prepare a presentation and report for program faculty evaluation. This applied learning experience option is typically best suited for those students that have limited levels of operational experience in the health services field.

(See Appendix A for details)
Master of Health Administration Program  
Georgia Southern University  
List of Program Educational Competencies

1. Communication and Relationship Management
   
   A. Interpersonal Communication: the ability to effectively communicate ideas, information, opinions, and feelings as well as the ability to listen to and understand others’ ideas, information, opinions, and feelings.

   B. Presentation Skills: the ability to effectively communicate ideas, information, and positions through professional presentations (including oral and written presentations), including the ability to speak effectively and persuasively in front of small and large groups of people, prepare and use visual aids such as PowerPoint presentations or other media, and write clearly, concisely, and persuasively.

   C. Team Participation and Leadership: the ability to work effectively as a member of a group or team, including contributing to team productivity and working cooperatively with other team members in a non-leadership role, as well as helping to organize and lead team-based activities when appropriate.

   D. Technical Communication: the ability to effectively communicate technical information, such as communicating the results of a data analysis to decision makers or explaining to someone else the proper steps for completing a complex task.

   E. Collaboration with Clinical Professionals: the ability to effectively communicate and collaborate with clinical professionals in a health care setting, including the ability to understand and appreciate the roles/values/perspectives of other professional disciplines such as medicine, nursing, and allied health professionals.

2. Leadership
   
   A. Personal Leadership Style: the ability to identify and define one’s personal leadership style including core values, as well as the ability to develop a personal leadership development plan, including specific goals and strategies.

   B. Leading Others: the ability to lead other people, including developing and communicating a common vision/goals, organizing and directing subordinates’ activities, motivating individuals and groups, and fostering effective relationships.
C. **Systems-based Thinking:** the ability to view and evaluate situations from a systems perspective, including the ability to understand the concept of systems-based thinking, make decisions that incorporate this perspective and effectively consider the implications of one’s decisions on all components of the system.

3. **Professionalism**

   A. **Professional Ethics:** the understanding and application of personal, organizational, and professional ethics, including the extent to which one adheres to ethical business principles as well as the extent to which one exhibits ethical behavior in one’s daily life and interactions with other people.

   B. **Professional Service:** a commitment to and involvement in professional service, including professional associations and activities (such as membership or leadership roles in the American College of Health Executives, the Medical Group Management Association, or the Georgia Association of Health Care Executives) as well as community-based service and volunteer activities.

   C. **Professional Development:** a commitment to and involvement in professional and career development activities, including participating in continuing education programs/seminars, specific skill-building activities (such as Toastmasters), or professional networking activities.

4. **Healthcare Environment**

   A. **Legal and Regulatory Environment:** knowledge and understanding of the legal and regulatory environment of the health care system, including how courts, legislatures, and regulators interact and function; how the legal system influences health policy, providers, health care organizations, and organizational strategy; how to apply basic tort, contract, and corporate law principles; and patient’s rights and responsibilities.

   B. **Public Policymaking Environment:** knowledge and understanding of how policymaking impacts the health care system, including how public policies are developed, implemented, and analyzed.

   C. **Health Care Workforce Environment:** knowledge and understanding of the current as well as projected issues pertinent to the supply and demand of health care workforce to include healthcare professionals (physicians, nurses, allied health) and non-professional/technical staff.
D. **Financial and Economic Environment:** knowledge and understanding of the financial and economic forces affecting the health care system currently and in the future, including the role of accounting and finance in health care organizations, forms of business organization, third party payers and reimbursement methods, the theory of insurance and the types insurance products.

E. **Socio-Cultural Environment:** knowledge and understanding of the socio-cultural aspects of health care delivery, including disparities in health care access and health outcomes, the medical education process, and cultural factors that impact patient-provider interaction, health, and illness behavior.

5. **Business Knowledge and Skills**

A. **Critical Thinking/Decision Making:** ability to critically assess and make decisions in complex situations, including the ability to “actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven and Paul, 1987).

B. **Financial Analysis and Management:** knowledge and understanding of financial analysis and management, including financial statement composition and analysis, cost allocation methods, cost behavior, pricing decisions, planning and budgeting, time value analysis, risk assessment, debt and equity financing, capital budgeting, and lease financing.

C. **Human Resources Management:** knowledge and understanding of human resources management issues, including internal customer service, workforce diversity, employee satisfaction, motivation and improvement strategies and measurements.

D. **Organizational Design and Behavior:** knowledge and understanding of the processes of managing individuals, groups, and systems in organizations, including organizational governance, structure, culture, personality, communication, motivation, and leadership.

E. **Strategic Management and Marketing:** knowledge and understanding of strategic management and marketing, including environmental assessment, stakeholder analysis, competitor analysis, market analysis and segmentation, and strategy development, implementation, and tracking.

F. **Information Systems and Management:** knowledge and understanding of the management of information and information systems and technology as a strategic resource for healthcare organizations.
G. Quality/Performance Improvement: knowledge and understanding of quality/performance improvement practices, including quality improvement theories and frameworks, accreditation organizations, evidence-based practices, and utilization of clients’ perspectives.

MHA Program Behavioral Expectations

Professional Values, Concepts, and Ethics to Which the Program is Committed:

The MHA program ascribes to the Mission Statement for Georgia Southern University and the University System of Georgia regarding values: “The mission of the University System of Georgia is to contribute to the educational cultural, ethnic, racial, and gender diversity in the faculty, staff and student body, supported by practices and programs that embody the ideals of an open, democratic, and global society; Georgia Southern University faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility. This information can be found in the Georgia Southern University Graduate and Undergraduate Catalogs.

As a condition of admission to the MHA program at Georgia Southern, all students are expected to abide by the rules of the Student Code of Conduct. The Student Code of Conduct are printed in the Georgia Southern University undergraduate and graduate catalogs and on the University website. Any student desiring assistance with any matter related to these Codes is invited to seek assistance in the Division of Student Affairs and Enrollment Management.

Commensurate with their obligations associated with adherence to these defined codes of conduct, all students are expected to:

1. Exercise honesty in all matters, both academic and personal in nature.

2. Be fair and courteous with others, treat them fairly and with respect, showing sensitivity to cultural, ethnic, and religious diversity and personal dignity.

3. Accept personal responsibility for appropriate behavior as defined by the Codes.

4. Know the offenses under each Code and the penalties for violating them.

5. Understand they are responsible for knowing and following any additional written or verbal requirements given by the professor, which relate to honor or conduct and which are inherent to the classroom or University functions.
6. Know what plagiarism is, as defined under the Student Conduct Code; recognize that it undermines individual and academic integrity and ensure that it is avoided in both spirit and deed.

7. Understand the Codes apply at all University activities whether on the main campus or at other locations.

8. Remember they are representatives of Georgia Southern University and they must always conduct themselves in a manner that brings credit upon themselves and the University.

Any student determined to be in violation of one or more of the provisions of these codes will be subject to all proscribed academic and/or disciplinary penalties as outlined in the Student Conduct Code. Lastly, it should be noted that student ignorance of the specific provisions within the Student Conduct Code is not an acceptable defense in any such proceedings. Students should thus exercise particular care to refrain from any activity or behavior that has the appearance of constituting a violation of the Code.

The MHA program has further adopted the following honor code policy as established by the Department of Health Sciences and Kinesiology, effective Fall 2018:

This Honor Code policy applies to all students enrolled in a course taught by departmental faculty. Students who are caught violating Georgia Southern University's Honor Code / Code of Conduct in any health sciences and kinesiology course will be subject to the following disciplinary action:

1. The first instance will result in a score of zero (0) on the assignment in question;

2. The second instance, regardless of whether it occurred in the same course as the first, will result in an automatic failing grade (F) for the course in which it occurred and academic dismissal from the University.

All Honor Code violations will be documented in the student's departmental file. Moreover, the faculty reserve the right to: (1) accelerate the above penalties based on the faculty member's assessment of the severity of the violation; (2) report the Honor Code violation to the appropriate program coordinator; (3) review assignments and exams from previous health sciences and kinesiology courses for possible Honor Code infractions; and (4) refer instances of honor offenses to the Office of Student Conduct.
Professional Code of Ethics for Health Administration

The MHA program further subscribes to the values and ethics presented by the American College of Health Care Executives in their most recent publication of the American College of Health Care Executives Code of Ethics.

The purpose of the Code of Ethics of the American College of Healthcare Executives is to serve as a standard of conduct for affiliates. It contains standards of ethical behavior for healthcare executives in their professional relationships. These relationships include colleagues, patients or others served; members of the healthcare executive’s organization and other organizations, the community, and society as a whole.

The Code of Ethics also incorporates standards of ethical behavior governing personal behavior, particularly when that conduct directly relates to the role and identity of the healthcare executive.

The fundamental objectives of the healthcare management profession are to maintain or enhance the overall quality of life, dignity, and well-being of every individual needing healthcare service; and to create a more equitable, accessible, effective, and efficient healthcare system.

Healthcare executives have an obligation to act in ways that will merit the trust, confidence, and respect of healthcare professionals and the general public. Therefore, healthcare executives should lead lives that embody an exemplary system of values and ethics.

In fulfilling their commitments and obligations to patients or others served, healthcare executives function as moral advocates and models. Since every management decision affects the health and well-being of both individuals and communities, healthcare executives must carefully evaluate the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard and foster the rights, interests, and prerogatives of patients or others served. The role of moral advocate requires that healthcare executives take actions necessary to promote such rights, interests, and prerogatives. Being a model means that decisions and actions will reflect personal integrity and ethical leadership that others will seek to emulate.
I. THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO THE PROFESSION OF HEALTHCARE MANAGEMENT

The healthcare executive shall:

A. Uphold the *Code of Ethics* and mission of the American College of Healthcare Executives;

B. Conduct all personal and professional activities with honesty, integrity, respect, fairness, and good faith in a manner that will reflect well upon the profession;

C. Comply with all laws and regulations pertaining to healthcare management in the jurisdictions in which the healthcare executive is located or conducts professional activities;

D. Maintain competence and proficiency in healthcare management by implementing a personal program of assessment and continuing professional education;

E. Avoid the exploitation of professional relationships for personal gain;

F. Avoid financial and other conflicts of interest;

G. Use this *Code* to further the interests of the profession and not for selfish reasons;

H. Respect professional confidences;

I. Enhance the dignity and image of the healthcare management profession through positive public information programs; and

J. Refrain from participating in any activity that demeans the credibility and dignity of the healthcare management profession.

II. THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO PATIENTS OR OTHERS SERVED

The healthcare executive shall, within the scope of his or her authority:

A. Work to ensure the existence of a process to evaluate the quality of care or service rendered;
B. Avoid practicing or facilitating discrimination and institute safeguards to prevent discriminatory organizational practices;

C. Work to ensure the existence of a process that will advise patients or others served of the rights, opportunities, responsibilities, and risks regarding available healthcare services;

D. Work to ensure that there is a process in place to facilitate the resolution of conflicts that may arise when values of patients and their families differ from those of employees and physicians;

E. Demonstrate zero tolerance for any abuse of power that compromises patients or others served;

F. Work to provide a process that ensures the autonomy and self-determination of patients or others served; and

G. Work to ensure the existence of procedures that will safeguard the confidentiality and privacy of patients or others served.

III. THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO THE ORGANIZATION

The healthcare executive shall, within the scope of his or her authority:

A. Provide healthcare services consistent with available resources, and when there are limited resources, work to ensure the existence of a resource allocation process that considers ethical ramifications;

B. Conduct both competitive and cooperative activities in ways that improve community healthcare services;

C. Lead the organization in the use and improvement of standards of management and sound business practices;

D. Respect the customs and practices of patients or others served, consistent with the organization’s philosophy;

E. Be truthful in all forms of professional and organizational communication, and avoid disseminating information that is false, misleading, or deceptive;

F. Report negative financial and other information promptly and accurately, and initiate appropriate action;
G. Prevent fraud and abuse and aggressive accounting practices that may result in disputable financial reports;

H. Create an organizational environment in which both clinical and management mistakes are minimized and, when they do occur, are disclosed and addressed effectively;

I. Implement an organizational code of ethics and monitor compliance; and

J. Provide ethics resources to staff to address organizational and clinical issues.

IV. THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO EMPLOYEES

Healthcare executives have ethical and professional obligations to the employees they manage that encompass but are not limited to:

A. Creating a work environment that promotes ethical conduct by employees;

B. Ensuring that individuals may freely express ethical concerns and providing mechanisms for discussing and addressing such concerns;

C. Ensuring a work environment that is free from harassment, sexual and other; coercion of any kind, especially to perform illegal or unethical acts; and discrimination on the basis of race, ethnicity, creed, gender, sexual orientation, age, or disability;

D. Providing a work environment that promotes the proper use of employees' knowledge and skills;

E. Ensuring a safe work environment; and

F. Establishing appropriate grievance and appeals mechanisms.

V. THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO COMMUNITY AND SOCIETY

The healthcare executive shall:

A. Work to identify and meet the healthcare needs of the community;

B. Work to support access to healthcare services for all people;
V. THE HEALTHCARE EXECUTIVE’S RESPONSIBILITIES TO COMMUNITY AND SOCIETY (continued)

C. Encourage and participate in public dialogue on healthcare policy issues, and advocate solutions that will improve health status and promote quality healthcare;

D. Apply short- and long-term assessments to management decisions affecting both community and society; and

E. Provide prospective patients and others with adequate and accurate information, enabling them to make enlightened decisions regarding services.

MHA Student Rights and Responsibilities:

Procedure for Filing General Program Complaints

All students at Georgia Southern University have rights that are protected under the rules and regulations of the University System of Georgia. These rights include the following:

1. The right to attend classes during their regularly scheduled time without deviation from such time and without penalty if the student cannot attend instructional time not institutionally scheduled.

2. The right to consult with an assigned advisor for a reasonable amount of time each semester.

3. The right to consult with faculty outside of classroom time during regularly scheduled office hours and/or by appointment.

4. The right to reasonable access to campus facilities of which use is required to complete course assignments and objectives.

5. The right to receive, each semester, for each course, a syllabus which outlines course objectives and requirements and to be informed of any changes in these syllabi during the semester.

6. The right of timely review of lecture and/or reading material before a major examination is administered.

7. The right to receive access to any/all records of the student that are kept by the Department of Health Sciences and Kinesiology.
8. The right to receive timely information on proposed methods of course evaluation as well as a right to see all graded materials, with final distribution at the discretion of the faculty.

9. The right to be informed of the appropriate procedure for filing appeals of assigned grades.

Any student that feels that any of these rights has been abrogated by any member of the Department of Health Sciences and Kinesiology – faculty, staff, or other student(s) – has the right to file a formal complaint for purposes of trying to resolve the issue(s) involved in a timely fashion. Any such complaint(s) should be put in writing to the department chair as soon as possible after the grievance has occurred. All submissions will be kept strictly confidential between the student, the department chair, and the staff/faculty member(s)/student(s) that are included in the complaint.

Provisions for Students with Disabilities

All students that have a documented disability, whether permanent or temporary, that will impact significantly on their ability to be successful in the completion of the MHA program of study are encouraged to discuss the disability with me to allow for appropriate assistance through the Office of Disability Services. All inquiries will be strictly confidential.

Program Admission Standards (effective Fall 2018)

Admission Standards**

Students are admitted once a year beginning fall semester. Deadlines for submission of admissions materials can be ascertained by contacting the College of Graduate Studies or consulting the MHA program’s HAMPCAS admissions web page.

All prospective students are required to submit the following materials for admissions consideration via the HAMPCAS admissions system effective fall 2018 ([https://hampcas.liaisoncas.com/applicant-ux/#/login](https://hampcas.liaisoncas.com/applicant-ux/#/login)):

1. Completed HAMPCAS application;

2. Official transcripts for ALL undergraduate and/or graduate coursework completed as of the prospective student’s application to the program;

3. Official GRE or GMAT scores from within the previous five calendar years**;

4. Letter of intent describing the student’s career goals, experiences to date, etc. (see web site for specifics on LOI requirements);
(5) Professional resume, detailing a minimum of four years educational and work experience as of the date of application.

The criteria that are formally considered in the admissions decision process include the following:

(1) The prospective student’s undergraduate grade point average, with greater emphasis placed on the cumulative GPA earned in upper-division courses (final 60 hours of undergraduate program);

(2) The prospective student’s standardized examination score(s) (GRE, GMAT);

(3) The prospective student’s level/number of years of related experience in the health care or similar field(s) (e.g. management).

**Note:** Students that have an earned doctorate or masters degree from a regionally-accredited institution **MAY BE** granted admission to the MHA program in lieu of other requirements listed above, at the discretion of the MHA program coordinator, in consultation with the MHA faculty.

**Note:** At the discretion of the program coordinator, in consultation with faculty, the MHA program may recommend to the College of Graduate Studies to waive the GRE/GMAT requirement if an applicant meets either of the following conditions: (1) undergraduate GPA >= 3.2 and 3 or more years of relevant experience documented; (2) undergraduate GPA >= 3.5 and 2 or more years of relevant experience documented.

**Standards of Progression and Graduation**

A. All degree requirements must be completed within seven years from the date of initial matriculation.

B. Students must maintain a cumulative GPA of 3.0 or higher throughout their program of study. Any student that falls below the 3.0 requirement will be at risk for academic dismissal and/or may be ineligible to graduate from Georgia Southern University.

C. Students must successfully complete all required culminating experiences during the program (as listed in the culminating experiences section of the Handbook).
D. The student must apply for graduation one to two semesters before the date of graduation. The program of study must accompany the application for graduation.

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**GEORGIA SOUTHERN UNIVERSITY**

**Program of Study Worksheet**

*Master of Health Administration*

*(Effective Fall 2018)*

<table>
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<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>HADM 6100</td>
<td>U.S. Health Care Systems</td>
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</tr>
<tr>
<td>HADM 6150</td>
<td>Org. Theory/Org. Behavior HC</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6200</td>
<td>Quantitative Analysis Methods HC Mgmt. I</td>
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<tr>
<td>HADM 6400</td>
<td>Fundamentals of Population Health Mgmt.</td>
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<td>HADM 6300</td>
<td>Healthcare Financial Mgmt. I</td>
<td>3</td>
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<tr>
<td>HADM 6250</td>
<td>Health Care Economics</td>
<td>3</td>
</tr>
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<td>HADM 6600</td>
<td>MHA Professional Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>HADM 6425</td>
<td>Health Information Systems Mgmt.</td>
<td>3</td>
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<td>HADM 6450</td>
<td>HR Mgmt. Methods HC</td>
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</tr>
<tr>
<td>HADM 6500</td>
<td>Quality Mgmt. Methods HC</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6350</td>
<td>Legal and Ethical Environment of HC</td>
<td>3</td>
</tr>
<tr>
<td>HADM 6550</td>
<td>Health Care Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HADM 7200</td>
<td>Quantitative Analysis Methods HC Mgmt. II</td>
<td>3</td>
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<td>HADM 7300</td>
<td>Healthcare Financial Mgmt. II</td>
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<tr>
<td>HADM 7250</td>
<td>Health Politics and Policy</td>
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<td>HADM 7600</td>
<td>MHA Professional Seminar II</td>
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<tr>
<td>HADM 7500</td>
<td>Strategic Mgmt. HC Organizations</td>
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<td>HADM 7550</td>
<td>MHA Capstone Project</td>
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<tr>
<td>HADM 7700</td>
<td>Internship/Residency in Health Administration</td>
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<td></td>
<td><strong>OR</strong></td>
<td></td>
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<tr>
<td>HADM 7725</td>
<td>Health Administration Practicum</td>
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53 Hours Total

Please consult the most recent Georgia Southern University Graduate Catalog for a complete listing of courses and course descriptions.

**Teaching/Learning/Assessment Methods Employed**

Consistent with its mission, the MHA curriculum focuses its teaching, learning, and assessment methods on the preparation of early-to-mid careerists for a broad range of professional employment opportunities across the continuum of
health services delivery. Small class sizes (typically 20 or fewer) allow for significant use of team-based activities as well as project-based assignments that allow students to gain real-world experience while in the program. The program’s capstone requirement provides opportunities for students to identify, conceptualize, and execute a project of strategic importance to the field of health services administration.

**Grading Policies**

The MHA program utilizes the same grading rubric as the University, as described in the Georgia Southern University Graduate Catalog:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points per Semester Hour</th>
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</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>4.0</td>
</tr>
<tr>
<td>B (Good)</td>
<td>3.0</td>
</tr>
<tr>
<td>C (Satisfactory)</td>
<td>2.0</td>
</tr>
<tr>
<td>D (Passing)</td>
<td>1.0</td>
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<tr>
<td>F (Failure)</td>
<td>0.0</td>
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<tr>
<td>W (Withdraw, no academic penalty)</td>
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<tr>
<td>WF (Withdraw, failing)</td>
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<tr>
<td>WH (Withdraw Hardship, no academic penalty)</td>
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<tr>
<td>WM (Withdraw Military, no academic penalty)</td>
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</tr>
<tr>
<td>I (Incomplete)</td>
<td>0.0</td>
</tr>
<tr>
<td>IP (In Progress)</td>
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</tr>
<tr>
<td>S (Satisfactory)</td>
<td>0.0</td>
</tr>
<tr>
<td>U (Unsatisfactory)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

With the exception of HADM 7700/7725 (ALE) and MHA Professional Seminar I and II (HADM 6600/7600), all other required coursework is graded on an A-F scale. ALE and Professional Seminar sections are graded on a Satisfactory / Unsatisfactory / In-Progress scale.

Effective Fall 2018, all MHA students must maintain a cumulative grade point average (GPA), calculated based on the above scale, of 3.0 or higher throughout their program of study. As per College of Graduate Studies policy, any student that falls below a cumulative GPA of 3.0 at any point during their program will be at risk for academic dismissal from the University and may not graduate so long as cumulative GPA remains below 3.0. Any student earning a grade of F or WF in any required MHA course will also be subject to academic dismissal from the program.

**Statute of Limitations**

Students must complete all requirements for the MHA within seven (7) years of the commencement date of the first graduate-level attempted at Georgia
Southern University. Extensions may be granted on an appeal basis. After reaching the seven-year limit, the student must obtain an appeal form from the graduate office and submit it for appraisal by the MHA program coordinator. Appeals will be accepted or rejected based on the merits of the appeal.

Appeals

Candidates may appeal progression and graduation decisions through the College of Graduate Studies. The student will be required to complete the appeal form and to provide additional information as requested. Contact the College of Graduate Studies for additional appeal information and procedures.

Assistantships

Two types of graduate assistantships are available to master’s degree students in the MHA program. A full academic year assistantship may be awarded at the beginning of the school year. Other assistantships are available on a semester-by-semester basis. All assistantships require a minimum of nineteen hours of assistantship duties per week and benefits include the waiver of tuition and a stipend for the term of the assistantship. For consideration for an assistantship, contact the College of Graduate Studies for an application well in advance of the desired term. To be eligible for an assistantship, a student must be admitted as degree-seeking and enrolled in at least six semester hours per term in which the assistantship is awarded.

Financial Aid

See Georgia Southern University Graduate Student Financial Aid Guidelines in the most recent Georgia Southern University Graduate Catalog.

Liability Insurance

Students must secure or otherwise provide proof of liability insurance coverage prior to beginning any site-based applied learning experience (see MHA Practicum and MHA Internship Guidelines for details).

Student Medical Report

Students must have documentation of medical clearance prior to beginning any site-based applied learning experience (see MHA Practicum and MHA Internship Guidelines for details). There also may be specific courses which require students to have medical clearance. If this is the case, students will be notified by the course instructor.
Student Health Insurance Requirement

The Board of Regents of the University System of Georgia has implemented a system-wide health insurance policy requirement that mandates **ALL** students in graduate-level programs to carry approved health insurance for the entire duration of their academic program. Documentation of proof of health insurance coverage **WILL** be required of MHA practicum/internship students **PRIOR TO** the beginning of the applied learning experience. More information concerning this requirement can be obtained by contacting Tracy Hamilton at (912) 344-2548 or via email at thamilton@georgiasouthern.edu.

Criminal Background Checks /Drug Testing

External applied learning experience (ALE) sites utilized by the MHA program **may** require prospective ALE students to submit to a criminal background check and/or mandatory drug testing as a condition of placement with a specific health services organization. Prospective ALE students are responsible for ascertaining the need for and completion of such requirements, if they exist, prior to beginning their site-based experience and are further responsible for all fees/costs that are associated with such requirements. The MHA program **DOES NOT** have need for nor require any information to be on file in the department related to either of these requirements at any time. Students should be aware that failure to pass either the criminal background check / drug testing requirements may preclude them from being able to complete their ALE requirement(s) for the MHA program of study.

MOU Status of ALE Site

A memorandum of understanding (MOU) **MUST** be in place (fully executed) between the student’s prospective applied learning experience site and Georgia Southern University, and **MUST** include language that stipulates that students from the Department of Health Sciences and Kinesiology/Master of Health Administration program before a student will be allowed to begin the applied learning experience on site. Please consult with the MHA ALE coordinator if there are questions regarding this requirement and/or to facilitate the completion of a new MOU with a health services organization for ALE initiation purposes.
Proposed MHA Course Offerings by Semester
Effective Fall 2018
(Subject to change)

Fall Semester Course Offerings

HADM 6100  U.S. Health Care Systems
HADM 6150  Org. Theory /Behavior HC
HADM 6200  Quantitative Analysis Methods HC Mgmt. I
HADM 6250  Health Economics
HADM 6550  Health Care Marketing
HADM 7300  Health Care Financial Mgmt. II
HADM 7600  MHA Professional Seminar II
HADM 7500  Strategic Management Health Services Org.

Spring Semester Course Offerings

HADM 6300  Health Care Financial Mgmt. I
HADM 6600  MHA Professional Seminar I
HADM 6500  Quality Management Methods HC
HADM 6350  Legal and Ethical Environment of Health Care
HADM 7200  Quantitative Analysis Methods HC Mgmt. II
HADM 7250  Health Politics and Policy
HADM 7550  MHA Capstone Project

Summer Semester Course Offerings

HADM 6400  Fundamentals of Population Health Management
HADM 6425  Health Information Systems Management
HADM 6450  Human Resources Management in Health Care
Note: All applied learning experience sections (HADM 7700, HADM 7725) are offered variably throughout the year as needed.

### Course Tracking Plan
**Effective Fall 2018**
**Fall Matriculation**
*(Assumes full time student)*

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>HADM 6100</td>
<td>HADM 6300</td>
<td>HADM 6400</td>
</tr>
<tr>
<td></td>
<td>HADM 6150</td>
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<td></td>
<td>HADM 6250</td>
<td>HADM 6600</td>
<td>HADM 7700/7725</td>
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<tr>
<td>Year Two</td>
<td>HADM 6550</td>
<td>HADM 7200</td>
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<td></td>
<td>HADM 7300</td>
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<td></td>
<td>HADM 7600</td>
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Appendix A

Master of Health Administration (MHA) Applied Learning Experience (ALE) Guidelines

Revised June 2018
Introduction

There are two options that students may pursue to complete their applied learning experience requirement in the MHA program – (1) the MHA Internship/Residency or (2) the MHA Practicum. Each student will select one of these options based on their career goals, level of previous experience in one or more relevant fields, and the recommendation(s) of the MHA applied learning experience coordinator.

The Internship/Residency Option (HADM 7700)

Students that approved for and register for the internship/residency option are required to complete a structured experiential learning program under the auspices of a site-based and program-approved protocol. Students pursuing this option are required to complete their assigned duties/responsibilities in a satisfactory fashion and prepare a post-experience presentation for program faculty evaluation. In contrast to the practicum option, the internship option requires the equivalent of full time employment for a minimum period of 10 weeks (400 hours) and does not necessarily involve the completion of a defined organizational project, although it certainly may do so.

Internship Course and Work Requirements

Students completing an internship for academic credit are required to register for HADM 7700 (Internship/Residency in Health Administration) as part of their program of study. Registration for this course section must coincide with the semester when the student intends to begin the site-based work requirement unless otherwise approved by the MHA ALE coordinator.
The requirements for the successful completion of the internship course section (and the internship in general) are as follows:

1. Prior to the initiation of the internship, the student is required to submit a formal internship proposal for approval by the ALE coordinator, utilizing the MHA Internship Proposal form included as part of this appendix.

2. Upon approval of the internship proposal, the student must complete a minimum of 400 hours of work ON SITE. The program coordinator will require formal attestation of hours worked from the internship site preceptor in order to verify the completion of this requirement. The hours worked requirement is the equivalent of 10 weeks of full-time work or 20-24 weeks of part-time work. The student must work a minimum of 16 hours per week in a given week in order to receive credit towards the minimum hour requirement.

3. At or towards the conclusion of the on-site internship experience component, the student is required to develop and deliver a formal presentation of his/her internship experience, utilizing the presentation framework delineated below.

4. At or towards the conclusion of the on-site internship experience component, the internship site preceptor must provide an evaluation of satisfactory or better on all measurable dimensions of student internship performance, utilizing the MHA Student Internship Evaluation included as part of this appendix.

Students that successfully fulfill all of the aforementioned requirements will receive a grade of ‘S’ for the internship course section and satisfy the minimum experiential learning requirements for the MHA degree. Any student that fails to meet any/all of these requirements will receive a grade of ‘U’ for that section and may not be allowed to re-register for additional sections of HADM 7700 in successive semesters.

Pre-Internship Requirements and Procedures
Selection of site/preceptor

The internship serves as one of the culminating experiences for students in the field of health services administration. Planning for the selection of a site for the completion of an internship should begin fairly early in the MHA program of study (by the end of the first academic year in most cases). To begin with, an entering student should have a general idea of why they are interested in becoming a health administrator. As the student matriculates through the MHA program, his/her ideas become refined or change due to increased understanding of what the management of health services organizations is all about.

The first step in planning the internship is to explore all possible options in terms of potential sites. Faculty advisors and the MHA ALE coordinator can often help with this. The interested student should explore a range of options, visit prospective internship sites, and talk with program graduates and managers in health systems organizations to identify where they would potentially like to work. Again, faculty advisors and the ALE coordinator can frequently assist the student in this regard, though student initiative is essential here as it is throughout the internship experience.

The following are examples of the types of health services organizations that have served as sites for experiential learning opportunities for MHA students in recent years:

St. Joseph’s/Candler Health System, Inc., Savannah, GA
Memorial University Medical Center, Inc., Savannah, GA
Lewis Cancer and Research Pavilion, Savannah, GA
St. Mary’s Community Health Center, Savannah, GA
Winn Army Hospital, Ft. Stewart, GA
Optim Orthopedics, Savannah, GA
Strategic Healthcare Partners, Savannah, GA
Southcoast Health Inc., Savannah, GA
Atlantic Foot and Ankle Specialists, Savannah, GA
Coastal Empire Plastic Surgery, Savannah, GA
Memorial Health University Physicians, Savannah, GA
Hospice Savannah, Savannah, GA
Corstrata Healthcare, Savannah, GA

Students may explore opportunities with other types/categories of health services organizations as well, subject to the following general conditions/requirements:

(1) The organization must be recognized within the community it operates as having a legitimate health services delivery and/or management function, must be legally established and also have sound financial support.
(2) The health services organization must approve in writing the internship arrangement between itself, the MHA Program, and the student (see Internship Abstract details below).

(3) The health services organization must be willing to make satisfactory arrangements with a member of its staff so that he/she may be assigned as the internship preceptor. The preceptor should be formally recognized as a health services administrator / manager within the organizational structure and be able to reasonably accomplish the following tasks: [a] give sufficient time to the assigned intern, [b] hold regular supervisory conferences with the assigned intern, [c] be available to the assigned intern in emergency situations, [d] be available to participate in conferences on an as needed basis with the student and/or the MHA ALE coordinator, and [e] prepare all required reports and/or evaluations for the assigned intern.

(4) The health services organization should provide suitable desk space, office supplies, and/or reimbursement for transportation on organizational business the intern participates in. Although the internship experience will vary according to the particular field setting, the MHA program operates under the general expectation that the intern will be treated and regarded by the sponsoring health services organization as an employed staff member. The intern is expected to fully adhere to organizational policies and procedures and to abide by organizational rules regarding conduct/behavior. Among the responsibilities that the intern may assume includes protecting any/all confidential information that comes to him or her by virtue of his/her professional/employed status in the organization. Failure to adhere to all applicable policies, procedures, rules and regulations of the sponsoring health services organization will likely result in the student’s discharge from the internship site and receipt of an unsatisfactory grade for the internship course section, with the associated academic consequences detailed previously.

Internship Abstract Development

Once the student has identified a prospective site and preceptor for the internship experience and obtained approval from the MHA ALE coordinator to proceed, he/she is required to complete a formal internship abstract proposal using the Internship Abstract form included as part of the appendix. The abstract proposal requires that the student, in consultation with the internship site preceptor and ALE coordinator, develop a series of objectives, tasks, and activities that he/she plans to be involved with as part of the internship experience. The experience should be structured in such a way so as to allow the student to effectively supplement didactic learning in the classroom with real
world, hands-on types of problems, decisions, and scenarios that are difficult or impossible to recreate in academic environments. The internship proposal agreement must be completed and all signatures obtained prior to the initiation of the internship.

MOU Status of ALE Site

A memorandum of understanding (MOU) MUST be in place (fully executed) between the student’s prospective applied learning experience site and Georgia Southern University, and MUST include language that stipulates that students from the Department of Health Sciences Kinesiology/Master of Health Administration program before a student will be allowed to begin the applied learning experience on site. Please consult with the MHA ALE coordinator if there are questions regarding this requirement and/or to facilitate the completion of a new MOU with a health services organization for ALE initiation purposes.

Physical Examination Requirement

Prior to the initiation of the internship experience, each student must submit a complete Georgia Southern University Waters College of Health Professions Medical Report for Faculty and Students to the MHA ALE coordinator. This form, included as part of this appendix, must be completed and signed by a qualified medical care provider that has sufficient knowledge of the student’s current physical health status prior to the start of the internship.

Liability Insurance Requirement

Prior to the initiation of the internship experience, each student is also required to obtain the liability insurance policy rider for health professional students through Georgia Southern University or otherwise provide documentation of liability insurance coverage through the internship site. The current student liability insurance policy costs $16.00 for one year of coverage which is sufficient to cover the time period encompassing the internship. Information on how to purchase this policy may be obtained by contacting the MHA ALE coordinator.

Student Health Insurance Requirement

The Board of Regents of the University System of Georgia has implemented a system-wide health insurance policy requirement that mandates ALL students in graduate-level programs to carry approved health insurance for the entire duration of their academic program. Documentation of proof of health insurance coverage WILL be required of MHA practicum/internship students PRIOR TO the beginning of the applied learning experience. More information concerning this requirement can be obtained by contacting the MHA ALE coordinator.
Criminal Background Checks /Drug Testing

External applied learning experience (ALE) sites utilized by the MHA program may require prospective ALE students to submit to a criminal background check and/or mandatory drug testing as a condition of placement with a specific health services organization. Prospective ALE students are responsible for ascertaining the need for and completion of such requirements, if they exist, prior to beginning their site-based experience and are further responsible for all fees/costs that are associated with such requirements. The MHA program DOES NOT have need for nor require any information to be on file in the department related to either of these requirements at any time. Students should be aware that failure to pass either the criminal background check / drug testing requirements may preclude them from being able to complete their ALE requirement(s) for the MHA program of study.

Intra-Internship Requirements and Procedures

Student Requirements/Responsibilities

As a signatory to the internship abstract/agreement, the student explicitly agrees to adhere to the following requirements during the internship experience:

1. Participate in setting goals for his/her own learning;
2. Fulfill the requirement of a “full-time” position for a minimum of 10 weeks, resulting in no less than 400 total hours on site at the conclusion of the experience;
3. Behave in an ethically and morally professional manner;
4. Conduct him/herself consistent with the values of the sponsoring health services organization;
5. Complete all assigned work requirements related to the internship experience in a satisfactory manner.

Internship Preceptor Requirements/Responsibilities

As a signatory to the internship abstract/agreement, the internship preceptor agrees to adhere to the following requirements during the internship experience:

1. Understand the internship requirements and the have the ability to meet them;
2. Plan an overall orientation to the site to facilitate the student’s acclimation to the organization;
3. Discuss and involve the student in meetings with governance and management at different levels of the organization as appropriate;
4. Conduct regular meetings with the student during the internship to allow for discussion of management/administrative issues at the site;
5. Work with the faculty advisor to design or adjust the internship experience as needed;
6. Evaluate the student’s performance vis-à-vis the internship experience, reviewing the evaluation with the student, and sending a copy of the evaluation to the faculty advisor at the completion of the internship.

**ALE Coordinator Requirements/Responsibilities**

As a signatory to the internship abstract/agreement, the ALE coordinator agrees to adhere to the following requirements during the internship experience:

1. Help the student clarify/understand the objectives of the internship;
2. Help the student develop learning objectives for the internship;
3. Recommend texts, readings, and other resources as appropriate to the internship setting, as appropriate;
4. Help the student locate an internship site/preceptor, as needed;
5. Maintain regular contact with the student during the internship;
6. Work with preceptors to ensure an effective internship experience;

**Post-Internship Requirements and Procedures**

**Preceptor Evaluation of Student (Required)**

Not later than 6 weeks after the conclusion of the on-site component of the internship, the site preceptor will submit a formal evaluation of student performance during the internship to the program, via the ALE Coordinator of the MHA program, utilizing the evaluation form included as part of this appendix. This evaluation will be utilized as part of the program’s assessment of the student’s internship performance and for purposes of assigning academic credit for the internship course section (HADM 7700).
Internship Presentation (Required)

Subsequent to the conclusion of the on-site component of the internship, the student will prepare and present an overview of his/her internship experience to any/all interested MHA faculty and students, utilizing the format described below.

The student will prepare a PowerPoint presentation of not more than 30 slides total that summarizes the following aspects of the internship experience:

1. Location of internship;
2. How the internship was obtained;
3. Objectives of the internship;
4. Description of major responsibilities and projects;
5. Specific didactic knowledge and skills learned in the classroom that were utilized/applied as part of the internship;
6. The quality of the internship experience and way(s) in which it could be improved;
7. How the internship will impact the student’s career development

Student evaluation of internship (required)

At the conclusion of the internship experience, each student will be required to complete an evaluation of the internship experience, including both site and preceptor, utilizing the Internship Site Experience/Preceptor Form included as part of the end of this appendix. Formal student evaluation of the internship experience provides the program with information that it can utilize to improve the process and outcomes of future internship assignments in general and assignments with individual health services organizations, specifically. All information provided by the student will be kept confidential.
Date: ____________________

Student _______________________________________________________

Sponsoring Organization Information:

Organizational Name:
________________________________________________________________

Internship Preceptor Name: _________________________________________

Address __________________________________________________________

State _______ Zip Code _____________

Phone No: ____________________________

E-Mail Address: ________________________________________________

A. Duties/responsibilities anticipated while on the job.
   (Use additional sheets of paper, if necessary)

B. Internship objectives: what you are planning to learn and what skills do
   you hope to acquire? (Use additional sheets, if necessary)
C. Activities you will carry out to obtain your objectives. List readings, projects, interviews, seminars, manuals, etc.
(Use additional sheets, if necessary)

APPROVAL AND AGREEMENT

_______________________________________          _______________
MHA ALE Coordinator/Program Director     Date

_______________________________________  _______________
Prospective Student Intern      Date

_______________________________________  _______________
Internship Preceptor       Date

GEORGIA SOUTHERN UNIVERSITY
WATERS COLLEGE OF HEALTH PROFESSIONS
MEDICAL REPORT FOR FACULTY AND STUDENTS
Annual Physical Exam

<table>
<thead>
<tr>
<th>Name</th>
<th>Eagle ID</th>
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</table>


### Address

**Date of Physical Exam (must be completed between May 1 and July 31).**

<table>
<thead>
<tr>
<th>Name of Examiner</th>
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</table>

I have examined ___________________________ and find that he/she has:

1. ☐ no evident health problems which could interfere with his/her performance of required practicum activities.

2. *☐ the following health problem(s)/restriction(s) which may/may not interfere with his/her performance of required practicum activities. (*Please explain #2 or #3 if checked and attach additional pages if necessary.)*

3. ☐ significant health problem(s) which would interfere with his/her performance of required clinical activities.

### Signature

**Signature of Health Care Provider**

**Street Address/City/State/Zip Code**

---

**RETURN TO:** Georgia Southern University, Department of Health Sciences and Kinesiology

11935 Abercorn Street, Savannah, GA 31419-1997

Rev 6/18
PPD DATE RESULT

If PPD is positive, chest radiograph may be needed (Attach Physician’s Evaluation) PPD must be done YEARLY.

DATE OF RADIOGRAPH RESULT SIZE

WAS THERE PROPHYLAXIS? YES NO

If YES, indicate what the prophylaxis was or is:

TETANUS VACCINATION DATE (within last 10 years)

HEPATITIS B SERIES (OPTIONAL)
Attach waiver if no vaccine has been received.

Date: Date: Date: Date:
1st Vaccine 2nd Vaccine 3rd Vaccine Titer

MENINGITIS

Advised of Meningitis incidences and availability of immunization at Health Department
YES NO

Agrees to get immunization. Does not agree to get immunization.

PREGNANCY

Advised of risks of exposure to high risk diseases during pregnancy (Hepatitis B, Rubella, Cytomegalovirus, etc.)
YES NO

RUBELLA

Date of Disease Titer (if available) Date of MMR

CHICKENPOX

Has he/she had chickenpox? YES (when?) NO Exposure: YES (when?) NO

** Attach copies of verifications of immunizations.

Signature: ______________________________ Date: ______________________________

RETURN FORM TO: Georgia Southern University
Dept. of Health Sciences and Kinesiology
11935 Abercorn Street
Savannah, GA 31419-1997

Revised: 6/18
I understand that Hepatitis B is a severe and potentially life threatening illness. Hepatitis B vaccination significantly decreases my risk of being infected by the Hepatitis B virus. Therefore, I agree to take the prescribed series of inoculations and follow-up titer to assess antibody level, and a second series if necessary. I assume responsibility for all arrangements, costs, and complications arising from this vaccination procedure.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</table>

I understand that Hepatitis B is a severe and potentially life threatening illness. Hepatitis B vaccination significantly decreases my risk of being infected by the Hepatitis B virus. I understand also that not taking the vaccination may significantly increase my risk of being infected by the Hepatitis B virus. Nevertheless, I elect NOT to take the prescribed vaccination procedure, and assume responsibility for all arrangements, costs, and complications arising from not taking those vaccinations.

<table>
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<tr>
<th>Signature</th>
<th>Date</th>
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</table>

I have already received the vaccine.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Doc: Hepatitis-B
Revised: 6/18
Master of Health Administration Program

Student Name: ____________________________________________________

Form Completed by: _______________________________________________

Title:____________________________________________________________

Date: ____________________________

Feel free to comment on any evaluation criteria; however, if the evaluation score on any particular competency assessment is rated either unacceptable or weak, a comment is required. Additionally, I would appreciate your comment on the overall evaluation. Please return this evaluation to:

Joey Crosby, Ph.D, R.Ph
MHA Program Coordinator
Department of Health Sciences and Kinesiology
Georgia Southern University
11935 Abercorn Street
Savannah, GA 31419-1997
jfcrosby@georgiasouthern.edu
MHA Program Competencies

Using the scale below, please indicate which level best describes the student's proficiency with each type of competency, based on your interaction with him/her during the applied learning experience:

4. Exceptional – demonstrated a very high level of proficiency, equal to or above what I would expect of an experienced practitioner
3. Good – demonstrated a high level of proficiency, above what I would expect of an entry-level practitioner
2. Adequate – demonstrated a reasonable level of proficiency, equal to what I would expect of an entry-level practitioner
1. Needs improvement – failed to demonstrate a level of proficiency expected of an entry-level practitioner
0. Unable to assess – I did not have an opportunity to formally observe the student demonstrating this competency

Space is provided at the end of this section for comments. Feel free to comment on any evaluation criteria; however, if your assessment for any competency is needs improvement, a comment is required.

1. Communication and Relationship Management

<table>
<thead>
<tr>
<th>A. Interpersonal Communication: the ability to effectively communicate ideas, information, opinions, and feelings as well as the ability to listen to and understand others' ideas, information, opinions, and feelings.</th>
<th>4 3 2 1 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Presentation Skills: the ability to effectively communicate ideas, information, and positions through professional presentations (including oral and written presentations), including the ability to speak effectively and persuasively in front of small and large groups of people, prepare and use visual aids such as PowerPoint presentations or other media, and write clearly, concisely, and persuasively.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>C. Team participation and leadership: the ability to work effectively as a member of a group or team, including contributing to team productivity and working cooperatively with other team members in a non-leadership role, as well as helping to organize and lead team-based activities when appropriate.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>D. Technical Communication: the ability to effectively communicate technical information, such as communicating the results of a data analysis to decision makers or explaining to someone else the proper steps for completing a complex task.</td>
<td>4 3 2 1 0</td>
</tr>
</tbody>
</table>
E. Collaboration with Clinical Professionals: the ability to effectively communicate and collaborate with clinical professionals in a health care setting, including the ability to understand and appreciate the roles/values/perspectives of other professional disciplines such as medicine, nursing, and allied health professionals.

2. Leadership

A. Personal Leadership Style: the ability to identify and define one’s personal leadership style including core values, as well as the ability to develop a personal leadership development plan, including specific goals and strategies.

B. Leadership Skills: the ability to lead other people, including developing and communicating a common vision/goals, organizing and directing subordinates’ activities, motivating individuals and groups, and fostering effective relationships.

C. Systems-based Thinking: the ability to view and evaluate situations from a systems perspective, including the ability to understand the concept of systems-based thinking, make decisions that incorporate this perspective and effectively consider the implications of one’s decisions on all components of the system.

3. Professionalism

A. Professional Ethics: the understanding and application of personal, organizational, and professional ethics, including the extent to which one adheres to ethical business principles as well as the extent to which one exhibits ethical behavior in one’s daily life and interactions with other people.

B. Professional Service: a commitment to and involvement in professional service, including professional associations and activities (such as membership or leadership roles in the American College of Health Executives, the Medical Group Management Association, or the Georgia Association of Health Care Executives) as well as community-based service and volunteer activities.

C. Professional Development: a commitment to and involvement in professional and career development activities, including participating in continuing education programs/seminars, specific skill-building activities (such as Toastmasters), or professional networking activities.
4. Healthcare Environment

A. Legal and Regulatory Environment: knowledge and understanding of the legal and regulatory environment of the health care system, including how courts, legislatures, and regulators interact and function; how the legal system influences health policy, providers, health care organizations, and organizational strategy; how to apply basic tort, contract, and corporate law principles; and patient's rights and responsibilities. 4 3 2 1 0

B. Public Policymaking Environment: knowledge and understanding of how policymaking impacts the health care system, including how public policies are developed, implemented, and analyzed. 4 3 2 1 0

C. Health Care Workforce Environment: knowledge and understanding of the health care workforce issues that affect clinical, non-clinical, and professional employees, including education, licensure & credentialing, supply & demand of health care professionals, and job stress & coping. 4 3 2 1 0

D. Financial and Economic Environment: knowledge and understanding of the financial and economic forces affecting the health care system currently and in the future, including the role of accounting and finance in health care organizations, forms of business organization, third party payers and reimbursement methods, the theory of insurance and the types insurance products. 4 3 2 1 0

E. Socio-Cultural Environment: knowledge and understanding of the socio-cultural aspects of health care delivery, including disparities in health care access and health outcomes, the medical education process, and cultural factors that impact patient-provider interaction, health, and illness behavior. 4 3 2 1 0

5. Business Knowledge and Skills

A. Critical Thinking/Decision Making: ability to critically assess and make decisions in complex situations, including the ability to “actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Scriven and Paul, 1987). 4 3 2 1 0

B. Financial Analysis and Management: knowledge and understanding of financial analysis and management, including financial statement composition and analysis, cost allocation methods, cost behavior, pricing decisions, planning and budgeting, time value analysis, risk assessment, debt and equity financing, capital budgeting, and lease financing. 4 3 2 1 0
C. Human Resources Management: knowledge and understanding of human resources management issues, including internal customer service, workforce diversity, employee satisfaction, motivation and improvement strategies and measurements.

D. Organizational Design and Behavior: knowledge and understanding of the processes of managing individuals, groups, and systems in organizations, including organizational governance, structure, culture, personality, communication, motivation, and leadership.

E. Strategic Management and Marketing: knowledge and understanding of strategic management and marketing, including environmental assessment, competitor analysis, market analysis and segmentation, and strategy development, implementation, and tracking.

F. Information Systems and Management: knowledge and understanding of organizational informational requirements related to cost and quality and the ability to effectively participate in the planning, implementation, and evaluation of health information systems/technology solution(s) to address such requirements.

G. Quality/Performance Improvement: knowledge and understanding of quality/performance improvement practices, including quality improvement theories and frameworks, accreditation organizations, evidence-based practices.

Comments on Student's Performance Regarding Program Competencies:
Other Applied Learning Experience Performance Criteria

Using the scale below, please indicate which level *best* describes the performance during the applied learning experience:

5. **Excellent**  
4. **Good**  
3. **Acceptable**  
2. **Weak**  
1. **Unacceptable**

Space is provided at the end of this section for comments. Feel free to comment on any evaluation criteria; however, if your assessment for any criteria is *weak* or *unacceptable*, a comment is required.

<table>
<thead>
<tr>
<th>Promptness/Attendance</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependability – reliability, timeliness, etc.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Motivation</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Quality of Work Produced – acceptability of work performed, writing skills, accuracy, neatness, etc.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Personal Skills – communication, appearance, maturity, etc.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Professional Potential – your estimation of student’s future potential within the field of health services administration</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Time spent on applied learning experience responsibilities:** Unless otherwise agreed upon, the student should spend a minimum of 400 hours total and/or 16 hours minimum per week fulfilling his/her responsibilities. In your estimation, did the student meet this requirement?  

Yes  
No
Open-Ended Student Assessments – Feel free to respond to any/all of the following questions regarding the applied learning experience student that you deem to be relevant to the evaluation provided above

A. Describe the student’s attitude toward work assignments.

B. Describe any particular skills that the student has acquired or improved upon during the applied learning experience.

C. Describe the student’s ability to cooperate and communicate with others.

D. Describe the student’s ability to make decisions.

E. Generally, in what area(s) did the student seem strongest?

F. Generally, in what area(s) did the student seem weakest?

G. Would you feel confident in hiring/recommending this student for a job?
Open-Ended Program Assessments – Feel free to respond to any/all of the following questions regarding the applied learning experience, and/or the MHSA program vis-à-vis the applied learning experience, that you deem to be relevant to the evaluation provided above

A. What suggestions do you have to enhance the student’s career development?

B. What suggestions can you make to improve our applied learning experience program?

C. What do you perceive to be area(s) of strength in the MHA program as it pertains to student preparation for the internship experience?

D. What do you perceive to be area(s) of weakness in the MHA program as it pertains to student preparation for the internship experience?

We thank you for your sponsorship of this student and applied learning experience. If you have further questions regarding the MHSA or its applied learning experience programs, or if you are interested in sponsoring students in the future, please contact:

Joey Crosby, Ph.D, R.Ph
MHA Program Coordinator
Georgia Southern University

11935 Abercorn Street
Savannah, GA 31419
(912) 344-2657 (office)
Internship Site/Experience Evaluation Form
(To Be Completed by Student)
Georgia Southern University
Master of Health Administration Program

Student Name: ______________________________________________

Date: ___________________________________

Internship Organization: __________________________________________

Organizational Address: ___________________________________________

________________________________________________________________

Preceptor (Name and title): __________________________________________

________________________________________________________________
Please use the following scale to assess of the statements below:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

Space is provided at the end of this section for comments. If you indicate strongly disagree to any of the statements, a comment is required.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The site preceptor fulfilled his/her responsibilities as we had agreed upon and as outlined in the ALE Guidelines.</td>
<td></td>
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<tr>
<td>2. The applied learning experience allowed for successful integration of didactic theory and content in a practice-based setting.</td>
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<tr>
<td>3. The applied learning experience allowed for exposure to senior management activities within the organization</td>
<td></td>
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<tr>
<td>4. The applied learning experience allowed for exposure to all relevant organizational operations and activities.</td>
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<tr>
<td>5. The applied learning experience allowed for participation/working with teams on various projects.</td>
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</tr>
</tbody>
</table>

Add any additional comments in the section below (attach additional pages if necessary):
6. What were the strengths of the MHA curriculum relative to your applied learning experience – i.e. what course(s) did you draw most significantly upon, in terms of knowledge/skills/competencies, during the internship experience?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. What area(s) of the MHA curriculum could be/should be strengthened or further developed to enhance the internship experience?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

8. How did the internship meet your needs or how could it have been improved?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. Faculty availability and assistance met my needs during the internship experience. (Please circle one response)

Strongly Agree  Agree  Neutral  Disagree  Strongly Disagree

Comments:
The MHA Practicum Option (HADM 7725)

Introduction

The MHA Practicum Guidelines include requirements for the practicum chair, committee members (if applicable), site supervisor and student. Requirements of the practicum site supersede requirements in the academic unit.

MHA Protocol for Selection of Practicum Director and Practicum Procedures

MHA students that select to complete and are approved by the MHA ALE coordinator for the practicum option must successfully complete a minimum of 3 semester hours of practicum as part of his/her degree requirements.

Prior to the beginning of the practicum, the student will do the following:

- Select a practicum director from eligible MHA faculty. Eligible faculty are those with full or associate graduate faculty status at Georgia Southern University or, in some cases, a faculty who has received administrative permission to direct a practicum from the MHA graduate coordinator. The student may opt for a practicum committee, comprised of two or more members of the health sciences and kinesiology faculty who are otherwise eligible to serve as practicum director, with a chair to direct his/her practicum if they so choose. In this case, the director must be chosen from faculty with full or associate graduate faculty status at Georgia Southern University or one who has received administrative approval to direct practicum from the MHA graduate coordinator. Additional committee members may be chosen from faculty with full, associate or temporary graduate faculty status or a faculty member who has received special permission to serve on a practicum committee by Office of Academic Affairs.

- Collaborate with the faculty practicum supervisor, if necessary, to select the topic and site of the practicum experience. The frequency of collaboration between the faculty practicum supervisor and the student will be determined by the faculty practicum supervisor.
• Select the practicum site supervisor. Most practicum experiences will require that the student identify a practicum site supervisor. In these cases, the site supervisor may be recommended by the student or the faculty practicum director. The site supervisor, if one is utilized, must be approved by the faculty practicum director prior to the start of the practicum. The faculty practicum supervisor, in conjunction with the student, will make the determination as to the need for a site practicum supervisor.

• Meet with the practicum site supervisor to discuss proposed practicum and formulate learning/experiential objectives for the practicum. Students should understand that the MHA practicum experience is SELF-DIRECTED on their part. This requires their active participation in the formulation of objectives along with the site supervisor. All MHA students should provide their site supervisor, if applicable, with an updated copy of their professional resume as well as a listing of areas of professional interest that could potentially be explored as part of a proposed practicum experience.

• Submit proposed practicum objectives to faculty practicum supervisor for approval. These objectives should be submitted in word-processed format and attached as a separate sheet(s) to a completed Health Sciences and Kinesiology Practicum Approval Form (see below).

• Obtain liability insurance policy rider through Georgia Southern University or provide documentation of liability insurance coverage through the practicum site.—The Waters College of Health Professions at Georgia Southern University offers a blanket student liability insurance policy, currently costing $16.00 for one year of coverage. Information on how to purchase this policy may be obtained by contacting the Department of Health Sciences and Kinesiology. MHA students that are approved to conduct their practicum experience within their current place of employment may already be covered under the general liability policy of their employer. In such circumstances, students are required to provide documentation of this coverage to their faculty practicum supervisor.

• Submit a completed Waters College of Health Professions Medical Report for Faculty and Students to their faculty practicum supervisor. This form can be obtained from the Department of Health Sciences and Kinesiology (and is also included in these ALE guidelines) and must be completed/signed by a qualified medical care provider that has sufficient knowledge of the student’s current health status.
• Students are expected to spend approximately 8-10 hours a week, on average, working specifically on their practicum. This time spent on practicum-related activities may be “on site” or may not, depending upon the nature and work requirements of the practicum itself. The practicum site supervisor (if applicable), in conjunction with the student, will mutually determine the specific work requirements of the practicum, subject to the approval of the faculty practicum supervisor.

• Students will interact with their faculty practicum supervisor on a regular basis (to be determined by the faculty practicum supervisor) to keep him/her apprised of their progress in accomplishing the approved practicum objectives. Students should be aware that it is THEIR responsibility to keep their faculty practicum supervisor informed regarding the current status of their practicum experience and progress to date. Students who fail to satisfy this requirement may receive an unsatisfactory grade for their practicum – the equivalent to receiving an ‘F’ in a didactic course.

• Students will give an oral presentation and defense of their practicum. The faculty practicum supervisor will identify prospective dates and times from which the student may choose to conduct the oral presentation and defense of their practicum. The oral presentation and defense requires the student to provide an overview of his/her practicum – background, rationale, purpose, practicum objectives, review of literature, practicum methods, results, and conclusions – as well as submit to questions related to the practicum from member(s) of the MHA faculty and/or students in attendance. The oral presentation and defense will typically be 20-30 minutes in length, and students are encouraged to utilize A-V aids (e.g. PowerPoint) as part of their presentation to increase its effectiveness.

MHA Practicum Faculty Supervisor, Site Supervisor and Student

Responsibilities:

• The faculty supervisor (chair) has the responsibility to assure that:
  • The practicum proposal meets MHA criteria for practica.
  • The student has been informed of institutional policies and procedures as they relate to the use of human and animal subjects for research purposes, if applicable.
  • Communication is maintained with the site supervisor to discuss the student’s progress.
  • The practicum, in its final form, meets the appropriate format, content, mastery and standards set by the Department of Health Sciences and Kinesiology.
• The site supervisor has the responsibility to:
  • Determine that the practicum objectives are feasible.
  • Inform the student of institutional policies and procedures as they relate
to the use of human and animal subjects for research purposes, if
applicable.
  • Contact the faculty advisor if any concerns regarding the student’s
performance should arise.
  • Develop the work site schedule in conjunction with the practicum
student.
  • Assist the faculty practicum supervisor in the evaluation of the student’s
performance.

• The practicum student, in addition to doing the work and producing the
practicum content, has the responsibility to:
  • Be familiar with, and adhere to, the practicum guidelines as specified
  • Be aware of all deadline/submission dates for the practicum and adhere
to these dates
  • Obtain liability insurance or provide proof of coverage prior to the
initiation of the practicum
  • Submit the Waters College of Health Professions Medical Report for
Faculty and Students to the faculty practicum supervisor prior to the
initiation of the practicum
  • Submitting completed IRB form to faculty practicum supervisor, if
applicable.

A grade of “IP” (in progress), will be reported until the practicum is completed.– A
grade of “S”(satisfactory) or "U" (unsatisfactory) will be reported on the student’s
final grade report upon conclusion of the practicum.
Policy for Addressing Allegations of Misconduct in Scientific and Scholarly Research

Georgia Southern University has embraced the principal that honesty is an essential component of scholarly activity. Principal Investigators and others in positions of responsibility for the conduct of research and scholarly activity are expected to exercise reasonable supervision of those under their direction to ensure the integrity of the research or scholarly activity being conducted.

The University assumes primary responsibility for investigating and resolving allegations of scientific and scholarly misconduct by its campus community. This responsibility holds regardless of whether the activity involved was funded by external agencies. Assumption of this responsibility is consistent with the Code of Federal Regulations (CFR) at 45 CFR 689, though in some cases federal reporting requirements also pertain.

Definition of misconduct in scientific and scholarly research.

For the purposes of these procedures, misconduct in scholarly research is defined as:

1) Fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.
2) Retaliation of any kind against a person who reported or provided information about suspected alleged misconduct and who has not acted in bad faith.
   (National Science Foundation Dear Colleague Letter, August 16, 1991).

Institutional Review Board (IRB)

The IRB, a federally mandated board which monitors the use of human and animal subjects in research, meets on a monthly basis during the 10 month academic year (August through May - contact the Office of Research Integrity for a schedule). Specific practicum protocols requiring full board review are due by the first Monday of the month. Your faculty practicum supervisor can assist with the completion of required IRB forms. Send protocols, complete with the appropriate forms, to the College of Graduate Studies at through your faculty practicum supervisor and department chair.
The IRB approval process can be lengthy. If IRB approval is necessary for your proposed practicum, the application should be submitted two to three months prior to the initiation of the practicum to allow sufficient time for IRB review, and modifications to the proposed practicum, if required.

Note: Some practicum sites may require approval by the site’s IRB.
Health Sciences and Kinesiology Practicum Approval
(CHP Medical Report must accompany this form)

Student's Name: _____________________________________________________

Course: _____________________________________________________

Semester: _____________________________________________________

Practicum Title: _____________________________________________________

Practicum Site: _____________________________________________________

Address: _____________________________________________________

Practicum Site Supervisor's Name: _________________________________________

Telephone Number: _______________________________________

I have reviewed the proposed objectives submitted by this student and recommend approval for
initiation of the practicum.

Approved By _______________________________________

MHA Faculty Practicum Supervisor

Date: ________________________________
MHA PRACTICUM FACULTY SUPERVISOR, SITE SUPERVISOR, AND STUDENT RESPONSIBILITIES

The purpose of this form is to guide and direct the parties involved in the practicum by respecting their affiliation and working relationship with each other.

- The faculty supervisor (chair) has the responsibility to assure that:
  - The practicum proposal meets MHA criteria.
  - The student has been informed of institutional policies and procedures as they relate to the use of human and animal subjects for research purposes, if applicable.
  - Communication is maintained with the site supervisor to discuss the student’s progress.
  - The practicum, in its final form, meets the appropriate format, content, mastery and standards set by the Department of Health Sciences and Kinesiology.

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  - Inform the student of institutional policies and procedures as they relate to the use of human and animal subjects for research purposes, if applicable.
  - Contact the faculty advisor if any concerns regarding the student’s performance should arise.
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  - Be aware of all deadline/submission dates for the practicum and adhere to these dates
  - Obtain liability insurance or provide proof of coverage prior to the initiation of the practicum
  - Submit the Waters College of Health Professions Medical Report for Faculty and Students to the faculty practicum supervisor prior to the initiation of the practicum
  - Submitting completed IRB form to faculty practicum supervisor, if applicable.

Student Signature       Date

Practicum Site Supervisor Signature     Date

Faculty Supervisor Signature      Date
# Annual Physical Exam

<table>
<thead>
<tr>
<th>Name</th>
<th>Eagle ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
</tbody>
</table>

**Date of Physical Exam (must be completed between May 1 and July 31).**

I have examined__________________________ and find that he/she has:

1. □ no evident health problems which could interfere with his/her performance of required practicum activities.

2. *□ the following health problem(s)/restriction(s) which may/may not interfere with his/her performance of required practicum activities. (*Please explain #2 or #3 if checked and attach additional pages if necessary.)

3. *□ significant health problem(s) which would interfere with his/her performance of required clinical activities.

**Signature of Health Care Provider**

**Street Address/City/State/Zip Code**

RETURN TO: Georgia Southern University, Department of Health Sciences and Kinesiology  
11935 Abercorn Street, Savannah, GA 31419-1997

Rev 6/18
**IMMUNIZATIONS AND SCREENING TESTS**

**Faculty and Students**

<table>
<thead>
<tr>
<th>NAME</th>
<th>Eagle ID</th>
</tr>
</thead>
</table>

**PPD DATE**

<table>
<thead>
<tr>
<th>RESULT</th>
</tr>
</thead>
</table>

If PPD is positive, chest radiograph may be needed (Attach Physician’s Evaluation) PPD must be done YEARLY.

<table>
<thead>
<tr>
<th>DATE OF RADIOGRAPH</th>
<th>RESULT</th>
<th>SIZE</th>
</tr>
</thead>
</table>

**WAS THERE PROPHYLAXIS?**

Yes  No

If Yes, indicate what the prophylaxis was or is:

**TETANUS VACCINATION DATE (within last 10 years)**

**HEPATITIS B SERIES (OPTIONAL)**

Attach waiver if no vaccine has been received.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
</table>

1st Vaccine  2nd Vaccine  3rd Vaccine  Titer

**MENINGITIS**

Advised of Meningitis incidences and availability of Immunization at Health Department

Yes  No

Agrees to get immunization.  Does not agree to get immunization.

**PREGNANCY**

Advised of risks of exposure to high risk diseases during pregnancy (Hepatitis B, Rubella, Cytomegalovirus, etc.)

Yes  No

**RUBELLA**

<table>
<thead>
<tr>
<th>Date of Disease</th>
<th>Titer (if available)</th>
<th>Date of MMR</th>
</tr>
</thead>
</table>

**CHICKENPOX**

Has he/she had chickenpox?

Yes (when?)  No

Exposure:

Yes (when?)  No

**** Attach copies of verifications of immunizations.

Signature:  
Date:  

RETURN FORM TO:  
Georgia Southern University  
Dept. of Health Sciences and Kinesiology  
11935 Abercorn Street  
Savannah, GA 31419-1997  

Revised: 6/18
GEORGIA SOUTHERN UNIVERSITY
WATERS COLLEGE OF HEALTH PROFESSIONS
HEPATITIS B DECLARATION FORM

Faculty and Students

DEPARTMENT: ____________________________________________

<table>
<thead>
<tr>
<th>Name</th>
<th>Major</th>
</tr>
</thead>
</table>

I understand that Hepatitis B is a severe and potentially life threatening illness. Hepatitis B vaccination significantly decreases my risk of being infected by the Hepatitis B virus. Therefore, I agree to take the prescribed series of inoculations and follow-up titer to assess antibody level, and a second series if necessary. I assume responsibility for all arrangements, costs, and complications arising from this vaccination procedure.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</table>

I understand that Hepatitis B is a severe and potentially life threatening illness. Hepatitis B vaccination significantly decreases my risk of being infected by the Hepatitis B virus. I understand also that not taking the vaccination may significantly increase my risk of being infected by the Hepatitis B virus. Nevertheless, I elect NOT to take the prescribed vaccination procedure, and assume responsibility for all arrangements, costs, and complications arising from not taking those vaccinations.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</thead>
</table>

I have already received the vaccine.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Doc: Hepatitis-B
Revised: 6/18