This document is designed for HPM faculty and master students in the in-person programs. It will assist HPM faculty in advising their in-person MPH and MHA students on career paths, appropriate electives, the internship placement, and the capstone or thesis project. It also helps students in navigating expectations and responsibilities in the academic programs.

FACULTY

When advising students, faculty should:

1. Schedule an initial meeting with newly matriculated students at the beginning of the 1st semester to discuss the student’s goals for the program and career goals. Faculty should help students plan for future courses using the ‘Program Plan’ available on the program website or an equivalent written document and the student’s required Individual Development Plan (IDP) or equivalent written document. The ‘Program Plan’ tracks courses taken and future courses. The IDP encourages discussion of students’ areas of interest, skills and competencies the student needs for their career goals and how to obtain them (classes, workshops, internships, certifications, and other activities).

2. Schedule a meeting every semester (fall and spring) to discuss class selection, progress in the program, and progress towards the internship and capstone. Update the ‘Program Plan’ and revisit the IDP to assess whether the skills and competencies the student needs for their career goals are being developed. Faculty should encourage students to update the IDP as they progress in the program, and continue adding new areas, skills, and competencies to the list as career plans and individual development occurs.

3. Inform students of the following mandatory events:
   a. Internship overview (1st fall semester)
   b. Internship orientation (1st week of the semester when doing the internship)
   c. Professional development workshops (students must attend at least 3)

4. Ensure that students meet all the program’s competencies before graduation by taking required and an appropriate selection of elective courses.

Each faculty member will be assigned advisees each year by the Program Director and should not rely on the Director of Graduate Studies or Program Directors to advise their students. The DGS and Program Directors could provide supplementary guidance to any student, but the primary advisor should be the assigned faculty member.

Advisors can consider using a “Group Advising” model. That would help the 1st and 2nd year MPH students meet, share advice, and receive guidance at the same time to avoid repetition.
STUDENTS

To be successful in their master programs, students should:

1. Meet with their advisor at least once a semester.
2. Discuss with their academic advisor their individual career goals and how to obtain the competencies and skills needed.
3. Complete the required ‘Program Plan’ and IDP and seek guidance and feedback from their faculty advisor.
4. Be proactive and inform their advisor as soon as possible of any emerging issue in their courses or anything that may prevent them from being successful in their academic program and in achieving their career goals (i.e. potential course drops, grades under B-, etc.).
5. Respond to email requests from their faculty advisor or program leadership within 2 business days.
6. Follow up with their faculty advisor if they do not respond to student’s emails within 2 business days. E-mails are occasionally missed and our faculty welcome the reminder.

The Individual Development Plan (IDP)

To ensure adequate advising for students, academic advisors will require each student to have an Individual Development Plan (IDP) or equivalent written professional development strategy. This document is designed to collect and track information so that students can focus their interests, work with their advisor to develop specific skills given their career path, and track progress throughout their degree program. This IDP is the student’s responsibility and should be updated for each faculty advising session. It can be a helpful tool that faculty can use to coach and provide guidance to students. The IDP template is available on the program website and is attached to this document.

Internship

The internship is a 180-hour experiential learning course (HLSA 778) worth a total of 4 credits (each credit is worth 45 hours of effort). It is a variable credit course so students can enroll in between 1 and 4 credits in any given semester, as long as they earn a total of 4 credits to satisfy the internship requirement and graduate. Enrollment in HLSA 778 (the internship course) is through the Internship Coordinator, Dr. Seale (Section 0101). Individual academic advisors are not responsible for the finding you an internship, but can be good resources when thinking about potential sites if they have expertise in your area of interest. Internships are done with external organizations and are hosted by preceptors within each organization. MHA students have successfully completed internships at MedStar Washington Hospital Center, Johns Hopkins Health, the National Association of Mental Illness, the American Hospital Association, Lifebridge Health at Sinai Hospital, Meridian Hackensack Hospital, Inova Fairfax Hospital, CareFirst Blue Cross Blue Shield, FDA, CMS, and others. MPH in Health Policy Analysis and Evaluation students have successfully completed internships at the Centers for Medicare and Medicaid Innovation (CMMI), other offices in CMS, Wynne Health Group, HCM Policy Strategists, National Center for Health Statistics, Akin Gump, Montgomery County Health and Human Services, Senate Health Education Labor and Pension Committee, the Maryland House of Delegates, the U.S. House of Representatives, and HRSA. MPH in Health Equity students have successfully completed internships at Adventist Health, Johns Hopkins Health, Trust for America’s Health (TFAH), CMS, HRSA, and others.
The full internship placement listing is here for students:

https://sph.umd.edu/internship-search

If the above link does not work, you need to login to use the resource at http://sph.umd.edu/user.

Go to https://sph.umd.edu/department/hlsa/resources-master-students to find the list of past internships for HPM students and the internship manual. Go to, the link is at the bottom of the page titled “Find an Internship.”

The internship is primarily experiential, so students are asked to submit their workplan, mid-term evaluation, final evaluation, final one-page reflection, and a short critique of their site to the ELMS page for HLSA 778 by end of the semester.

**Capstone**

The capstone is a final report based upon the internship placement or a separate independent placement in another organization. The manual is available under the Capstone tab at https://sph.umd.edu/department/hlsa/resources-master-students.

To complete the capstone requirement, students should enroll in HLSA 786 for 3 credits during their second year (typically during spring before they graduate). Students should work with their preceptor and academic advisor to develop a work plan and write-up their final report based on your organization’s needs. This is not a research project or thesis, but a practical, applied report or deliverable responding to a specific need from your internship or separate capstone site. The findings are reported out during a PowerPoint presentation at the end of the semester, and preceptors should be invited to the session. The capstone project is done with the academic advisor as the instructor of record – students should enroll in the section of HLSA 786 associated with their academic advisor.

**Guidance about Enrollment:**

All HLSA courses are unrestricted except for independent and experiential study courses (HLSA 688, HLSA 778, HLSA 786, and HLSA 799), and students may enroll directly via Testudo using numeric section numbers. Students in the in-person programs CANNOT enroll in section PLH1 because those are dedicated online sections.

In the case of thesis, internship, independent study, or capstone courses, students should please contact Melvin Seale (mseale@umd.edu) with their UID number, course number, term, number of credits, and section # (based on the advisor’s course section) in order to enroll. He will either directly enroll the student or grant them a stamp to allow them to enroll on their own. For holds and other restrictions, you may need to consult the graduate school (payments, immunizations, etc.) or the home department for the course (i.e. if the student is trying to enroll in EPIB 651 as a methods/data elective, the EPIB Graduate Director must issue the stamp).

STUDENTS MUST BE ENROLLED FOR AT LEAST 1 CREDIT EVERY FALL AND SPRING SEMESTER. If a student does not enroll in at least 1 credit during Fall or Spring semester, they will be removed from the program by the Graduate School.

If students need to take time off from the program they can take a leave of absence or a waiver of continuous registration. The leave of absence does not count towards the time to degree limits, the
waiver of continuous registration counts. Information on the leave of absence is at
(https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/request_for_leave_of_absence.pdf) and the waiver of continuous registration is at
(https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/petition_for_waiver_of_continuous_registration.pdf). Please use and submit the appropriate forms from the Graduate School to apply. Masters students can apply for both leaves and continuous registration waivers. These forms should be submitted as soon as you know a student is seeking a leave or waiver, as you have to do a separate petition
(https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/petition_for_waiver_of_regulation.pdf) to request them once the semester has started.

**Joint Masters Programs**

For students interested in community and city planning and the built environment, there is a new joint program that allows students to obtain an MHA/MPH and a Masters in Community Planning (MCP) in three years. Students can apply to both programs at initial application, or apply to the MCP when they are a first-year student in the HPM MHA/MPH program:
https://www.arch.umd.edu/ursp/degree/master-community-planning

**Adding on Certificates**

Students are allowed to “double dip” by counting up to 2 classes from a separate graduate certificate as part of their module electives. If you enroll in the Global Health Certificate through MIEH, courses like MIEH 610 (Global Health Program, Planning, and Evaluation) and MIEH 604 (Quality Assurance in Global Health Services Delivery) would be suitable electives to apply to the policy and management modules in the MHA, the cognate electives for the MPH in Health Equity, or the policy module electives in the MPH in Health Policy Analysis and Evaluation.

The same is true with the Certificate in Non-Profit Management and Leadership through the School of Public Policy: https://spp.umd.edu/your-education/certificates/nonprofit-management-and-leadership. Their required courses like PLCY688F (Nonprofit Financial Management) and PLCY 689Z (Strategic Management for Non-Profit and Public Organizations) could be good replacements for electives in the MPH/MHA modules, and would get you halfway to the certificate. Because we only count two of the four certificate courses toward our modules, you would need to take the other courses as a supplement to the MPH/MHA program’s 45 credits, which means you would need to earn a total of 51 credits to graduate.

The Certificate in Gerontology is also an option for students in our MPH/MHA programs, especially if you’re interested in aging and long-term care issues. The certificate is being restructured to be a 12 credits (4 courses. Please talk to Dr. Simon-Rusinowitz if you’re interested in this program: https://sph.umd.edu/department/hlsa/graduate-gerontology-certificate-program

There are separate graduation forms needed for each Certificate Program. Because the Global Health Certificate (MIEH) and the Non-Profit Management and Leadership Certificate (PLCY) are operated by different departments, please make sure you submit their required Graduation Forms (https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/Forms/application_for_graduation_graduate_certificates_only.pdf) and Graduate Certificate Completion Forms.
Taking Electives at Other Local Universities

Students may also take up to 2 courses from their course module in other departments, schools, or campuses (via the Washington Consortium or Inter-Institutional Enrollment through UMB, UMBC, etc.).

To use the Washington consortium, students should consult the UMD page:
http://registrar.umd.edu/current/registration/consortium.html, and ask their advisor, chair and dean to sign off on this form:
https://www.consortium.org/cross-registration

Only courses not offered here at Maryland are eligible for Washington Consortium registration. However, there are some more advanced courses available at GWU that fit well with each MPH/MHA concentration:

Health Administration: Acute care hospital management (HSML 6231), ambulatory care management (HSML 6238), behavioral health delivery (HSML 6233), supply chain (HSML 6244), project management (HSML 6246) and human resources (HSML 6216).

Health Equity: Social dimensions of climate change (PUBH 6133), project management (HSML 6246), Researching Violence against Women and Girls (PUBH 6058), and Land Use Planning and Community Development (PPPA 6043).

Health Policy Analysis and Evaluation: Medicare/Medicaid Law and Policy (PUBH 6370) and Comparative Health Policy (PUBH 6399), Decision Modeling for Public Policy (PPPA 6020) and Managing State and Local Governments (PPPA 6042).

If the course is 2 credits, students will need to enroll in a 1 credit independent study (HLSA 688) to make up the 3rd credit to satisfy an elective requirement.

You view a list of GWU courses at these links:
http://bulletin.gwu.edu/courses/hsmI
http://bulletin.gwu.edu/courses/pubh/
http://bulletin.gwu.edu/courses/pppa/

and their actual schedule of classes is available here:
https://my.gwu.edu/mod/pws/

There are also courses offered at Georgetown, George Mason, Catholic University, and American University that would be appropriate electives. They must be graduate level and help students meet their competency requirements to be approved. In addition, students can pursue inter-institutional registration with the University of Maryland Baltimore Medical School and School of Pharmacy, or UMBC, which uses a different application form:
Graduation:

Students must apply for graduation during the first two to three weeks of the semester in which they want to graduate: [https://app.testudo.umd.edu/#/main/graduationApp?null](https://app.testudo.umd.edu/#/main/graduationApp?null)

Advisors should review the student’s UAchieve report to ensure that all courses have been completed or are in-progress. Students must have a 3.0 GPA overall, and a B- or better in the SPHL core courses. Module electives and requirements should be monitored by the advisor to ensure students meet the program’s competencies, and exceptions should be made in UAchieve by the DGS or Associate Chair, who both have “exception authority.” The UAchieve report must have green checkmarks next to each module to be considered “clear” and submitted to the graduate registrar with the approved program form ([https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/approved_program_form.pdf](https://gradschool.umd.edu/sites/gradschool.umd.edu/files/uploads/approved_program_form.pdf)). If there are red “x” marks on the UAchieve report, you must work with the DGS or Associate Chair to issue exceptions and convert them to green checkmarks or blue “pending” marks.

Posting Syllabi:

To ensure students have information about each class they are considering, faculty should post their syllabi to emt.umd.edu using these instructions, so that their syllabi are available in the Schedule of Classes Syllabus Repository:

[https://tltc.umd.edu/syllabi-repository](https://tltc.umd.edu/syllabi-repository)

**PROGRAM SPECIFIC ADVISING GUIDANCE**

**Masters in Health Administration (MHA)**

The MHA students have to take 1 required health systems course (HLSA 601 – Introduction to Health Systems), 5 required management module courses, 1 data course, and 1 policy course for a total of 8 HPM content courses (24 credits). When combined with the 14 credits of the integrated core [SPHL 601 (1), SPHL 602 (4), SPHL 603 (1), SPHL 610 (5), SPHL 611 (1), SPHL 620 (2)] and 7 credits of experiential learning [HLSA 778 (4) and HLSA 786 (3)], each graduate should earn 45 total credits.

A typical MHA graduate should know about financial accounting, management, strategy, marketing, operations, management techniques, leadership, quality and performance improvement, human resources, and the law. There are several courses that we offer that would allow for this type of broadly applicable degree:

- HLSA 710 – Foundations of Health Care Management (Spring)
- HLSA 720 – Health Law and Ethics (Fall)
- HLSA 730 – Human Resources – NOT CURRENTLY OFFERED
- HLSA 740 – Strategy, Marketing, and Finance (Spring)
- HLSA 760 – Healthcare Financial Management (Summer Online)
HLSA 770 – Continuous Quality Improvement (Fall)
HLSA 772 – Communications and Leadership (Spring)

A student could satisfy their 5 management module electives easily by taking HLSA 710, 740, 750, 760, and 770 and have a good background in management technique, strategy, marketing, finance, health information technology, and quality measurement/improvement. Students who have a more specific interest in quality improvement, data and patient safety may decide to replace HLSA 760 (financial management) and HLSA 740 (strategy) with courses related to health law (HLSA 720) or leadership (HLSA 772) to ensure they have the skills needed to be a champion for quality improvement rather than a hospital administrator. However, that may limit their career options as they get into general leadership roles if they cannot understand a balance sheet, do financial forecasting, or understand basic accounting principles.

Students may also take up to 2 courses from their 5 course module in other departments, schools, or campuses (via the DC Consortium, UMB, UMBC, etc.). There are good courses in operations in the Smith School of Business (BMGT 830 – linear programming for operations research) on operations and data analysis (BUDT 732), but they will be more expensive due to a higher tuition rate. However, if students are interested in taking free, online, 7 week-long courses in the MBA core curriculum to supplement their learning in the MHA program, you could take for free specific courses through the Micromasters program:

https://www.edx.org/micromasters/USMx-UMD-MBA-Core-Curriculum

The Micromasters program will not grant any degree credit toward the MHA module electives, but could be a non-credit-bearing, free way to learn additional skills and concepts that are not directly offered through the MHA program.

Data and Policy Electives

MHA students must also take one policy elective and one data elective. We recommend HLSA 750 – Health Information Management Systems (Fall) and are currently developing more data courses that will focus on health informatics and data analytics. Other data electives include HLSA 775 (public health research methods) or HLSA 721 (demographic data analysis). There are also courses throughout campus on Geographic Information Systems (GIS), survey data collection (SURV 630 and SURV 631), and other graduate-level courses that would be acceptable electives for the data module. For policy, we recommend HLSA 702 (Health Politics and Policy), HLSA 723 (Policy Analysis and Advocacy), or HLSA 724 (Maryland Health Policy). Other options are MIEH 730 (Social Justice and the Built Environment), HLSA 711 (Health Economics), HLSA 611 (Introduction to Health Equity). Courses like PLCY 735 (current topics in health policy) and the four courses in the non-profit management certificate program could also be good policy electives and would help MHA students obtain the separate certificate concurrently.

MPH in Health Equity (HLEQ)

The MPH in Health Equity students have to take 1 required health systems course (HLSA 601 – Introduction to Health Systems), 2 required health equity overview courses (HLSA 611 – Introduction to Health Equity and HLSA 787 – Minority Health and Health Disparities), 3 required cognate module courses, 2 methods courses for a total of 8 HPM content courses (24 credits). When combined with the
14 credits of the integrated core [SPHL 601 (1), SPHL 602 (4), SPHL 603 (1), SPHL 610 (5), SPHL 611 (1), SPHL 620 (2)] and 7 credits of experiential learning [HLSA 778 (4) and HLSA 786 (3)], each graduate should earn 45 total credits.

A typical MPH in Health Equity graduate should know about health disparities, social determinants of health, health programs and policy, social drivers of health status and outcomes, leadership, health care quality, population health, and research or evaluation methods. There are several elective courses that we offer that would allow for this type of broadly applicable degree:

**Methods:**

- HLSA 714 – Economic Evaluation (Spring)
- HLSA 721 – Demographic Data Analysis for Health Policy (Spring)
- HLSA 725 – Public Health Econometrics (Fall)
- HLSA 777 – Field Program Evaluation (Spring)
- HLSA 780 – Qualitative Research Methods (Fall)
- HLSA 775 – Public Health Research Methods (Fall)
- HLSA 770 – Continuous Quality Improvement (Fall)

**Cognate Courses / Suggested Electives**

- HLSA 711 – Health Economics (Fall)
- HLSA 720 – Health Law (Fall)
- HLSA 723 – Health Policy Analysis and Advocacy (Spring)
- HLSA 724 - Maryland Health Policy (Fall)
- HLSA 740 – Strategy, Marketing, and Finance (Spring)
- HLSA 750 – Health Information Management Systems (Fall)
- HLSA 772 – Communications and Leadership (Spring)

A student could satisfy their 3 cognate module electives easily by taking HLSA 750, 770, and 772 if their focus was on addressing health disparities through quality improvement activities in a hospital or health plan setting. Or, they could focus on a specific population or discipline by taking courses in other departments like African-American Studies, Applied Environmental Health (MIEH 600 and MIEH 730), or Urban Studies and Planning (see above for information on new joint MPH/MCP program). The advisor should work with students to identify courses across campus that might address the students’ career goals, because the Health Equity program is so flexible in terms of elective options.

A student can satisfy their 2 methods module electives by taking the options offered by HPM, including HLSA 775 (Public Health Research Methods) and HLSA 777 (Field Program Evaluation) which give students a good basis for a professional career using evidence to make decisions about program and policy design and implementation, and techniques to evaluate those policies and programs.
Alternatively, for students more interested in using epidemiological and statistical approaches to health equity, they could take EPIB 611 (Epidemiology II) and EPIB 651 (Biostatistics for Regression) as their methods courses. Other options include EPIB 622 (Social Determinants) and EPIB 623 (Epidemiologic Methods in Health Disparities Research) to meet the methods requirement – both of which require students to complete SPHL 602 with a B- or better. Other programs on campus, such as the Joint Program on Survey Methodology (SURV) offer excellent courses in survey design, sampling, and data analysis that could meet methods elective requirements.

For a current list of potential Health Equity electives collected by previous students, please see chart on the next page.
<table>
<thead>
<tr>
<th>Research Pathway</th>
<th>Community, Advocacy and Practice Pathway</th>
<th>Policy and Management Pathway</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>The research pathway prepares students interested in developing evidenced-based health equity strategies. Electives within this pathway are provide students with the skills to develop quantitative or qualitative research skills.</td>
<td>The Community Engagement and Practice pathway prepares students for community-engaged approaches in practice (e.g., program design and planning, implementation, and evaluation) and advocacy to advance health equity.</td>
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<tr>
<td><strong>Methods Courses:</strong></td>
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<tr>
<td><strong>Qualitative Methods:</strong></td>
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<td>Suggested Methods Courses:</td>
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<tr>
<td>HLSA780 Qualitative Methods for Health Services Research (3 Credits)</td>
<td>HLSA721 Using Demographic Data for Health Policy Analysis (3 Credits)</td>
<td>HLSA724 Maryland Health Policy (3 Credits)</td>
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<tr>
<td>HLSA775 Public Health Research (3 Credits)</td>
<td>HLSA775 Public Health Research (3 Credits)</td>
<td>HLSA702 Policy and Politics of Health (3 Credits)</td>
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<tr>
<td><strong>Quantitative Methods:</strong></td>
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<td>HLSA711 Health Economics and Analysis (3 Credits)</td>
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<td>EPIB612 Epidemiologic Study Design (3 Credits)</td>
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<td>HLSA714 Economic Evaluation of Medical Care (3 Credits)</td>
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<tr>
<td>EPIB623 Epidemiologic Methods in Health Disparities Research (3 Credits)</td>
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<td>SPHL620 Leadership, Teams, and Coalitions: Policy to Advocacy (2 Credits)</td>
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<tr>
<td><strong>Cognate Courses/Suggested Electives:</strong></td>
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<tr>
<td>HLSA 724 Maryland Health Policy (3 Credits)</td>
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<tr>
<td><strong>Qualitative Methods:</strong></td>
<td>HLSA723 Health Policy Analysis and Advocacy (3 Credits)</td>
<td>HLSA711 Health Economics and Analysis (3 Credits)</td>
</tr>
<tr>
<td>SOCY633 Qualitative Research Methods II, Field Research (3 Credits)</td>
<td>HLSA745 Public Health Practice and Management (3 Credits)</td>
<td>HLSA714 Economic Evaluation of Medical Care (3 Credits)</td>
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<tr>
<td><strong>Quantitative Methods:</strong></td>
<td>HLSA777 Program Evaluation Field Experience (3 Credits)</td>
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<tr>
<td>EPIB633 Health Survey Design and Analysis (3 Credits)</td>
<td>HLTH625 Community Assessment Through Qualitative Methods</td>
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<tr>
<td>EPIB652 Categorical Data Analysis (3 Credits)</td>
<td>HLTH671 Public Health Communication (3 Credits)</td>
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<td>EPIB663 SAS Programming (3 Credits)</td>
<td>HLTH774 Community Health Program Planning</td>
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<tr>
<td>EPIB657 Spatial Statistics for Public Health Data</td>
<td>HLTH775 Community Health Program Evaluation</td>
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*Please note this is an example of courses a student can take based on interest. You should consult with your advisor regarding classes that best suit your academic needs and professional goals.*
Master of Public Health (MPH) in Health Policy Analysis and Evaluation

The MPH in HPAE students have to take 1 required health systems course (HLSA 601 – Introduction to Health Systems) and 7 required policy module courses for a total of 8 HPM content courses (24 credits). When combined with the 14 credits of the integrated core [SPHL 601 (1), SPHL 602 (4), SPHL 603 (1), SPHL 610 (5), SPHL 611 (1), SPHL 620 (2)] and 7 credits of experiential learning [HLSA 778 (4) and HLSA 786 (3)], each graduate should earn 45 total credits.

A typical MPH in HPAE graduate should know about health politics, policy, federal and state programs, federal and state legislatures, executive powers, policy analysis, evaluation and data analysis. There are several courses that we offer that would allow for this type of broadly applicable degree:

- HLSA 611 – Introduction to Health Equity (Fall)
- HLSA 702 – Health Politics and Policy (Fall Online)
- HLSA 711 – Health Economics (Fall)
- HLSA 714 – Economic Evaluation (Spring)
- HLSA 721 – Demographic Data Analysis for Health Policy (Spring)
- HLSA 723 – Health Policy Analysis and Advocacy (Spring)
- HLSA 724 – Developing and Implementing Health Policy in Maryland (Fall)
- HLSA 775 – Public Health Research (Fall)

There are several management courses that can be helpful to students in the MPH in HPAE, they can also be taken as electives in the policy module given their relevance to health policymaking:

- HLSA 720 – Health Law (Fall)
- HLSA 740 – Strategy, Marketing, and Finance (Spring)
- HLSA 760 – Healthcare Financial Management (Summer Online)
- HLSA 770 – Continuous Quality Improvement (Fall)

A student could satisfy their 7 policy module electives easily by taking HLSA 702, 721, 723, 724, 775, HLSA 711, HLSA 714 and have a good background in policy and politics at the federal and state-level, policy analysis, data analysis and programming, influencing policy, state health policy, synthesis of research evidence, health economics, and cost-benefit analysis. Students who have a more specific interest in Medicaid may decide to replace HLSA 702 (health politics and policy) with courses related to health law and compliance (HLSA 720) or Maryland state health policy (HLSA 724) to ensure they have knowledge of state waivers, lawsuits challenging the federal government, and state policymaking. Students who are more interested in regulation of health care providers might consider taking management-focused electives that would teach them more about hospital operations, financing, or mergers and acquisitions, such as HLSA 770 (Continuous Quality Improvement), HLSA 760 (Financial Management), and HLSA 740 (Strategy, Marketing, and Finance).
Students may also take up to 2 courses from their 8 course module in other departments, schools, or campuses (via the DC Consortium, UMB, UMBC, etc.). There are good courses on policy analysis, evaluation, non-profit advocacy, and non-profit management in the School of Public Policy, but they will be slightly more expensive due to a higher tuition rate. There are also courses throughout campus on Geographic Information Systems (GIS), survey data collection (SURV 630 and SURV 631), and other graduate-level courses that would be acceptable data-focused electives for the policy module. For policy, in addition to HLSA 702 (Health Politics and Policy), HLSA 723 (Policy Analysis and Advocacy), MIEH 730 (Social Justice and the Built Environment), HLSA 711 (Health Economics), HLSA 711 (Introduction to Health Equity), and HLSA 724 (Maryland Health Policy), there are courses like PLCY 735 (current topics in health policy) and the four courses in the non-profit management certificate program that could be good policy electives.

There are some excellent public policy courses available at GWU, American University, and Georgetown that could be taken through the Washington Consortium.
**UNIVERSITY OF MARYLAND HPM INDIVIDUAL DEVELOPMENT PLAN**

Name: 

Date: 

<table>
<thead>
<tr>
<th>Professional Goals</th>
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<tbody>
<tr>
<td>What are my career aspirations and goals for professional growth?</td>
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</table>

- What courses and activities at UMD can help me meet those goals and achieve my career aspirations? 

<table>
<thead>
<tr>
<th>What Knowledge or Skills do I need to enhance?</th>
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<tbody>
<tr>
<td>To succeed in my coursework</td>
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<tr>
<th>Focused Action Steps</th>
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<tr>
<td>What development goals do I have for the next semester?</td>
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<tr>
<td>What development goals do I have for the next two years?</td>
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<tbody>
<tr>
<td>What specific actions can I take to achieve these goals?</td>
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