



DHSc Curriculum Plan

Semester	Course	Credits
Semester 1: Discover		
OH 881	Analyzing Influences in Health Care and Service Delivery	3
OH 883	Clinical Research Methods	3
DHS 891	Innovation Project – Discover	1
Semester 2: Design		
OH 882	Justice, Equity, Diversity and Inclusion in the Health Professions	3
OH 884	Outcomes Measurement	3
DHS 892	Innovation Project – Design	1
Semester 3: Build		
OH 885	Leadership in Interprofessional Teams	3
OH 886	Teaching and Learning in the Health Professions	3
DHS 893	Innovation Project – Build	1
Semester 4: Improve		
TBD	Teaching & Learning or Leadership Elective	3
OH 888	Quality Improvement and Program Evaluation in the Health Professions	3
DHS 896	Innovation Project – Improve	1
Semester 5: Inform		
TBD	Teaching & Learning or Leadership Elective	3
TBD	Teaching & Learning or Leadership Elective	3
DHS 897	Innovation Project – Inform	1

Teaching and Learning or Leadership concentrations are declared in the summer semester. Electives for each track are noted below, and are subject to change:

Course	Name	Credits	Semester
HE 713	Foundations of Educational Effectiveness	3	Spring, Summer
HE 715	Educational Program Design, Implementation, and Evaluation	3	Fall, Summer
HE 718	Lead with Emotional Intelligence in Interprofessional Teams	3	Spring
HE 741	Technology in Education	3	Fall, Spring
HE 744	Research Methods in Health Professions Education	3	Fall, Spring
HE 746	Leadership and Organizational Change	3	Fall, Spring

Course	Name	Credits	Semester
HA 610	Healthcare Administration & Human Resource Management	3	Fall 1
HA 615	Financial Management in Healthcare	3	Fall 1
HA 620	Strategic Planning and Marketing in Healthcare	3	Fall 2
HA 625	Health Policy	3	Fall 2
HA 630	Healthcare Ethics and Law	3	Spring 1
HA 640	Organizational Behavior and Management Theory	3	Spring 2
HA 645	Population Health Management	3	Spring 2



Course Descriptions (Core Curriculum)

Semester	Course
OH 881	Analyzing Influences in Health Care and Service Delivery This course examines the factors and influences of access and delivery to health care and educational services in the United States and globally. Analysis of the factors including economic, social, physical, political, cultural, and environmental determinants of health care and service access and delivery are explored. The course examines historical components of the models of various health care contexts, including the implications for health, disability and quality of life.
OH 883	Clinical Research Methods This course provides a foundation in concepts and techniques related to basic quantitative and qualitative research methods applicable to health professions. Students will think critically about the ways in which theories and models are used to guide evaluation, intervention, research design and professional practice. Explanatory models of change within occupational therapy practice will be explored and applied to research design. Additionally, students will participate in the IRB process in an academic and/or clinical setting.
OH 882	Justice, Equity, Diversity and Inclusion in the Health Professions This course examines social theories and policies influencing the perceptions, access, and delivery of services for diverse groups and populations including but not limited to socioeconomic status, race and culture. Students examine the individual and societal lens influencing diversity, equity and inclusion. Action plans for influencing equity and inclusion in service delivery for clients and promoting diversity and inclusion in the health professions are discussed.
OH 884	Outcomes Measurement In this course, students will identify historical trends and models in outcome measurement at the individual, population and systems level. Key features of qualitative and quantitative measures to meet the shift from quantity to quality outcome reporting for health care and related services will be emphasized. Students will evaluate outcome measures used within their area of interest, analyze data, make recommendations for professional practice setting, and share recommendations with interprofessional team members.
OH 885	Leadership in Interprofessional Teams This course provides an overview of leadership theories and concepts of organizational behavior. Students will have opportunity to self-reflect and apply theory to their leadership style within an interprofessional team, including a reflective and collaborative leadership development plan. Students will work with interprofessional team members to overcome challenges in professional practice scenarios across the health and education continuum.
OH 886	Teaching and Learning in the Health Professions This course is designed to investigate and develop effective teaching and learning pedagogy within clinical and academic settings. This interprofessional course will engage students in self-reflection, active learning, and critical review of teaching and learning strategies. Students will incorporate strategies for classroom and virtual learning environments to develop a training tool for their clinical site, or a course syllabus for an academic setting, with interprofessional collaboration.
OH 888	Quality Improvement and Program Evaluation in the Health Professions This course will prepare students to conduct program evaluation at their clinical sites or areas of interest. Students will examine methods of the program evaluation and identify systematic activities to monitor, assess and improve quality of service delivery and/or health care. Students will identify quality improvement and quality assurance principles to a familiar professional practice system, to make informed decision about practice delivery and improvement within dynamic health care and/or service delivery settings.



DHS 891	Innovation Project – Discover Students will identify a population and context in which they will seek to address change or develop advanced practice. Students will discover the state of the science in area of interest, including a literature review of the population, contexts and policies affecting the population. Barriers and facilitators to the identified population and problem are explored.
DHS 892	Innovation Project – Design Students will identify a theory and/or conceptual model that will address a targeted area of inquiry and population identified in Innovation Project – Discover. Key elements of the theory and uses of the theory or model in context are emphasized. Students propose a solution to their defined problem based on context, barriers, facilitators, and evidence and identify appropriate outcome measures.
DHS 893	Innovation Project – Build Students will apply appropriate theory-driven and evidence-based elements of scholarly product design to formulate a comprehensive solution that addresses a clinical problem identified in Innovation Project – Discover, Innovation Project – Build, and Innovation Project - Impact. Students will create the product and apply quality improvement and program evaluation strategies to assist with practice-related decisions and improvements once implemented.
DHS 896	Innovation Project – Improve Students will apply theory-driven and evidence-based elements to design key ingredients for an innovation solution that addresses a clinical problem identified in Innovation Project – Discover and aligns with the approval project proposal in Innovation Project – Build. Students will engage in project planning management strategies, create all key ingredients, and demonstrate ability to integrate multiple methods of feedback to assist with practice-related decisions and improvements once implemented.
DHS 897	Innovation Project – Inform In this final stage of the Innovation Project sequence, students will combine all aspects of their scholarly project into multiple modes of dissemination: written, oral/multimedia, peer-reviewed presentation and publication. Guided by implementation science and theory, students will complete a comprehensive dissemination and implementation plan that incorporates all key elements of the Innovation Project. Plans for optimizing the level of impact on the profession, interprofessional practice, and system are identified in a professional development plan.