



BELLARMINE UNIVERSITY
IN VERITATIS AMORE

Master of Health Science (MHS)

The Master of Health Science degree is distinguished by its interdisciplinary approach to graduate study. The program of study is based on a core curriculum in health sciences with specialization in health care leadership or health promotion and social change, which permits practicing professionals to assume advanced roles in health promotion and advocacy. MHS students complete the MHS Core Courses and select one of the two areas of concentration. The program is fully online.

AREAS OF CONCENTRATION

Health Care Leadership: The Health Care Leadership track prepares professionals to function in leadership positions in a variety of health care environments. Students focus on the economic aspects of health care, human and resource management, and innovative leadership roles. Selected interprofessional experiences provide students with the opportunity to successfully function in a dynamic health care environment.

Health Promotion & Social Change: The Health Promotion & Social Change track prepares professionals to serve as advocates for health at the societal level. Using an interdisciplinary approach to study chronic disease prevention and health promotion, students will be introduced to social issues impacting population health, access and delivery. Courses will explore and analyze how human actions, cognitions, communication, and environment affect health, chronic disease, social relationships, and quality of life around the world and across the lifespan. Students will learn how to promote healthy lifestyles through education, assessing needs, counseling, developing and implementing programs, evaluating the impact and outcomes of health-promoting strategies, and influencing policy.

DEGREE REQUIREMENTS

- 30 hours of graduate credits
- Minimum of 24 hours earned at Bellarmine University.
- Maintain a 3.0 GPA out of 4.0 overall grade point average throughout the program.
- Degree requirements must be completed within six (6) years from time of entry.

APPLICATION DEADLINE

We review applications throughout the year and students may begin the MHS in any semester.

TUITION AND FEES

Tuition: \$730 per credit hour

PROGRAM ADMISSION REQUIREMENTS

Admission to the master's program requires approval by the Admission, Progression and Graduation Committee. Admission of applicants is based upon the following criteria:

1. Bachelor's degree from a regionally accredited program with exposure to health issues, demonstrated through substantial undergraduate coursework in health science or a close related discipline including Exercise Science, Psychology, Public Health, Biology, Education, or after an interview with faculty.
2. Completed application at ahcas.liasoncas.com (unless Bellarmine alumni).
3. Bellarmine alumni should apply at www.bellarmino.edu/applynow and use promo code BUALUMFREE
4. Official transcripts of all previous undergraduate and graduate course work. Transcripts must be mailed directly from previous institution(s) to Allied Health Centralized Application Service.
5. Minimum GPA of 3.0.
6. Three professional references. Recommendations from friends, other students, or co-workers are not appropriate. The strongest recommendations are from managers, directors, professors or others in a supervisory capacity.
7. Goal statement.
8. Resume describing relevant work, professional, and volunteer experiences.
9. An interview with graduate faculty members may also be required.
10. Additional information is required from international applicants.

ACCREDITATION

Southern Association of Colleges and Schools (SACS)

1866 Southern Lane

Decatur, Georgia 30033-4097

404.679.4500 • fax: 404.679.4556

CONTACT INFORMATION

Julie Armstrong-Binnix, Senior Graduate Admission Officer

502.272.8364, 800.274.4723 x.8364

julieab@bellarmine.edu

Nancy York, Ph.D., RN, CNE, Assistant Dean,
Lansing School of Nursing & Health Sciences,
Miles Hall 201
502.272.8639, nyork@bellarmine.edu

INTERNATIONAL APPLICANTS

Please complete the items under Procedure for Admission and submit the following:

Financial Affidavit. All applicants must provide credible evidence (e.g. a bank statement, letter on bank stationary attesting to the availability of funds, etc.) of the ability to fund the cost of attending Bellarmine University for one academic year. If funds are provided by another person on behalf of the student, an affidavit must accompany the financial information.

Proof of Passport. Scan of passport ID page must show validity for 6 months post completion of the program.

LANGUAGE PROFICIENCY

Language proficiency is required to ensure that international students within the department of nursing are able to communicate with diverse populations. The department of nursing accepts one of the following as evidence of required language proficiency for students for whom English is a second language or who have a degree from an international institution:

- TOEFL-iBT (internet-based test) and receive a total score of 83 or higher AND a score of 26 or higher on the speaking test OR
- IELTS (International English Language Testing System) and receive a total band score of 7 or higher AND a speaking band score of 8 or higher OR
- Successful completion of Language training at an approved center. Bellarmine University recognizes the following standards and centers: English Language Services level 112 (<http://www.els.edu/en>); Interlink Level 5 (<http://interlink.edu/>); Intensive English Program at Indiana University Level 6 (<http://iep.indiana.edu/>); and other centers may be approved at the discretion of the Admissions, Progression & Graduation Committee of the Department of Nursing.

International students who are exempt from language proficiency requirements are the following:

- Students who are citizens of or have completed a degree from a TOEFL exempt country.
- Students who have a secondary or high school diploma earned in TOEFL exempt countries.
- International students who have completed at least one year of full time university study or its equivalent (i.e., a minimum of 24 earned credit hours or its equivalent and earned a 2.0 GPA) in a TOEFL exempt country.

Only official score reports will be accepted.

THE CURRICULUM

Year I – all students

Fall

- HLTH 600 Health Policy (3)
HLTH 604 Current Trends & Issues in Health (3)

Spring

- NURS 624 Evidence Based Practice (3)
HLTH 602 Communication & Technology in Health (3)

Summer

- PHIL 543 Ethics (3)

Health Care Leadership students also take:

- HLTH 630 Principles in Leadership & Management (3)

Health Promotion & Social Change students also take one of the following:

- HLTH 633 Community Wellness (3) OR
HLTH 631 Health Behavior Theory (3)

Year 2 – Health Care Leadership Track

Fall

- HLTH 632 Health Care Systems Organization and Administration (3)
HLTH 634 Patient Safety and QI (3)

Spring

- HLTH 63 Issues in Health Care Leadership (3)
HLTH 660 Capstone Experience (3)

Year 2 – Health Promotion and Social Change Track

Fall

- HLTH 635 Designing & Planning Health Promotion Programs (3)

And one of the following:

- HLTH 631 Health Behavior Theory (3) OR
HLTH 633 Community Wellness (3)

Spring

- HLTH 637 Program Evaluation and Statistics (3)
HLTH 660 Capstone Experience (3)

COURSE DESCRIPTIONS

NURS 624 Introduction to Knowledge Translation: Application of Evidence (3)

This course examines the process of critically appraising research in order to translate current evidence into practice. Students learn to formulate clinical questions in answerable format, search for and identify best evidence, and appraise that evidence for rigor and applicability to the practice setting. This course serves as the basis for scientific inquiry about human experiences to address important problems that require solutions and to expand the research and the evidence base for professional practice.

HLTH 600 Health Policy (3)

This course describes and analyzes the health care delivery system in the U.S. Students gain understanding of the health policy process and how health care is financed. Organizational structures of institutions and professional groups are assessed. Actions taken by consumers, employers, insurers, and government, and the effects on health care providers and organizations are analyzed.

HLTH 602 Communication and Technology in Health (3)

This course examines the social and behavioral issues impacting communication and the successful use of information technologies to support health and health care. Current issues relative to the use and management of “big data” via health care information systems will be explored – including the efficiency and usability of various technologies and datasets, the accuracy and quality of information provided, and the privacy and security of the data shared. This course will also discuss various technologies which are aimed at promoting health, preventing, diagnosing, and treating diseases, and/or improving rehabilitation and long-term care.

HLTH 604 Current Trends and Issues in Health (3)

This course explores emerging trends and issues in global health from an epidemiological perspective with a focus on non-communicable diseases. Relevant research will be examined and discussed to understand the incidence and prevalence of various chronic conditions, recognize risk factors, explore the cultural and socioeconomic impact of such conditions, and identify the strengths and weaknesses of current preventative strategies and advocacy efforts aimed at informing the policy making process.

PHIL 543 Bioethics (3)

This course applies philosophical ethical principles to the field of health care and its delivery. Intended for graduate students with experience in the health care arena, the course focuses on practical problems confronting health care providers and utilizes the professional expertise and interests of the students. Enrollment is restricted to graduate level students.

HLTH 630 Principles in Leadership and Management (3)

This course is designed to prepare students to develop or improve their knowledge, understanding and

skills in leadership. Students will study communication strategies, interpersonal relationships, leadership theories, organizational culture and change, consensus building, and working with teams, so that they can be more effective in the leadership positions they currently hold, or prepare for a position to which they aspire. (Prerequisites: HLTH 600, HLTH 602, HLTH 604, NURS 624; or instructor permission).

HLTH 632 Health Care Systems Organization and Administration (3)

In this course students will analyze the current state of health care delivery in the United States with a focus on the impact of changing organizational systems, structures and technologies. Students will be prepared to assess organizations, identify system issues, and facilitate system wide changes in practice delivery. Students will discuss evaluation of delivery models and work designs, as well as strategic management issues. (Prerequisites: HLTH 600, HLTH 602, HLTH 604, NURS 624; or instructor permission).

HLTH 634 Patient Safety and QI (3)

In this course students will examine sources of error in health care, risk assessment, and the design of processes and systems to improve patient safety. The framework to implement both quality and performance improvement strategies by organizing, analyzing and interpreting data to devise, generate, and apply quality improvement and patient safety initiatives will be examined. (Prerequisites: HLTH 600, HLTH 602, HLTH 604, NURS 624; or instructor permission).

HLTH 636 Issues in Health Care Leadership (3)

This course explores the components, structure, and functions of the dynamic United States health care system. The course includes detailed analysis of health care related issues including proposed solutions for potential intended and unintended consequences and application of personnel leadership style. (Prerequisites: HLTH 630; or instructor permission).

HLTH 631 Health Behavior Theory (3)

This course is designed to provide the opportunity for students to explore, apply, and critique the theoretical foundations of health promotion and behavior. The course will focus on the theoretical determinants of health, health outcomes, and health-related behaviors from the individual to the environmental level. The basic theme of the course will be that changing health or any behavior is ineffective, if such change is not based on sound theoretical foundations and principles. (Prerequisites: HLTH 600, HLTH 602, HLTH 604, NURS 624; or instructor permission).

HLTH 633 Community Wellness (3)

This course takes a multidisciplinary approach to understanding the importance of promoting community wellness and social justice. Students will be exposed to the health-related needs of diverse communities and population groups and will examine translational research aimed at enhancing health and well-being

at various levels of analysis (i.e., micro, meso, and macro). Students will also discuss their role as advocates for change in the promotion of social justice. Course content will highlight a variety of strategies for establishing community outreach programs and partnerships. (Prerequisites: HLTH 600, HLTH 602, HLTH 604, NURS 624; or instructor permission).

HLTH 635 Designing and Planning Health Promotion Programs (3)

This course is intended to introduce students to the concepts and principles of planning health promotion programs - preparing them to serve as agents of social change. Goals include identifying the health-related needs assessment of communities, examining individual, cultural, and sociodemographic differences, engaging stakeholders, developing realistic and practical objectives, utilizing theoretical models to guide program development, and addressing factors that affect implementation. Additionally, norms of conduct necessary for successful interdisciplinary and/or multi-level collaborations will be presented and discussed. Students will ultimately gain the knowledge and skills necessary to promote quality health-related endeavors while establishing public trust. (Pre/co-requisites: HLTH 631, HLTH 633; or instructor permission).

HLTH 637 Program Evaluation and Statistics (3)

This course is designed to prepare students to adequately assess and evaluate health promotion programs. With a focus on both process and outcome evaluations, students will learn about both qualitative and quantitative modes of analysis, including an introduction to basic statistical methods. These skills will allow students to determine the quality, effectiveness, and importance of various programs aimed at reducing disease and improving health from the individual to community-level. (Prerequisites: HLTH 631, HLTH 633; or instructor permission).

HLTH 660 Masters in Health Sciences Capstone Experience (3)

This course engages students in activities aligned with their career goals, as well as activities that demonstrate application of health leadership and/or health promotion concepts and critical thinking relevant to the student's area of interest. Students will seek out activities that further develop their skill set and add new tools to their professional toolkit. Students will provide evidence of application of these skills through dissemination of their final project. (Pre/co-requisites: HLTH 632, HLTH 636 [Leadership Track] or HLTH 635, HLTH 637 [Health Promotion and Social Change Track]). (45 experiential hours equal 1 credit hour).

Bellarmino University admits qualified students of any age, gender, gender identity, sexual orientation, race, disability, color, religion, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, gender, gender identity, sexual orientation, race, disability, color, religion, or national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University will not tolerate any form of sexual misconduct, which includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, rape or retaliation arising out of any of the above acts, as more fully defined in the Bellarmine Sexual Discrimination and Misconduct Policy in the Student and Employee Handbooks. Bellarmine University is an equal opportunity employer.

6/13/2016