



جامعة حائل  
University of Hail

رؤية  
VISION 2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA



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# HEALTH SERVICES MANAGEMENT PROGRAM GUIDE



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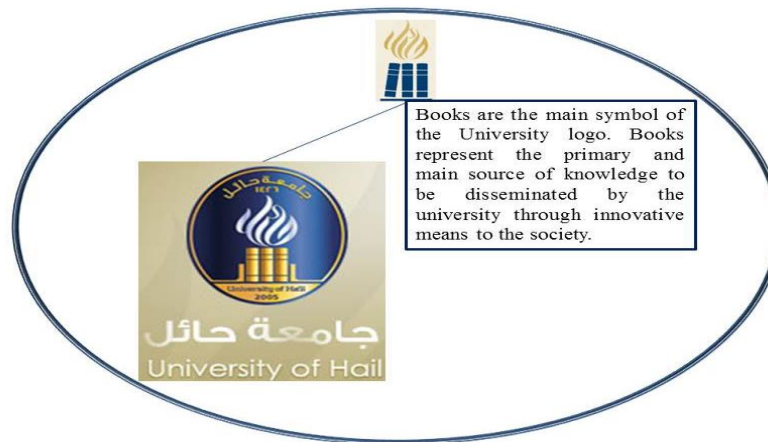
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## Introduction

The University of Hail was founded as a new academic higher educational institution following the royal decree of the Custodian of the Two Holy Mosques; King Abdullah Bin Abdul Aziz Al-Saud and the Prime Minister and Chairman of Higher Education Council on Jumaada Al-Thaany 30th, 1426 - June 7th, 2005. The College of Public Health and Health Informatics was established in 1430 AH (2009 AD) and currently, it has three academic departments: Department of Public Health, Department of Health Informatics and Department of Health Management.



**Figure 1: Logo of University of Hail**

Health Services Management program which has been offering by the Department of Health Management from June, 2009 is one of the prestigious programs in the college, with the highly-competent and motivated academic staff members whose areas of expertise span the major sub-disciplines of Health care management. Healthcare Management education has emerged as a global requirement today. The Society's commitment to excellence in management education, coupled with training and industrial / organizational requirements would broaden the opportunities for the graduates emerging from the proposed course.



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The Hospital & Healthcare Industry world over is growing at an unparalleled rate. It has opened up new vistas of employment for a large number of trained professionals. The program engages in providing a high level and excellent quality academic education to the community.

The program also possesses excellent facilities and infrastructure for the students during their course of study. The curriculum is a blend of classroom instruction and practical approach activities. It is updated regularly to keep up with the growing demands and the challenging trends of the industry. The bachelor degree in Health Services Management requires 130 credit hours according to the Saudi system (NQF; National qualification framework) which is governed by the Universities Act. The University undertakes the fundamentals of the educational processes, enabling the student to accomplish the degree in four years of full-time study. The degree to be awarded is Bachelor of Health Services Management – College of Public Health and Health Informatics.

### Program vision

The program's vision is to achieve excellence in education, research, and community service within the area of Health Services Management nationally.

### Program mission

To prepare qualified graduates with appropriate sets of knowledge and skills relevant to the health sector labor market. The program endeavors to offer a supportive academic environment that enables both students and staff members to excel in education, research, and community services according to the national priorities, as well as to ensure effective and efficient utilization of resources in healthcare organizations.



## Program objectives

1. Prepare qualified graduates to the health sector labor market.
2. Produce scientific research according to the national priorities within the field of health services management.
3. Provide community services aligned with community needs within the area of health services management.
4. Build students' capabilities to utilize healthcare resources in managing health facilities.

## Organization chart of program

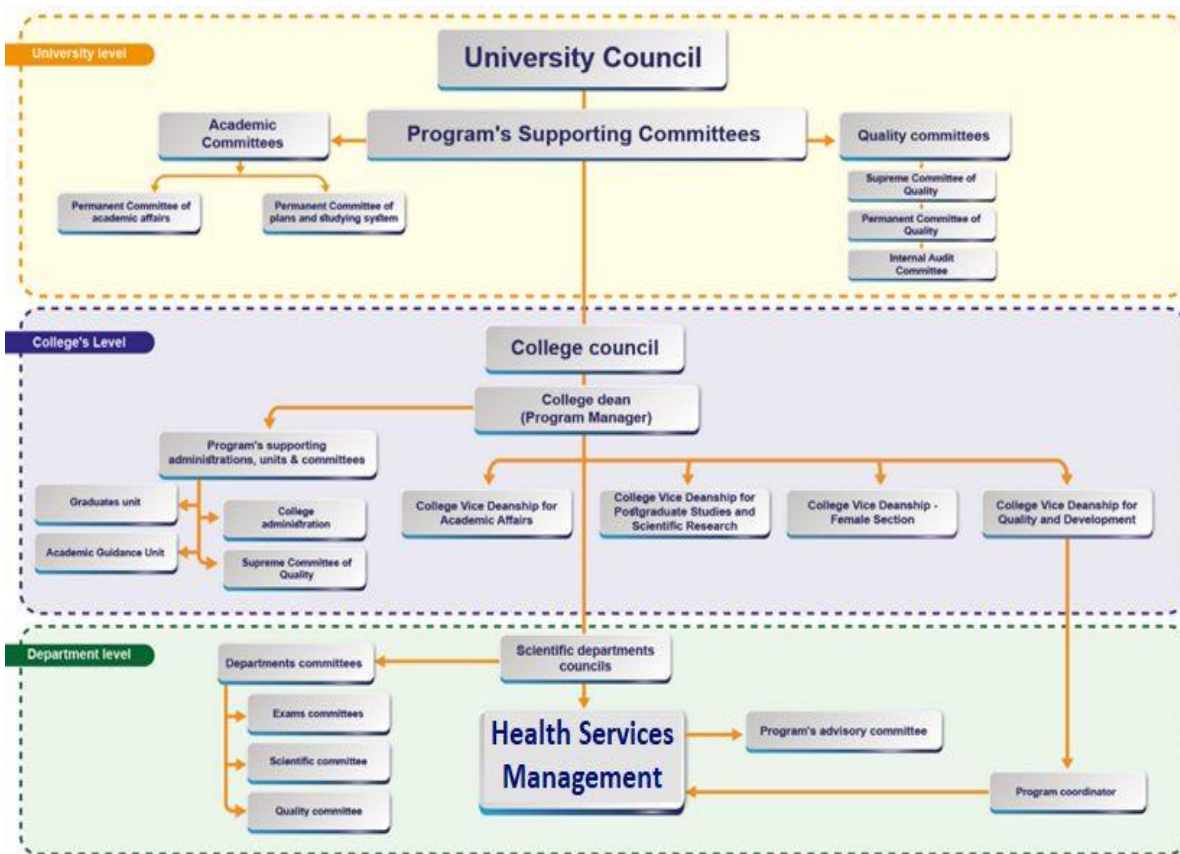


Figure 2: Organogram of Department of Health Management



## Admission requirements

According to the KSA Universities Act and the recommendation of the colleges and other concerned bodies of the University, the University Council resolves the total number of newly accepted students each academic year.

The University of Hail newly applicant must satisfy the following requirements:

<http://www.uoh.edu.sa/en/Subgates/Admission/Pages/Requirements.aspx>

1. Students must be a Saudi National or born to a Saudi Mother.
2. Students must be a holder of a grade, 12th certificate or the equivalent.
3. All grades, 12th certificates must be valid for a max of five years only.
4. Students must be must maintain a good conduct.
5. All scientific (Sc) tracks students (male and female) must pass the Aptitude test and the achievement test as well.
6. Students already admitted into other universities will no longer have another change unless they present official resignation documents.
7. Students do not apply online for the do day do time, will automatically drop.
8. Selecting a major or specialization upon finishing the preparatory year is subject to the faculties' rules and regulation
9. All students who passed the Health sciences' preparatory year should be medically fit before selecting a major.

### **Admission requirements for the bridging students as per the standards approved in the Department.**

- A. The student must meet the requirements of admission according to the regulations of higher education in general and the requirements of the University of Hail in particular
- B. The student's specialization should be an extension of his specialization in diploma (health administration, hospital administration, health facilities management, health services administration)
- C. To meet the requirements of the English language - the student must have passed one of the standard tests for English proficiency, and holds a grade not less than 425 in TOEFL paper (PBT), or equivalent in other tests as follows:

**Table 1: Type of tests and Grads**

<b>S.No</b>	<b>Type of test</b>	<b>Grade/Score</b>
1	TOEFL Computer (CBT)	113
2	TOEFL iBT	30
3	IELTS	3.5
4	STEP	68

- D. Equalize the courses according to the following points:
  1. If the student holds a diploma of not less than two years and not more than three years, he shall have a maximum limit of 40% of the total hours of the program (130), not exceeding 52 credit hours, including credit hours for the preparatory year and elective courses.



2. If the student holds a diploma of three years and more, equivalent to a maximum of 50% of the total hours of the program (130), not more than 65 hours.
3. The content of the courses in the diploma covers 70% of the content in the bachelor
4. The number of credit hours in the diploma is equal to or more than the bachelor degree
5. Courses are gradually adopted from the first year to the fourth year and give priority to the equation of courses outside the specialization
6. The equation of the number of only two optional subjects from the upper limit of the equivalents
7. Neither the field training nor the internship period is equivalent to the diploma

### Graduation requirements

The study cycle of the Health Services Management is about four years split into eight semesters. By the end of the 8th semester, a Bachelor Degree in Health Services Management is awarded. Study plan presents the distribution of courses against each semester.

The student assessment is done as per the approved assessment method mentioned in the syllabus of the course. The following table (Table 2) method has been used by the faculty for distribution of grades to students after finalizing the marks for all assessment section till final exam.





**Table 2: Distribution of Grades**

Percentage	Letter Grade	Grade Point (Out of 4)	Grade Meaning
95 – 100	A+	4.00	Exceptional
90 – Less than 95	A	3.75	Excellent
85 – Less than 90	B+	3.50	Superior
80 – Less than 85	B	3.00	Very Good
75 – Less than 80	C+	2.50	Above Average
70 – Less than 75	C	2.00	Good
65 – Less than 70	D+	1.50	High-Pass
60 – Less than 65	D	1.00	Pass
Less than 60	F	0.00	Fail
-	DN	0.00	Denial
-	WF	0.00	Withdrawn with Fail
<b>The following notations are not calculated in GPA calculations</b>			
-	W	-	Withdrawn
-	WP	-	Withdrawn with the Pass
-	IP	-	In Progress
-	IC	-	Incomplete

Curriculum work also takes into account the needs of working life, which are identified through the collaborative project work with the industry and the public sector, where the students have the right to choose the sector that wants to be trained in internship. The duration of Internship Program is 6 months for Bridging students and 12 Months for the Regular students.

Upon graduation, a student should have a GPA of at least 2.0. The GPA gives the overall academic standing of a student in his entire course of studies in the program. Based on the



achieved cumulative GPA, the graduate student level ranks according to one of the following levels shown in Table 3.

**Table 3: Cumulative GPA based graduation level**

<b>Range of Cumulative GPA (Out of 4.00)</b>	<b>Level</b>	
3.50 – 4.00	Excellent	1
2.75 – less than 3.50	Very Good	2
1.75 – less than 2.75	Good	3
1.00 – less than 1.75	Pass	4

### Academic reference standards of program

#### **Knowledge and Understanding**

##### **At this level:**

1. The graduate will have comprehensive and consistent structure of knowledge and an understanding of the theories involved, principles and concepts in one or most of the areas of specialization or work.
2. The graduate will have knowledge and advanced understanding of operations materials, methods and practices, and / or terminology.
3. The graduate will have specialized knowledge and understanding based on recent developments in the field of Specialization, profession or work.
4. The graduate will have knowledge and understanding of the research methodology and investigation methods.



## Skills

**At this level, the graduate will have a comprehensive and specialized range of perceptual skills, practical skills, communication skills and information technology; so that:**

5. The graduate is able to apply the concepts, principles and theories involved in addressing issues and / or problems in a range of complex contexts to solve complex and unexpected problems in one or more field of work.
6. The graduate is able to do critical assessment of complex knowledge and its use to provide innovative solutions for contemporary issues and problems in one or more of the disciplines or field of work or profession.
7. The graduate is able to use of advanced processes, and tools in dealing with the related practical activities by specialization, work and profession.
8. The graduate is able to perform a set of complex business tasks and procedures specific related to the field of specialization or work profession.
9. The graduate is able to application of quantitative operations to solve problems in complex contexts related to the field of specialization, work or profession.
10. The graduate is able to choose and use a variety of technology, tools and digital applications, and information and communication technology to process data and information Analyzed and produced to support and promote specialized research and projects.



## Value

### At this level:

11. The graduate will be able to demonstrating integrity and professional ethics and academic, and participate in finding solutions constructive for some societal issues, and commitment responsible citizenship.
12. The graduate will be able to self-evaluation of the level of learning and performance, firmness on achievement and excellence, and making decisions logically supported by evidence and arguments independently.
13. The graduate will be able to leading work teams with flexibility, effectiveness, and endurance responsibility for professional development and participation in improving group performance and enhancing quality of life.

### Program intended learning outcomes (PLO's)

The National Qualification Framework (NQF) provides three learning domains as presented below. As per the National Qualification Framework, Health services Management Program Intended Learning outcomes are mentioned below:

Knowledge and Understanding	
<b>K1</b>	Describe healthcare system including strategic planning and evaluation, delivery, quality, regulatory policies and practices and compliance, organization effectiveness and support services..
<b>K2</b>	Classify social, ethical, political, technological and economic forces affecting organizational leadership, decision making, and resource management in healthcare settings.
<b>K3</b>	Illustrate the framework in which healthcare services are produced, coordinated, delivered, consumed, and reimbursed.



<b>K4</b>	Summarize principles related to research, reporting, operations and project management, and financial management in healthcare field
<b>Skills</b>	
<b>S1</b>	Develop logical solutions to tackle operation, delivery, financing and reimbursement problems in healthcare settings..
<b>S2</b>	Implement leadership and managerial skills that will positively influence the performance of a healthcare manager
<b>S3</b>	Analyze theoretical and practical skills to design evidence based approaches for health services management research and projects.
<b>S4</b>	Apply appropriate technology as per the job functions in the healthcare settings through various communication skills and techniques.
<b>S5</b>	Design executive quantitative and qualitative skill in drafting, revising and editing, and developing logical, clear, and concise individual and group assignments and projects.
<b>Values</b>	
<b>V1</b>	Adhere to Islamic ethics and principles for the benefit of organization and society.
<b>V2</b>	Assess emotional intelligence to show professionalism and ability to work in team and groups to manage healthcare settings.

## Study plan of program

**Table 4: Study Plan of Health Services Management Program – 135 Credit Hours**

Level	Course Code	Course Title	Required or Elective	Pre-Requisite Courses	Credit Hours	Type of requirements (Institution, College or Department)
<b>Level 1</b>	PH 111	Foundations of Public Health	Required	-	3	College
	PH 112	Epidemiology	Required	-	3	College
	PH 113	Introduction to Health Management	Required	-	3	College
	PH 114	Principles of Health Informatics & Information Management	Required	-	2	College
	ETEC 115	Computer and Information	Required	-	2	University



	ENGL 100	English Language	Required	-	2	University
	CRCL 115	University Life Skills	Required	-	3	University
<b>Level 2</b>	PH 121	Biostatistics	Required	PH 112	3	College
	PHHM 122	Health Care Systems 1	Required	-	3	Department
	PHHM 123	Health Care Ethics and Laws	Required	-	2	Department
	PHHM 124	Health Care Organizational Behavior	Required	-	3	Department
	PH 131	Sociology of Health, Illness and Healthcare	Required	PH 113	2	College
	PH 132	Anatomy and Physiology	Required	-	2	College
	ARB 100	Arabic Language Skills	Required	-	2	University
	EDUC 115	Work Values and Ethics	Required	-	2	University
<b>Level 3</b>	PHHM 133	Health Care Policy and Procedures	Required	PHHM 123	3	Department
	PHHM 211	Leadership & Decision Making	Required	PH 113	3	Department
	PHHM 212	Human Resources Management in Health Services	Required	PHHM 124	3	Department
	PHHM 213	Health Care Accounting	Required	-	3	Department
	PHHM 214	Report Writing Skills	Required	-	2	Department
	PHHM 312	Health Care systems 2	Required	PHHM 122	3	Department
	EDUC 125	Entrepreneurship	Required	-	2	University
<b>Level 4</b>	PHHM 221	Health Care Marketing	Required	PHHM 211	3	Department
	PHHM 222	Health Care Planning & Evaluation	Required	PHHM 133	3	Department
	PHHM 223	Health Care Financial Management	Required	PHHM 213	3	Department



	PHHM 224	Field Training	Required	PHHM 214	2	Department
	PHHM 233	Health Care Organizational Development	Required	PHHM 212	3	Department
	PHHM 313	Electronic Health Records	Required	PH 114	3	Department
	IC 111	Islamic Culture	Required	-	2	University
Level 5	PHHM 231	Health Care Economics	Required	PHHM 223	3	Department
	PHHM 232	Health Care Risk Management	Required	PHHM 222	3	Department
	PHHM 234	Healthcare Supply Chain Management	Required	PHHM 221	2	Department
	PHHM 311	Health Care Strategic Management	Required	PHHM 233	3	Department
	PHHM 321	Health Care Quality Management	Required	PHHM 224	3	Department
	PHHM 331	Research Methodology in Health Sciences	Required	PH 121	3	Department
		<b>Elective Course 1 (PHHM ****)</b>				
	PHHM 324	Customer Relationship Management in Health Care	Elective	-	2	Department
	PHHM 325	Terminology in Health Management	Elective	-	2	Department
Level 6	PHHM 314	Health Care Operations Management	Required	PHHM 234	3	Department
	PHHM 322	Health Care Insurance	Required	PHHM 231	3	Department
	PHHM 323	Management of Primary Health Care Services	Required	PHHM 321	3	Department
	PHHM 332	Hospital Management	Required	PHHM 232	3	Department
	PHHM 333	Project Management	Required	PHHM 311	3	Department



	PHHM 334	Global Health	Required	PHHM 312	2	Department
		<b>Elective Course 2 (PHHM ****)</b>				
	PHHM 335	Disaster Management in Health Care	Elective	-	2	Department
	PHHM 336	Contemporary Issues in Health Management	Elective	-	2	Department
Level 7	PHHM 411	Graduation Project 1	Required	-	2	Department
	PHHM 412	Internship 1	Required	-	4	Department
	PHHM 422	Internship 2	Required	-	4	Department
Level 8	PHHM 421	Graduation Project 2	Required	-	2	Department
	PHHM 431	Graduation Project 3	Required	-	2	Department
	PHHM 432	Internship 3	Required	-	4	Department
Level 9	PHHM 441	Internship 4	Required	-	4	Department

## Courses Description

### Foundations of Public Health (PH 111)

Public Health is a multidisciplinary field encompassing the theory and methods of the five core disciplines: biostatistics, environmental health, epidemiology, health management and policy, and social and behavioral sciences. Public health research and practice utilize and integrate across these disciplines to understand and respond to health issues and challenges at the





population and societal level. Through a series of lectures, readings, discussions, and historical documentaries, this course presents an introduction to the core disciplines and the history and philosophy of public health. Historical examples of important public health challenges will be used to illustrate the nature, role, and organization of the public health response.

### **Epidemiology (PH 112)**

The course covers applications of epidemiologic methods and procedures to the study of the distribution and determinants of health and diseases, morbidity, injuries, disability, and mortality in populations. Epidemiologic methods for the control of conditions such as infectious and chronic diseases, mental disorders, community and environmental health hazards, and unintentional injuries are discussed. Other topics include quantitative aspects of epidemiology, for example, data sources, measures of morbidity and mortality, evaluation of association and causality, and study design.

### **Introduction to Health Management (PH 113)**

This course introduces the concepts of management in health care organizations to the students. It explains to the students about concepts, principles, and theories of management and their application to health care in order to utilize them in practical setting. The course discusses the functions of management such as planning, organizing, staffing, leading, controlling and decision making; Managing change and the importance of communication and group dynamics in health care with practical examples and case studies that apply the concepts of management in real-life situations.

### **Principles of Health Informatics & Information Management (PH 114)**

This course focuses broadly on health care delivery systems, legal and ethical issues in health care, compliance and regulatory requirements, healthcare data and its role in quality



management, and information technology. This course presents documentation guidelines for health records and introduces compliance and regulatory requirements for the health care industry.

### **Biostatistics (PH 121)**

This course provides the basic knowledge and skills of biostatistics, designed to teach students how to use a broad base of statistical methods and concepts to organize, analyze, and interpret hypotheses developed in various applications. This course consists of three main parts: 1. Data analysis and description, 2. Probability and random variables and 3. Inferential statistics.

Main goal for this class is to familiarize students with the various techniques of statistical analyses that are utilized in different disciplines. Emphasis will be on the basic concepts and their meaning, as well as their application and interpretation.

### **Health Care System 1 (PHHM 122)**

The course emphasizes the application of in depth learning of health care system including the specialized and sensitive departments in the tertiary care hospital to the evidence-based management of health-related organizations and to health policy development. The course will acquaint the students with current research on the health care industry and the ways in which they are employed in the development of public policy on issues related to population health and health care.

### **Healthcare Ethics and Laws (PHHM 123)**

Healthcare Law and Ethics probes the legal and ethical issues at the heart of public health through an incisive selection of government reports, scholarly articles, and relevant court cases. It encompasses global issues that have changed the shape of public health in recent years including anthrax, SARS, pandemic flu, biosecurity, emergency preparedness, and the



transition from infectious to chronic diseases caused by lifestyle changes in eating and physical activity. In addition to covering these new arenas, it includes discussion of classic legal and ethical tensions inherent to public health practice, such as how best to balance the police power of the state with individual autonomy.

### **Health Care Organizational Behaviour (PHHM 124)**

The study of organizational behavior enables understanding and explanation of how and why people behave the way they do in organizations and what impact organizations have on people's behavior. It will provide clear understanding of a number of established theorists, theories and studies relating to organizational behavior, explain and evaluate the key assumptions on which behavior in organizations is currently managed and assess the effect of these ideas on employee attitudes and actions.

### **Anatomy and Physiology (PH 132)**

This course is designed as an introduction course in Human Anatomy and Physiology. It is geared to students in the health-oriented, medical and However, it may also be useful to premedical. Anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. Lectures and activities will emphasize topics related to human anatomy and physiology. Students will be required to participate in lectures and all activities.

### **Health Care Policy and Procedures (PHHM 133)**

This course introduces the concepts of health policy and procedures to the students. The course will examines the formulation and implementation of health policy in health care system. The



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emphasis is on the application of analytical contributions from health economics, health services research, and other policy-related disciplines to current issues in health care delivery, organization, and financing. The understanding of the health policy and procedure is important for the students of health administration. The course will focus on health care policy and procedure with practical examples and case studies.

### **Leadership & Decision Making (PHHM 211)**

This course explains to the students about leadership and decision making in health care. The course includes a study of the leadership theories, styles, and tools to develop student's leadership abilities and skills, team work and team building, motivation, conflict management and negotiation needed to exercise leadership in a health care organization. It also covers decision making and ethical issues in decision making.

### **Human Resources Management in Health Services (PHHM 212)**

It is designed to study the essential role of human resource management within health care organizations. The degree to which health care organizations manage human resources will, to a great extent, determine the success of the organization. The course serves as a comprehensive foundation for those aspects of human resource planning, development and administration vital to the human resource manager, line managers and senior leaders.

### **Health Care Accounting (PHHM 213)**

This course will provide students with a greater understanding of accounting principles, concepts, and techniques that guide healthcare providers. We will study the tools and models available to health care managers that assist them in their financial decision support and decision-making processes as well as retrospectively evaluating and reviewing resource allocation decisions. Course materials, lectures, class discussions, case studies, presentations,



homework and examinations are aimed at enabling the student to better respond to and answer real life questions, situations and events that have financial implications for their organization.

### **Report Writing Skills (PHHM 214)**

The reports play an essential role in many business operations including hospital, they need to be read, understood, and often, acted upon. The students will be learning how to distinguish between different types of hospital reports and write according to the report's purpose and target audience. The course helps the students to apply a clear and logical structure and format of report, present a professional document to the hospital need and ensure the reports are well structured, that they flow logically and look professional.

### **Health Care Systems 2 (PHHM 312)**

This is a graduate level course that introduces basic concepts and tools that are used to address questions concerning the efficient and effective production of health and health services in the context of KSA. You will learn terminology employed by Hospital administrators , apply the represented concepts to managerial and policy decision making, and use various tools of analysis to answer questions posed in the course. The course emphasizes the application of in depth learning of HCS in Saudi Arabia including the specialized and sensitive departments in the tertiary care hospital to the evidence based management of health related organizations and to health policy development. The course will acquaint you with current research on the health care industry and the ways in which they are employed in the development of public policy on issues related to population health and health care.

### **Healthcare Marketing (PHHM 221)**

Marketing is both a philosophy and a set of tools. As a philosophy, it calls for serving and satisfying the needs of customers (clients, citizens, and patients) while satisfying the



practitioner's and organization's requirements. As a set of tools, marketing helps these participants learn about the market's and individual customer's needs, develop quality products and services, price them correctly, inform and communicate about their offerings, and make them accessible.

This course deals with understanding the health care system and the role of marketing. We define a health care system, the providers and institutions it comprises, the determinants of health care utilization, and the role played by strategy and marketing planning. It describes ways to analyze the users of the health care system. We explain how consumers and businesses make their health care decisions, how marketing information can be gathered, and how health care organizations can segment, target, and distinctively position their products and services within the health care marketplace. It examines the various tools of the marketing mix available to health care providers. The main tools are product and service development, branding, pricing, distribution, and communication and promotion. It explains how health care providers can organize their marketing resources, implement their marketing plans, and use control tools to reach their stated goals.

### **Health Care Planning & Evaluation (PHHM 222)**

The Health Care Planning & Evaluation course objective is to provide organisations and individuals with the knowledge and capabilities to plan for health services in a range of settings and facilities. This course greatly benefits those wishing to undertake practical and scientific analysis of population health and health service data to produce demand projections, evaluate scenario options for the best future service delivery in any given context. The students will develop skills to compose high level planning reports, briefs and submissions. A key objective of this course is to empower the students with awareness and understanding of the methodologies, theories and principles underpinning planning in the health sector.



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### **Healthcare Financial Management (PHHM 223)**

This course is designed to provide a comprehensive initialization and introduction to the field of healthcare financial management to the students of health science. The core emphasis is laid on the processes and methodology of financial statement analysis, which can be applied in corporate sector and used as guidelines in assessing, interpreting and planning financial data to meet the objectives of managing a business entity effectively.

### **Electronic Health Records (PHHM 313)**

Electronic Health Records (EHR) is of critical importance to the healthcare settings and the patient. The most basic purpose of imparting EHR course is to make sure that the patient is well taken care of. For this to happen, the healthcare setting has to implement proper EHR. This course explains to students about how Electronic Health Records (EHR) are used to collect, process, maintain and disseminate medical data in Health Care Organizations, understand the difference between paper based records Vs HER and how to use the EHR in Clinical settings.

### **Health Care Economics (PHHM 231)**

This is a graduate level course that introduces basic economic concepts and tools of analysis that are used to address questions concerning the efficient and effective production of health and health services in the context of a market economy. Students will learn terminology employed by economists, apply the represented concepts to managerial and policy decision making, and use economic modeling and tools of analysis to answer questions posed in the course. The course emphasizes the application of economic tools of analysis to the evidence based management of health related organizations and to health policy development. The course

will acquaint students with current research on the health care industry and the ways in which economic analysis is employed in the development of public policy on issues related to population health and health care.

### **Healthcare Risk Management (PHHM 232)**

Students learn to assess environmental health risks (e.g. drinking water contamination, ecosystem risk assessment), security risks (e.g. risk of unauthorized disclosures, risk of terrorist attacks), risk of adverse sentinel events (e.g. wrong side surgery, risk of fire in surgical rooms, medication errors). Students build and interpret causal models of risks and test the accuracy of these models against extant incidence reports. The course includes qualitative and quantitative risk analysis models, risk analysis life cycle as well as methods of evaluating the validity and reliability of risk analysis. Bayesian probability models, probabilistic risk analysis, root cause analysis and Failure Mode Analysis are covered.

### **Health Care Strategic Management (PHHM 311)**

The purpose of this course is to develop skills in managing health services organizations from a strategic perspective. Particular attention is given to the use of systematic assessment of the environment and the organization. Emphasis is placed on the development and implementation of business strategies to meet multiple stakeholder demands.

### **Health Care Quality Management (PHHM 321)**

Quality management in healthcare is of critical importance to the healthcare industry and the patient. The most basic purpose of imparting high quality management in healthcare is to make sure that the patient is well taken care of. For this to happen, the healthcare setting has to implement systems and processes. This course explains to students about the quality





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management and its methods of measuring, assessing, and improving healthcare services with practical examples and case studies that apply quality concepts and tools to real-life situations.

### **Research Methodology in Health Sciences (PHHM 331)**

Professionals in health administration should have the skills and knowledge necessary to make informed decisions regarding health services. These skills include the ability to understand and interpret the research literature and the capability to conduct health services research. This senior-level course is designed to provide health professionals from a variety of backgrounds with the foundations of research methods in health services. The course covers the basics of scientific research, quantitative, qualitative and mixed methods research designs, research validity, issues of sampling and measurement, and specific approaches to health services research. Topics of research ethics, evaluation of the research literature and proposal development are introduced. This course concludes with an advanced skill in applying research methodologies through the preparation of a research proposal.

### **Health Care Operation Management (PHHM 314)**

The aim of this course is to provide an overview of the field of operations management and understand how functions associated with operations fit into the organization and also for making understand what operations managers do and the tools and techniques that they utilize. The students can gain an overview of the field of operations management and understand how functions associated with operations fit into the organization, understand what operations managers do and the tools and techniques that they utilize and also gain global awareness of trends in operations management and its implication in areas such as global operations, outsourcing and supply chains.



### **Health Care Insurance (PHHM 322)**

The prime objective of this course is to make, the Health/ Hospital Managers, understand the basic concepts, new trends, and comparison between various types and how to overcome the challenges, in the field of Health Insurance. The aim of this course is to provide students with an overview of the Insurance, its components, and the policy challenges created by its organization.

### **Management of Primary Health Care Services (PHHM 323)**

This course is to enable the students to understand how primary health care can and does address the needs of individuals, population groups and communities. It explain the objectives, functions and organization of primary health care services and to identify and examine the population and community needs which primary health care services address in different settings, and evaluate the extent to which this is achieved equitably for different groups in society.

### **Hospital Management (PHHM 332)**

This course introduces the concepts of hospital management to the students. It explains to the students about planning a modern hospital and the organizational structure of the hospitals and understands the Financial, Human, Materials management in Hospitals. The course discusses how to management patient experiences, Medical records, Waste Management and patient relations management in hospitals and also the concepts of Medical audits and the Hospitals accreditations with examples and case studies that apply the concepts of hospital management in real-life situations.



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### **Project Management (PHHM 333)**

The main purpose of this course is to provide the student with a core project management body of knowledge needed to manage various healthcare projects. It covers the basic fundamentals of project management that are established by the Project Management Institute. The course provides the training, the students need to improve the quality of healthcare through projects delivered on time and within budget. This course equips the students with both the tools and strategies to effectively manage projects in any health care organization in future.

### **Terminology in Health Management (PHHA 325) Elective Course**

Medical terminology is the study of the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. The study focuses on correct pronunciation, spelling and use of medical terms. Anatomy, physiology, and pathology of disease are discussed yet no previous knowledge of these topics is necessary. Acquire the vocabulary necessary to communicate in a medical environment. Learn and practice the rules of building medical words, identifying suffixes, prefixes, and combining forms related to the body systems.

### **Contemporary Issues in Health Management (PHHA 356) Elective Course**

In Contemporary Issues of Health Management, students study various dynamic issues facing today's society enabling them to discover their values and responsibilities as citizens in that society. The course will utilize standards of essential content knowledge and process skills are integrated for instructional purposes. Students will utilize different learning methods to research, discuss, debate and formulate opinions on those contemporary issues in Health Management.



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## **Graduation Project (PHHA 430)**

Research in healthcare is of critical importance to the healthcare industry and the patient. The most basic purpose of imparting high quality management in healthcare is to make sure that the patient is well taken care of. For this to happen, there is a need to conduct research on various area of healthcare. This course encourages and motivates the students to undertake a research project and have the real time experiences about conducting a research.

### **Program key performance indicator (KPI's)**

The ongoing institution's regular planning system is a continuous cycle where the program quality improvement is integrated. The system involves specific evidence monitoring and independent analyses of a preselected and measurable set of indicators, ensuring that the overall performance is consistent with well-known national benchmarks. A performance internal evaluation is conducted annually and at least once every five years for comprehensive program review at the national level.

Health Services Management program has selected 21 numbers of KPI as listed in Table 5, which shows the measured values of the KPI consistently used over the last two academic years.



**Table 5: Key Performance Indicators of Health Services Management**

Standard	Code	Key performance indicators	Description
1 Mission and Goals	KPI -P-01	Percentage of achieve indicators of the program operational plan objectives(i8)	Percentage of performance indicators of the operational plan objectives of the program that achieved the targeted annual level to the total number of indicators targeted for these objectives in the same year
	KPI-P-02	The awareness and support of the teaching staff and administrators of the mission of the program/institution (i2)	Percentage of faculty and program staff who are aware of the program/ institutions mission using a questionnaire / interview to the total number of faculty and staff.
3. Teaching and Learning	KPI-P-03	Students' evaluation of quality of learning experience in the program (i10)	Average of overall rating of final year students for the quality of learning experience in the program on a five point scale in an annual survey
	KPI-P-04	Students' evaluation of the quality of the courses (i6)	Average students overall rating for the quality of courses on a five point scale in an annual survey
	KPI-P-05	Completion rate (i12)	Proportion of undergraduate students who completed the program in minimum time in each cohort



	KPI-P-06	First year students retention rate (i1)	Percentage of first year undergraduate students who continue at the program the next year to the total number of first year students in the same year
	KPI-P-07	Student's performance in the professional and /or national examinations	Percentage of students or graduates who were successful in the professional and/or national examinations, or their score average and median (if any)
	KPI-P-08	Graduates' employability and enrolment in postgraduate programs (i14, 19)	Percentage of graduates from the program who within a year of graduation were: a. Employed b. Enrolled in postgraduate programs during the first year of their graduation to the total number of graduates in the same year
	KPI-P-09	Average number of students in the class	Average number of students per class ( in each teaching session/ activity: lecture, small group, tutorial, laboratory or clinical session)
	KPI-P-10	Employers' evaluation of the program graduates proficiency (i26)	Average of overall rating of employers for the proficiency of the program graduates on a five-point scale in an annual survey



	KPI-P-11	Student evaluation of the value and quality of Field activities (i15)	Percentage of students satisfaction with the presence and quality of field activities during the semester and the academic year at the program/college/university
4. Students	KPI-P-12	Students' satisfaction with the offered services (i18,28)	Average of students' satisfaction rate with the various services offered by the program (restaurants, transportation, sports facilities, academic advising...) on a five point scale in an annual survey
5. Teaching staff	KPI-P-13	Ratio of students to teaching staff (i9)	Ratio of the total number of students to the total number of full time and full time equivalent teaching staff in the program
	KPI-P-14	Percentage of teaching staff distribution	Percentage of teaching staff distribution based on: a. Gender b. Branches c. Academic Ranking
	KPI-P-15	Proportion of teaching staff leaving the program (I 37)	Proportion of teaching staff leaving the program annually for reasons other than age retirement to the total number of teaching staff
	KPI-P-16	Percentage of publications of Faculty members (i 36)	Percentage of full-time faculty members who published at least one research during the year to total faculty members in the program.



	KPI-P-17	Rate of published research per Faculty member (i 42)	The average number of refereed and / or published research per each faculty member during the year (total number of refereed and/ or published research to the total number of full time or equivalent Faculty members during the year
	KPI-P-18	Citations rate in refereed journals per Faculty member (i 44)	The average number of citations in refereed journals from published research per faculty member in the program (total number of citations in refereed journals from published research for full time or equivalent faculty members to the total research published)
	KPI-P-19	Relevance of the qualifications and experience of faculty members to the courses they teach (i 17)	Percentage of faculty members with qualifications and experience of the courses they are studying compared to the total number of courses offered during the academic year
	KPI-P-20	The percentage of full time teaching staff members and the others of administrative staff that participate in community services activities (i 49)	Number of full time faculty, other staff and administrators engaged in a community service activity during the academic year compared to the total number of faculty, other staff and administrators.





6. learning resources, Facilities and Equipment	KPI-P-21	Satisfaction of beneficiaries with the learning resources (i 13, 27, 33)	Average of beneficiaries' satisfaction rate with the adequacy and diversity of learning resources (references, journals, databases etc.) on a five point scale in an annual survey
	KPI-P-22	PLOs' Achievement	Average of course PLOs' achievement

### Facilities (Classrooms – Laboratories - Specialized equipment etc.)

With the support of University, the Department of Health Management, College of Public Health and Health Informatics equipped by good facilities with significant technological advancement to support faculty and students in the rapid changes of learning and teaching methodologies. The total classrooms in the College are 13 supplied with smart platforms and 3 equipped laboratories, which are also utilized by the Department of Health Management based on the requirements.



**Figure 3: Class Room**

The college has a dedicated computer lab with 32 PCs with all the facilities. The Deanship of Information Technology and E-learning Maintains a continuous supply of both software and data, and maintaining these systems function.



**Figure 4: Computer Lab**



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The University offers WLAN services for students to access to their teaching and learning modules, respectively, and for students to access their academic registration, status, credit points achieved etc., through the portal <https://login.uoh.edu.sa>. A specialized portal website for course information, learning materials, assignments, and electronic exams are accessed through the Blackboard system; <https://uoh.blackboard.com>.



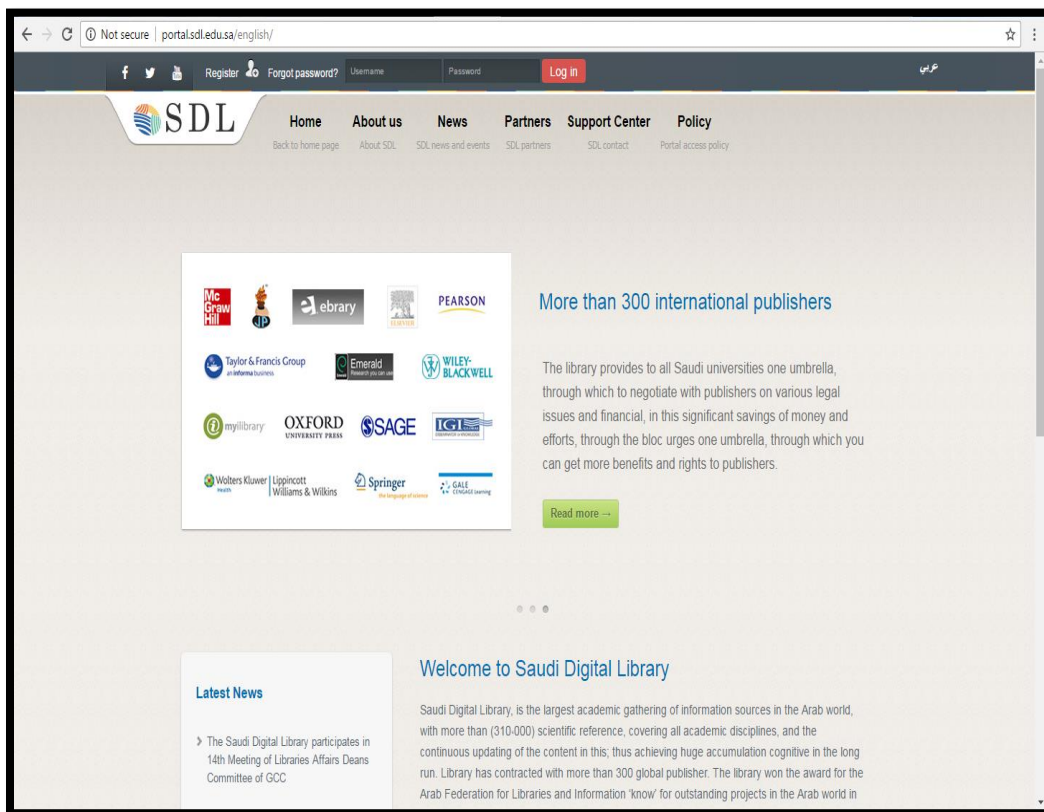
**Figure 5: University of Hail Blackboard**

The College of Public Health and Health Informatics, Central Library lies on the second floor on an approximately 280 m<sup>2</sup>. The library is the student's gateway to a wealth of resources of around 3000 book titles, 10 desktop computer workstations connected to the internet for online study and research, photocopy machine and a meeting room. The library provides the internal reading service, access to the Saudi Digital Library (SDL), photography and automatic search in the library indices. The library opens on working days for staff and students; Sun-Thu 8:00-2:00. The daily entries to the library are approximately 7 and the approximate number of students connected to the SDL is 22 students/day. The college library is managed through a coding system which facilitates indexing and different services offered to the students such as, internal reading and borrowing.



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The Saudi Digital Library (SDL), established by the Saudi Ministry of Education supporting the University education system and serving the students and employees of Saudi Universities by providing information resources and services on its Digital Library portal.



**Figure 6: The Saudi Digital Library (SDL)**

## Graduates employment opportunities

The day-to-day work of a health administrator varies by the organization for which they work, but the essential core of the job remains the same: Health administrators are responsible for ensuring the smooth operation of a hospital, hospital system or healthcare organization. Job duties may include the following:



**Table: 6**

President/Chief Executive Officer (CEO)/Hospital or Primary Health Center	مدير مستشفى او مركز رعاية صحية أولية
Chief Operating Officer (COO)	مدير قسم العمليات
Chief Financial Officer (CFO)	مدير قسم المالية
Hospital Administrator	موظف اداري في المستشفى
Associate Executive Director	مساعد اداري
Director of Human Resources	مدير قسم شؤون الموظفين
Vice President of Quality	نائب رئيس قسم الجودة
Assistant Director of Finance	مساعد رئيس قسم المالية
Director, Patient Care Services	مدير قسم خدمات المرضى
Chief Medical Records	رئيس قسم السجلات الطبية
Medical Assistant or Receptionist	مساعد طبي او موظف استقبال
Director of Training and education	مدير قسم التعليم والتدريب
Director of Out Patients Department	مدير قسم العيادات الخارجية
Director of Media and Public Relations	مدير قسم الاعلام والعلاقات العامة
Chief Planning Officer	مدير قسم التخطيط

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\*\*\*\*\*Thank you\*\*\*\*\*