

Proposal for a Dual Degree

Doctor of Medicine (M.D.) and Master of Business Administration

Institution Submitting Proposal:	The University of Utah
College, School or Division Affected	School of Medicine David Eccles School of Business Master of Business Administration
Change Description:	Proposal of a Dual Degree (MD/MBA)
Proposed Beginning Date:	Fall Semester 2015
Institutional Signatures:	

Christine Botosan, Associate Dean for Graduate Programs

Taylor Randall, Dean, David Eccles School of Business

Brad Poss, Associate Dean, School of Medicine

Vivian Lee, Dean, School of Medicine

Ruth Watkins, Vice President for Academic Affairs

David Pershing, President

8.4.1 Template for Submission to the Information Calendar of the Academic Senate. - Items to include transfer, restructuring, or consolidation of existing programs or administrative units, stand-alone minors, interdisciplinary minors, emphases, and name changes approved by the Board of Trustees and sent to the Regents as an information item.

SECTION 1: THE ACTION. Briefly describe the change. Include a listing of courses and credits as appropriate.

The University of Utah's School of Medicine together with the David Eccles School of Business and the Full-Time MBA Program, request permission to establish a dual degree program that enables students to earn a Doctor of Medicine (M.D.) and a Master of Business Administration (MBA) simultaneously. If approved, this dual degree would be available beginning Fall Semester 2015.

This request is NOT to establish a new degree program. Instead, it seeks to take advantage of complementary intellectual benefit from studying medicine and business in a coordinated program. A student in the dual degree program should be allowed to earn both degrees in less time with fewer overall credit requirements than if that student enrolled in each degree program independently.

Students seeking to take advantage of the MD/MBA program must meet current University of Utah admission standards and be accepted into both the M.D. and Full-Time MBA programs. Upon enrollment, students in the dual degree program can apply 12 credit hours of MD coursework towards fulfilling the 62 credit hour requirement of the MBA degree and 12 credits of MBA coursework will also apply to fulfilling the M.D. degree. This will eliminate 24 credit hours that would be required for completing the two programs separately. Because of the overall reduction in credit requirements, a student enrolled in the dual MD/MBA degree program can expect to complete the two degrees in approximately 10 (ten) semesters of study. A student enrolled in the dual degree must complete all M.D. and Full-Time MBA requirements before either degree will be awarded.

Upon completion of both programs, the student earns two separate degrees: an MBA degree awarded by the David Eccles School of Business and a M.D. degree awarded by the School of Medicine.

An example of sequencing of coursework is provided in Section V below.

SECTION II: Need. Indicate why the change is justified. Reference need or demand data if appropriate.

The MD/MBA is one of the fastest growing joint degree programs in the United States and the number of MD/MBA programs has doubled in the past decade. According to Lola Butcher in the article, "The Rapid Growth of MD/MBA Programs: Are They Worth It?" about 65 dual-degrees programs are now offered with many more to come. Currently the programs are more heavily concentrated on the East Coast and none exist in the Intermountain West.

Physicians are increasingly realizing the benefits of a business education. More and more physicians are using the skills learned in a MBA program to improve patient care through outstanding management of the healthcare system. Physicians are realizing that patient outcomes improve as they increase the use of team-based and interdisciplinary approaches to patient care. Finally, the MBA opens career opportunities for physicians in the area of healthcare administration and provides the tools necessary for them to open their own medical practice.

SECTION III: Institutional Impact

Will the proposed recommendation affect enrollments in instructional programs of affiliated departments or programs?

No. Only the M.D. and the Full-Time MBA programs would be affected by students pursuing both degrees, but the actual number of dual-degree students is expected to be small. We anticipate about 5 dual-degree students for the first year of the program.

How will the proposed recommendation affect existing administrative structures?

No change in administrative structures is anticipated. Both programs already exist and can administer dual degree students within existing systems. No new classes or sections will have to be added to accommodate the dual degree students.

What (new) faculty, physical facilities, or equipment will be impacted?

None. Faculty, facilities, and equipment already exists to serve the needs of M.D. and MBA students.

SECTION IV: Finances

What costs are anticipated? Describe any budgetary impact, including cost savings, on other programs or units within the institution.

The dual MD/MBA degree will not impose any new direct costs on the institution. However, personnel and faculty in both programs may face a small increase in administrative tasks related to admissions, tracking, and student counseling. Tuition revenue from the dual degree students should offset these costs.

SECTION V: Dual Degree Structure

The dual degree program will be a total of five years. Students will complete the first three years at the School of Medicine and complete their fourth year in the Full-Time MBA Program at the David Eccles School of Business. The fifth and final year will be spent at both schools.

Year 1 – School of Medicine

Focus Areas:

Foundations of Medicine	Molecules, Cells and Cancer	Host and Defense
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Year 2 – School of Medicine

Focus Areas:

Metabolism and Reproduction	Circulation, Respiration and Regulation	Brain and Behavior	Skin, Muscle, Bone and Joint
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Year 3 – School of Medicine

Focus Area:

Clinical Clerkships

Year 4 – David Eccles School of Business

Fall Term: 16.5 Credits

MGT 6050 Laying the Foundations of Teamwork – 1.5 Credits	ACCTG 6000 Financial Accounting – 3.0 Credits	FINAN 6025 Managerial Economics – 3.0 Credits	OIS 6040 Data Analysis and Decision Making – 1.5 Credits
OIS 6060 Operations Management I – 1.5 Credits	MGT 6051 Managing and Leading in Organizations – 3.0 Credits	MKTG 6090 Marketing Management – 3.0 Credits	

Spring Term: 16.5 Credits

ACCTG 6001 Managerial Accounting – 1.5 Credits	FINAN 6020 Financial Management – 3.0 Credits	IS 6010 Information Technology – 1.5 Credits
MGMT 6065 Management Communications – 3.0 Credits	OIS 6061 Operations Management II – 1.5 Credits	Business Electives – 6.0 Credits

Summer Term: Business Electives – 6.0 Credits

Year 5 – School of Medicine & David Eccles School of Business

Focus Areas: School of Medicine

Acute Care	Applied Anatomy	Medical Science	Primary Care
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David Eccles School of Business:

Fall Term: 5 Credits

STRAT 6071 Competitive Strategy – 3.0 Credits	MBA 6800 Integrative Experience – 2.0 Credits
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Spring Term: 6 Credits

MBA 6800 Integrative Experience – 3.0 Credits	Business Electives 3.0 Credits
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The following courses from the School of Medicine will fulfill 12 credits of business electives in the Full-time MBA program:

MD ID 7101: Layers of Medicine I – 1.0 credit

MD ID 7102: Layers of Medicine II – 1.0 credit

UUHSC 6601: IPE Simulation of Hospitalized Patient Care - 0.5 credit

MD ID 7100: Layers of Medicine III – 1.0 credit

UUHSC 6301: IPE Telemedicine - 0.5 credit

MD ID 7390: Transition to Clerkship – 1.0 credit

UUHSC 6601: IPE Simulation of Hospitalized Patient Care - 0.5 credit

MD ID 7400: Longitudinal Internship Preparation: 2.0 credits

MD ID 7410: Transition to Internship – 4.0 credits

UUHSC 6801: IPE Disaster Preparedness & Response - 0.5 credits

MD ID 7101: Layers of Medicine I 1 credit

MD ID 7102: Layers of Medicine II 1 credit

MD ID 7100: Layers of Medicine 1 credit

The Layers of Medicine course intends to be an ongoing dialogue about the interdisciplinary complexities and challenges of the health care. It is rooted in both the very large and the very small, attending to the ‘big picture’ conceptualization of what medical care means and the broader socio-cultural factors that shape its delivery while at the same time paying close attention to the unique particularities of the patient-doctor relationship and analysis of ethically and practically challenging scenarios.

UUHSC 6601: IPE Simulation of Hospitalized Patient Care 0.5 credit

Meets with UUHSC 6600. The goal of interprofessional collaboration and education is to encourage increased knowledge of the roles and responsibilities of other disciplines, and to improve communication and collaboration among disciplines in future work settings (Institute of Medicine, 2011). This interdisciplinary course is designed to prepare students for deliberately working together to improve the safety and quality of the health care being provided in the ambulatory care setting. Technology is a critical component of interprofessional communication and teamwork. Through simulation-based patient care management scenarios, health professions' students are provided the opportunity to engage in interactive learning with other disciplines. Complex patient care management simulations form the basis for these interprofessional education experiences designed to teach the principles of team-based care, communication, patient-centered care and improving patient outcomes. The use of information systems and debriefing methodologies are incorporated to facilitate discussions across disciplines and enhance teamwork. The purpose of this course is to better prepare the future workforce to practice in a team-based environment.

UUHSC 6301: IPE Telemedicine 0.5 credit

Meets with UUHSC 5300 & 6300. The goal of interprofessional collaboration and education is to encourage increased knowledge of the roles and responsibilities of other disciplines, and to improve communication and collaboration among disciplines in future work settings (Institute of Medicine, 2011). This interdisciplinary course is designed to prepare students for deliberately working together to improve the safety and quality of the health care utilizing telemedicine technology in rural communities. Through simulation-based patient care management scenarios, health profession students are provided the opportunity to engage in interactive learning with other disciplines using this technology.

UUHSC 6601: IPE Simulation of Hospitalized Patient Care 0.5 credit

Meets with UUHSC 6600. The goal of interprofessional collaboration and education is to encourage increased knowledge of the roles and responsibilities of other disciplines, and to improve communication and collaboration among disciplines in future work settings (Institute of Medicine, 2011). This interdisciplinary course is designed to prepare students for deliberately working together to improve the safety and quality of the health care being provided in the ambulatory care setting. Technology is a critical component of interprofessional communication and teamwork. Through simulation-based patient care management scenarios, health professions' students are provided the opportunity to engage in interactive learning with other disciplines. Complex patient care management simulations form the basis for these interprofessional education experiences designed to teach the principles of team-based care, communication, patient-centered care and improving patient outcomes. The use of information systems and debriefing methodologies are incorporated to facilitate discussions across disciplines and enhance teamwork. The purpose of this course is to better prepare the future workforce to practice in a team-based environment.

UUHSC 6801: IPE Disaster Preparedness & Response 0.5 credit

Meets with UUHSC 6800. The goal of interprofessional collaboration and education is to encourage increased knowledge of the roles and responsibilities of other disciplines, and to improve communication and collaboration among disciplines in future work settings (Institute of Medicine, 2011). This interdisciplinary course is designed to prepare students for deliberately working together to improve the safety and quality of the health care being provided in an acute care setting in response to a community-based disaster. Technology is a critical component of interprofessional communication and teamwork. Through simulation-based patient care management scenarios, health professions' students are provided the opportunity to engage in interactive learning with other disciplines. Complex patient care management simulations form the basis for these interprofessional education experiences designed to teach the principles of team-based care, communication, patient-centered care and improving patient outcomes. The use of information systems and debriefing methodologies are incorporated to facilitate discussions across disciplines and enhance teamwork. The purpose of this course is to better prepare the future workforce to practice in a team-based environment in the event of a disaster. Course content will incorporate principles of triage, communication, roles, responsibilities and leadership.

MD ID 7390: Transition to Clerkship 1.0 credit

1 week session to prepare students to be successful on their Core clerkships. Activities will include ACLS training, Career Day, Certification of sterile technique, Panel discussions, Professionalism and Mistreatment reviews, and orientation to Phase policies.

MD ID 7400: Longitudinal Internship Preparation 2.0 credits

The Longitudinal Internship Preparation course is required course for senior medical students. The primary goal of the course is to prepare students to successfully match into their desired internship. The course will utilize many different learning activities including didactic lectures, case based discussions, small group activities, independent reading, inter-professional communication, procedural skills and clinical duties. Group mentoring will be a significant portion of the course. Students will meet in class, track and specialty groups.

MD ID 7410: Transition to Internship 4.0 credits

The Transition to Internship course is a required capstone course for graduating senior medical students. The primary goal of the course is to prepare students to successfully transition to their matched internship. The course will utilize many different learning activities including didactic lectures, case based discussions, small group activities, independent reading, inter-professional communication, procedural skills and clinical duties. There will be significant time with both low, medium and high fidelity clinical simulation including task trainers. Students will meet in class, track and specialty groups.

During the student's fifth year in the dual degree program, each student chooses a specialty track in the School of Medicine to prepare them for their residency/career such as Internal Medicine, Pediatrics, Family Medicine, etc. In these tracks, up to 12 credits of non-clinical experiences such as research are allowed. Twelve credits of approved graduate business elective credits from the David Eccles School of Business will fulfill this requirement.