

University of Kentucky Clinical Leadership & Management

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Program Summary

Clinical Leadership and Management (CLM) lays the groundwork for graduates to pursue advanced education and careers as competent and effective leaders prepared to engage in ethical and interprofessional healthcare management practice. The mission of the program is to provide graduates with the expertise to meet the health needs of Kentucky and beyond as future healthcare administrators.

Students who graduate from the Clinical Leadership and Management Program are marketable in management positions of healthcare enterprises, able to assume greater responsibilities at their current jobs, more qualified for job promotions within their facility and may continue their studies at a graduate level.

Strengths & Noteworthy Practices

Students are provided with clear expectations for EEQ attainment, are given formative feedback to improve as they move through the coursework, and are evaluated from multiple perspectives throughout their time in the program. Simulated work experiences, embedded in the curriculum, provide students with the opportunity to develop and practice each EEQ. A three-semester practicum in a health care setting with a preceptor adds to the student's experience and allows even more practical application before the final senior capstone.

The program enjoys a solid partnership with the career center. Students are provided with career support services at various integrated points in the curriculum. Introducing students to their dedicated career specialists their freshmen year and requiring a career exploration course emphasizes the expectation of attaining all of the EEQs and the application of those for a successful outcome.

Students are taught professionalism, job search strategy, and development of the EEQs via mentors, industry professionals, alumni, guest speakers, and professional associations.

The program's mechanisms for employer feedback about students, graduates, and the program as a whole. Incorporating a variety of methods (e.g., focus groups, advisory board involvement, and surveys) employers and industry professionals are valued as key stakeholders for assessing students and informing curriculum revisions. Student and alumni feedback gathered from capstone exit surveys, student Dyad interviews, and advisory board meetings are used in curriculum change proposals and to improve the program.

