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General Description: Ambulatory care or outpatient care is medical care provided on an outpatient basis, including diagnosis, observation, consultation, treatment, intervention, and rehabilitation services. This care can include advanced medical technology and procedures even when provided outside of hospitals. Ambulatory care-sensitive conditions are health conditions where appropriate ambulatory care prevents or reduces the need for hospital admission (or inpatient care), such as diabetes or chronic obstructive pulmonary disease.

In practice management, healthcare management personnel typically aren't siloed into one area such as finance, scheduling etc., but instead need a diverse set of skills to do a range of tasks (jack of all trades).

Major topics include:
- Introduction to Ambulatory Care
- Settings
- Practices
- Personnel
- Practice Management
- Practice Management as a Profession
Introduction to Ambulatory Care

Ambulatory care is any same-day medical care or procedure performed in an outpatient setting. This refers to any medical service that is not performed in a hospital or facility that requires admission.

Four Components of Ambulatory Care:
- Prevention/Wellness
- Diagnosis
- Treatment
- Rehabilitation

Ambulatory care is shaping healthcare:
- Growth and expansion into traditional hospital space
- Impact to patient care
- Convenience
- Cost-effective alternative for hospitals

Affordable Care Act:
- Triple Aim
  - Reduce per capita spending (affordable)
  - Increase access
  - Patient experience

Ambulatory Care Settings

Ambulatory care is care provided by healthcare professionals in a variety of hospital based and community outpatient settings.

Types of ambulatory care settings (partial list):
- Physicians’ offices
- Non-hospital based medical clinics (e.g., public health clinics, rehab)
- Retail clinics
- Ambulatory surgery centers
- Hospital outpatient departments
- Dialysis centers
- Urgent care clinics
- Dental practices
- On-site employee health clinics
**Ambulatory Care Practices**

Ambulatory practice structures vary by type of practice and setting.

- **Organizational:**
  - Structures
  - Design
- **Governance models**¹
  - Shareholders
  - For-profit/non-profit considerations
- **Legal considerations**²
  - Legal structures
  - Corporate practice of medicine
  - Stark law, anti-kickback, self-referral
- **Construction/facility management**

---

**Ambulatory Care Personnel**

Ambulatory care personnel are varied and influenced by type of care delivered and setting.

- Clinicians (physicians, advanced practice providers, dentists)
- Physical therapy/occupational therapy
- Nursing
- Medical assistants
- Registered dietitians
- Behavioral health
- Registration/scheduling coordinators
- Billing staff
- Social work
- Pharmacists
- Entry level managers
- Senior level ambulatory care managers

---

¹ See **Domain 9: Governance**  
² See **Domain 10: Health Law**
Ambulatory Care Practice Management

Areas of oversight depends on ambulatory practice type and may include:

- Financial operations³
  - Audit
  - Budget planning
  - Capital
  - Expense management
- Billing/revenue cycle elements
  - Scheduling
  - Registration
  - Charge capture
- Purchasing/inventory management
- Risk management and regulatory compliance
  - Licensure
  - Insurance
  - Vendor contracts
  - Accreditation
- Quality and patient safety⁴
  - Monitoring
  - Reporting
  - Integration with other “system” elements
- Performance measurement and reporting
- Emergency preparedness and response
- Patient experience/customer service
- Confidentiality, privacy, security
  - Policies and procedures
- Health information technologies and processes⁵

³ See Domain 14: Healthcare Financial Management
⁴ See Domain 24: Quality and Safety
⁵ See Domain 15: Health Information Systems
Ambulatory Care Practice Management (Continued)

- Strategic planning and evaluation
- Human resources planning and management
  - Clinical and non-clinical staffing
    - Recruitment
    - Training
    - Evaluation
    - Retention
  - Employment law
  - Payroll
- Documents and reports
  - Operations
  - Expenses
  - Personnel
  - Administration
  - Maintenance
- Value-based care/population health

Ambulatory Care Practice Management as a Profession

Practice managers are healthcare professionals who lead and manage ambulatory practices within the hospital or a variety of community settings.

- Required skills
  - Interpersonal communication
  - Collaboration
  - Analytics and problem solving
  - Compassion and empathy
- Certifications and professional organizations:
  - Medical Group Management Association (MGMA)
  - American College of Medical Practice Executives
    - Certified Medical Practice Executive (CMPE)

---

6 See Domain 25: Strategic Planning, Strategy
7 See Domain 18: Human Resources Management
8 See Domain 3: Communication, Interpersonal Relations and Domain 23: Professionalism
What resources (textbooks, websites, etc.) might faculty use related to this domain?


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ACKNOWLEDGEMENTS

AUPHA is grateful to the following individuals for their contributions to the Body of Knowledge:

AUPHA Board of Directors:
- Ellen Averett
- Rhonda BeLue
- Nancy Borkowski
- Rosemary Caron
- Nailya DeLellis
- Cathleen Erwin
- Mario Garner
- Richard Hirth
- Darren Liu
- Brian Malec
- Reid Oetjen
- Carla Jackie Sampson
- Laurie Shanderson
- Jason Turner
- Monica Vargas-Mahar

AUPHA Staff:
- Liza Assefa
- Lena Dixon
- Dan Gentry
- Nathan Kelley
- Jenn Munt
- Chris Sanyer
- Jaime Stephens
- Jason Walker

External Reviewers:
- American College of Healthcare Executives (ACHE)
- Healthcare Information and Management Systems Society (HIMMS)
- Medical Group Management Association (MGMA)
- National Association of Health Services Executives (NAHSE)
- National Association of Latino Healthcare Executives (NALHE)
ACKNOWLEDGEMENTS

AUPHA is grateful to the following individuals for their contributions to the Body of Knowledge:

Workgroup Volunteers and Reviewers:
- Julie Agris
- Ryan Armbruster
- Rhonda BeLue
- Mark Bittle
- John Brady
- Stephen Brown
- Robert Burke
- Erik Carlton
- Nate Carroll
- Julia Costich
- Amy Dore
- Kimberly Enard
- Cathleen Erwin
- Angelette Evans
- Rupert Evans
- Connie Evasawick
- Tracy Farnsworth
- Anita Franzone
- Stephen Gambescia
- Richard Greenhill
- Allyson Hall
- Courtney Haun
- Cassandra Henson
- Renady Hightower
- Dorothy Hughes
- Saleema Karim
- Amy Yarbrough Landry
- Sandi Lane
- Shoou-Yih (Daniel) Lee
- Darren Liu
- Ning Lu
- Michele McGowan
- Mary Helen McSweeney-Feld
- Michael Meacham
- William Miller
- Michael Morris
- Keith Mueller
- Richard Narad
- Reid Oetjen
- Zachary Pruitt
- Courtney Rice
- Michael Rozier
- Dale Sanders
- Merella Schandl
- Paula Song
- Trent Spaulding
- Scott Stegall
- Jason Turner
- Karen Volmar
- Marcea Walter
- Suzanne Wood
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INTRODUCTION

The AUPHA Body of Knowledge (BOK) Domains provide an overview of the content that comprises the field of Healthcare Management. Due to the varied nature of the field, rather than prescribing competencies, the BOK offers guidance for content and curriculum as a resource to those planning and implementing high-quality instructional programs.

While no two programs are the same, there are shared best practices among all AUPHA members. The BOK Curriculum Guidance provides insight into the considerations individual faculty members and program directors should take into account as they craft their own philosophy, goals, objectives, learning experiences, instructional resources, and assessments for their courses and program.

This Curriculum Guidance contains 11 topics, each with a chart that lays out considerations for individual faculty and program directors. Specific samples, examples, and suggested resources accompany each topic below the considerations chart.
Topic 1: Considerations for, and relationships between, competencies, learning objectives, and content, including strategies to ensure all three remain up to date with changes in industry

What does an individual faculty member need to think about?

Are course learning objectives aligned with program competencies?

Are course learning objectives aligned with program objectives?

Are course learning objectives aligned with module (or weekly) level objectives?

Are competencies that are aligned to course/module level objectives appropriately broken down into actionable levels (i.e., scaled in some way such as Basic, Intermediate, and Advanced or on a 5- or 10-point rating system)?

What steps are being taken to stay current in the subject matter as well as competency expectations and teaching methods? What opportunities exist both internally and externally to engage in professional development related to these topics?
What does a program director need to think about?

How are student competencies accurately assessed based on the expected level of proficiency, using a scale (such as Basic, Intermediate, Advanced, or a 5- to 10-point rating system)? How is interrater reliability incorporated into that assessment?

Is there support of faculty professional development activities to ensure faculty have proper training and remain up-to-date on the latest research and trends related to developing and aligning competencies, learning objectives, and content?
Suggested Samples, Examples, and Resources:

- Association of University Programs in Health Administration. (2021-2022). *Environmental Scan & Trends Report*.
- AUPHA Art of Teaching Institute
- Accreditation and Certification Resources
  - Association to Advance Collegiate Schools of Business (AACSB)
  - Accreditation Council for Business Schools and Programs (ACBSP)
  - Association of University Programs in Health Administration (AUPHA)
  - Commission on Accreditation of Healthcare Management Education (CAHME)
  - Council on Education for Public Health (CEPH)
  - Network of Schools of Public Policy, Affairs, and Administration (NASPAA)
• CAHME’s Competency Attainment Series: This 2017 series highlights several programs that have demonstrated how they assess student competency. The sessions are available on the CAHME YouTube channel:
  ○ Army-Baylor University
  ○ Seton Hall University
  ○ Ashford University/University of St. Augustine
  ○ UT Health Services/Georgia Southern University
• Healthcare Leadership Competencies on the American College of Healthcare Executives (ACHE) website
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ACKNOWLEDGEMENTS

AUPHA is grateful to the following individuals for their contributions to the Curriculum Guidance:

**AUPHA Board of Directors:**
- Ellen Averett
- Rhonda BeLue
- Nancy Borkowski
- Rosemary Caron
- Nailya DeLellis
- Cathleen Erwin
- Mario Gamer
- Richard Hirth
- Darren Liu
- Brian Malec
- Reid Oetjen
- Carla Jackie Sampson
- Laurie Shanderson
- Jason Turner
- Monica Vargas-Mahar

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- Stephanie Joseph
- Amy Yarbrough Landry
- Eric Richardson
- Jill Rissi
- Jason Turner
- Karen Volmar
- Jacqueline Wiltshire