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# **Student Handbook**

## **Master of Healthcare Administration and Executive Master of Healthcare Administration**

***AY 2018-2019***

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## TABLE OF CONTENTS

PROGRAM OVERVIEW .....	3
THE MASTER OF HEALTHCARE ADMINISTRATION (MHA) .....	4
MHA DEGREE COMPETENCIES .....	6
THE EXECUTIVE MASTER OF HEALTHCARE ADMINISTRATION (EMHA) .....	8
EMHA DEGREE COMPETENCIES .....	10

## PROGRAM OVERVIEW

The School of Public Health (SPH) offers a two-year graduate program leading to the Master of Healthcare Administration (MHA). The MHA is designed for students who have chosen a management career in health services organizations such as hospitals, community-based ambulatory care centers, managed-care plans, the health supply chain, and long-term care providers. Students will receive an educational program that combines competence in management with an in-depth knowledge of the healthcare sector and of the management issues it faces. Required core courses emphasize accounting, economics, finance, human resources, strategic population-based planning, informatics, marketing, and management. The program coordinates practical experience through the MHA Preceptorship with medical centers, hospitals, long-term care organizations, and ambulatory care centers.

In addition, SPH offers a two-year graduate program comprised of 48 semester hours leading to the Executive Master of Healthcare Administration (EMHA). The EMHA is designed for professionals with extensive clinical experience or managerial healthcare experience who would like to pursue upper-level management careers in health services organizations such as hospitals, community-based ambulatory care centers, managed-care plans, the health supply chain, physician group practices, and long-term care providers. Both programs are offered by the School of Public Health's Health Policy and Administration Division.

***Deadline for Completing Degree Requirements:*** Students must complete all degree requirements within five calendar years after their initial registration as a degree student within the SPH. In extraordinary circumstances an extension of time may be granted if the petition for an extension is filed before meeting the 5-year deadline. Time spent on an approved leave of absence is not counted toward the degree time limit (see the Leave of Absence section of the [Academic Policies and Procedures Handbook](#)).

*The SPH Student Handbooks are static documents which are updated each August. The degree requirements contained in the AY 2018-2019 Handbooks are applicable to students matriculating into a degree program during this academic year. Students should consult the SPH website if interested in curriculum revisions adopted during the year. Such changes will apply to the next year's entering class.*

## THE MASTER OF HEALTHCARE ADMINISTRATION (MHA)

The MHA program consists of three components and is a minimum of 60 SH:

1. Course Requirements (53 SH)
2. School-wide Requirements (7 SH)
  - HPA 495 – MHA Preceptorship (5 SH)
  - HPA 496 – MHA Capstone (1 SH) and
  - HPA 498 – MHA Capstone II (1 SH)
3. Required Non-Credit Training
  - HIPAA Research Training
  - Investigator Training 101
  - Title IX- Sexual Harassment Training

### The Curriculum

Course	Title	Credits
ACTG 510	Healthcare Accounting	3 SH
BSTT 400	Biostatistics I	4 SH
EPID 403	Principles of Epidemiology	3 SH
HPA 425	Healthcare Human Resources	3 SH
HPA 403	U.S. Health Care System	3 SH
HPA 410	Health Organizational Leadership	3 SH
HPA 417	Quality Management in Health Services	3 SH
HPA 430	Introduction to Public Health Policy	3 SH
HPA 434	Law and the Health Care System	3 SH
HPA 451	Health Care Finance	3 SH
HPA 461	Information and Decision Support Systems for Healthcare Administration	3 SH
HPA 463	Managerial Health Economics	3 SH
HPA 470	Quantitative Methods for Healthcare Managers	3 SH
HPA 490	Topics in Healthcare Leadership (1 SH; take 2 semesters)	1SH
HPA 509	Physicians Relations: Practice and Leadership	3 SH
HPA 495	MHA Preceptorship	5 SH
HPA 496	MHA Capstone	1 SH
HPA 498	MHA Capstone II	1 SH
HPA 525	Population Based Healthcare Services Planning	3 SH
HPA 505	Strategic Planning and Marketing in Healthcare	3 SH
HPA 551	Marketing Health Programs	3 SH
HPA 552	Healthcare Finance II	3 SH
<b>Required Non-Credit Training:</b>		
HIPAA Research ( <a href="https://about.citiprogram.org/en/course/health-privacy/">https://about.citiprogram.org/en/course/health-privacy/</a> )		Non-credit
Human Subjects Research ( <a href="https://about.citiprogram.org/en/course/human-subjects-research-2/">https://about.citiprogram.org/en/course/human-subjects-research-2/</a> )		Non-credit
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit
Title IX Training- Sexual Harassment ( <a href="https://www.ethics.uillinois.edu/training/sexual_misconduct_training/">https://www.ethics.uillinois.edu/training/sexual_misconduct_training/</a> )		Non-credit

## **SCHOOL-WIDE REQUIREMENTS**

All MHA students must complete the MHA Preceptorship and Capstone Requirements. The details follow.

### **MHA Preceptorship (HPA 495)**

The MHA Preceptorship begins in the second semester of study (for fulltime students) and continues throughout every semester, including the summer. You will work with successful executives in healthcare institutions, getting firsthand exposure to management, leadership, and governance. Preceptorships will be organized to serve the general educational objectives of the program with placements that offer opportunities for the student to participate in a sector of healthcare that is related to his or her professional career goals.

The student will spend at least 3–6 hours per week at the preceptor’s workplace while taking classes on campus engaging in both structured learning experiences and completing project(s). In the first summer, the Preceptorship experience consists of at least 300 hours on-site at the preceptor’s workplace. During that time, learning about executive and leadership responsibilities and roles will be pursued in direct discussions with the preceptor and completion of assigned experiences and projects. During this time, the student will identify and research topics that will be pursued in completion of the MHA Capstone. In the following Fall and Spring semesters, the student will again be involved for at least 3–6 hours per week in structured learning and project completion at the preceptor’s workplace while taking classes on campus.

### **MHA Capstone (HPA 496 and HPA 498)**

The Preceptorship experience culminates in a Capstone Paper and Presentation required for completion of the degree. It must be performed at a level that demonstrates the ability to address an actual strategic management issue in an actual health service organization.

## MHA DEGREE COMPETENCIES

MHA students will achieve the following competencies during completion of the MHA program:

### 1. **Mission and Community Orientation:**

Achieve mastery of how to plan and develop programs that respond to the healthcare needs of a community and also advance organizational mission as managers and executives in healthcare.

- i. Analyze the specific health needs of the community and respond with specific program development and implementation to effectively meet the needs.
- ii. Understand the socio-cultural issues affecting the health of the target population and impact health policy to improve health status.
- iii. Develop partnerships between public and private healthcare organizations to improve the accessibility and quality of community healthcare programs.
- iv. Address core ethical precepts of their organization and the conflicts that may arise in the performance of their job. They will further be able to create a strategy for addressing those potential conflicts in an open, constructive and honest way.

### 2. **Leadership:**

Demonstrate the ability to organize, manage, and continuously improve healthcare organizations as managers and executives; in compliance with professional organization standards, direction from a Board of Directors, and meeting the requirements of various levels of governmental agencies.

- i. Identify and act on the strengths and weaknesses of an organization to create continuous momentum for improvement.
- ii. Take initiative in creating effective solutions to organizational and community problems.
- iii. Relate to the variety of healthcare professionals in various community organizations in order to build collaboration.
- iv. Communicate clearly with community leaders and constituents to bring about desired changes.
- v. Develop effective working relationships with medical staff, board members and other organizational leaders to improve patient care throughout the organization.
- vi. Develop effective working organizational relationships with colleagues, internal-staff and executives.

### 3. **Strategic Thinking:**

Demonstrate command of current health policy issues, formal/informal influences that influence the organization, and ability to analyze concepts and use analytical, financial and marketing tools to develop health care delivery as managers and executives.

- vii. Identify, develop and apply alternative strategies to effectively respond to changing incentives in order to achieve organizational goals.
- viii. Identify, develop and apply successful and ethical marketing and sales strategies.
- ix. Apply working knowledge of health care financing, cost accounting methodologies and reimbursement policy and practice.

- x. Apply working knowledge of current health policy issues and utilize this knowledge to create future scenarios for strategy.
- xi. Effectively organize collaborations in health care delivery and management to create an environment of continuous improvement.

#### **4. Management:**

Master the ability to identify, analyze, create, and apply appropriate tools in relationship to the governing body, the current role as manager or executive, and the expectations of ethically advancing the organization's mission.

- xii. Demonstrate and apply working knowledge of health care financing, cost accounting methodologies and reimbursement practice; and to analyze and apply working knowledge of financial reporting, operating budgets, capital budgets and treasury functions in health care delivery settings.
- xiii. Identify, analyze and apply human resource policy and practice in health care delivery.
- xiv. Demonstrate and apply working knowledge of the roles of executives as managers and leaders in the complex environment of health care delivery organizations.
- xv. Apply working knowledge of the key roles of quality and effectiveness continuous improvement.
- xvi. Identify, analyze and apply working knowledge of information systems in contemporary health care delivery.

#### **5. Critical Thinking:**

Capacities as managers and executives to apply analytical skills to make critical decisions, manage programs, and assess their effectiveness in health care delivery.

- xvii. Demonstrate working knowledge of how the concepts and tools of statistics, epidemiology and marketing fit together to provide a basis for effective decision-making and strategy development.
- xviii. Synthesize and apply knowledge areas acquired to the "real-life" setting of a preceptorship and a capstone project.
- xix. Comprehensively analyze complex problems and design and implement workable solutions.
- xx. Create and apply alternate solutions to a problem in response to current and future social trends.

## THE EXECUTIVE MASTER OF HEALTHCARE ADMINISTRATION (EMHA)

### The Curriculum

The Executive Master of Healthcare Administration (EMHA) program requires a minimum of 48 semester hours (SH). The program is designed for completion in two years when enrolled full-time and includes the following course requirements:

Course	Title	Credits
HPA 403	U.S. Healthcare System	3 SH
HPA 404	Ethical Issues in Healthcare Policy and Management	3 SH
HPA 410	Healthcare Organizational Leadership	3 SH
HPA 417	Quality Management in Health Services	3 SH
HPA 434	Law and the Healthcare System	3 SH
HPA 437	Health Policy and Politics	3 SH
HPA 441	Strategic Management of Healthcare Organizations	3 SH
HPA 451	Healthcare Finance I	3 SH
HPA 461	Managerial Health Information and Decision Support System	3 SH
HPA 463	Managerial Health Economics	3 SH
HPA 470	Quantitative Methods for Healthcare Managers	3 SH
HPA 525	Population Based Healthcare Services Planning	3 SH
HPA 551	Marketing Health Programs	3 SH
HPA 552	Healthcare Finance II	3 SH
HPA 496	Capstone Project- Individual or group-based projects	3 SH
<b>Required Non-Credit Training:</b>		
HIPAA Research ( <a href="https://about.citiprogram.org/en/course/health-privacy/">https://about.citiprogram.org/en/course/health-privacy/</a> )		Non-credit
Human Subjects Research ( <a href="https://about.citiprogram.org/en/course/human-subjects-research-2/">https://about.citiprogram.org/en/course/human-subjects-research-2/</a> )		Non-credit
HIPAA Research Training		Non-credit
Investigator Training 101		Non-credit
Title IX Training- Sexual Harassment ( <a href="https://www.ethics.uillinois.edu/training/sexual_misconduct_training">https://www.ethics.uillinois.edu/training/sexual_misconduct_training</a> )		Non-credit

**Conditional Admission to the EMHA Program:** A graduate level course is a requirement of admission to the EMHA program. Under special circumstances an applicant may be recommended for admission to the program on condition that he or she successfully completes a graduate level biostatistics course prior to graduation (or earlier if specified by the program). Credits earned to complete the biostatistics requirement will not be counted toward the 48 credit hour minimum to complete the degree.

### ***Additional Enrichment Experiences***

- Orientation—Team Building Activity
- HPA 490 Lecture Series
- Inter-professional education day

## **EMHA Capstone (HPA 496)**

A team-based capstone which addresses an inter-professional issue in an organization is required. The capstone leads students to identify and select an important organizational challenge or opportunity to be “worked-up” within the framework of the EMHA problem-solving process. As the student’s progress through the curriculum, they apply the skills and concepts they have acquired to their final project report and presentation. Usually the project will be selected for its relevance to a problem in the healthcare delivery organization in which the student works. The Capstone Course will continue throughout the two years of the EMHA program.

***Other Requirements:*** Each student must maintain an overall GPA of 3.0 in the program, in accordance with the Graduate School requirements. Each student must complete a capstone project (HPA) and present it to HPA faculty and representatives from the organization. Credit will be granted for completion of the tasks in the published capstone syllabus, and submission of an acceptable paper, presentation, and set of deliverables that is the primary academic product of the EMHA Capstone.

## EMHA DEGREE COMPETENCIES

EMHA students will achieve the following competencies during completion of the EMHA program:

### 1. Clinical Leadership in the Community:

- Achieve mastery of how to plan and develop programs that respond to the healthcare needs of a community and also advance organizational mission as clinicians and executives in healthcare.
- Analyze the specific clinical health needs of the community and respond with specific program development and implementation to effectively meet the needs.
- Understand the socio-cultural issues affecting the health of the target population and impact health policy to improve health status.
- Develop partnerships between public and private healthcare organizations to improve the accessibility and quality of community healthcare programs.
- Address core ethical precepts of their organization and the conflicts that may arise and create a strategy for addressing those potential conflicts in an open, constructive and honest way.

### 2. Clinical Leadership in the Healthcare Organization:

- Demonstrate the ability to organize, manage, and continuously improve requirements of various levels of clinical delivery systems.
- Identify and act on the strengths and weaknesses of an organization in its delivery of clinical services to create continuous momentum for improvement.
- Take initiative in creating effective solutions to the interface of clinical services of the healthcare organization and community needs.
- Relate to the variety of clinical healthcare professionals in various healthcare organizations in order to build collaboration.
- Communicate clearly with community leaders and constituents to bring about desired changes in clinical services.
- Develop effective working relationships with medical staff, board members and other organizational leaders and translate the varying perspectives of clinicians, non-clinician administrators, and board members to enhance collaboration on improving patient care throughout the organization.

### 3. Strategic Thinking from a Clinical Perspective:

- Demonstrate command of current health policy issues as they affect clinical services, formal/informal influences that influence the organization, and ability to analyze concepts and use analytical, financial and marketing tools to develop optimal approaches to delivering clinical services.
- Identify, develop and apply alternative strategies to effectively respond to changing incentives for compensation of clinical services in order to achieve organizational goals.
- Identify, develop and apply successful and ethical marketing and sales strategies that are understandable to patients and purchasers of services.

- Apply working knowledge of health care financing, cost accounting methodologies and reimbursement policy and practices and convey information in a manner that is sensitive to the perspectives of patients and clinicians.
- Apply working knowledge of current health policy issues and utilize this knowledge to create future scenarios for strategy.
- Effectively organize collaborations among clinicians and administrators in health care delivery and management to create an environment of continuous improvement.

#### **4. Management of Clinical Operations:**

- Master the ability to identify, analyze, create, and apply appropriate tools in relationship to the governing body, the clinician providers, and executives that respond effectively to the expectations of ethically advancing the organization's mission.
- Demonstrate and apply working knowledge of health care financing, cost accounting methodologies, reimbursement practice, financial reporting, operating budgets, capital budgets, and treasury functions in health care delivery settings; translate this knowledge to clinicians in the organization in a manner that is understandable from the clinician's perspective.
- Identify, analyze and apply human resource policy and practice in health care delivery.
- Demonstrate and apply working knowledge of the roles of executives as managers and leaders in the complex environment of health care delivery and the interface between executive and clinicians
- Apply working knowledge of the key roles of quality and effectiveness in continuous improvement of clinical services to patients.
- Identify, analyze and apply working knowledge of information systems in contemporary health care delivery with particular expertise in electronic medical records and effective utilization by clinicians.

#### **5. Critical Thinking:**

- Capacity to apply analytical skills to make critical decisions, manage programs, and assess their effectiveness in provision of direct clinical services
- Demonstrate working knowledge of how the concepts and tools of statistics, epidemiology, and marketing fit together to provide a basis for decision making in support of effective delivery of clinical services
- Apply knowledge areas acquired to the "real-life" setting of problems faced by clinicians in collaboration with executives and support staff in delivery of clinical services
- Comprehensively analyze complex clinical delivery problems and design and implement workable solutions.
- Create and apply alternate solutions to a problem in response to current and future social trends affective provision of clinical services.