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**School of Public Health  
Student Handbook**

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

***AY 2022-2023***

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## PROGRAM OVERVIEW

The School of Public Health (SPH) offers two tracks, residential (59 semester hours) and executive (48 semester hours), that leads to the Master of Healthcare Administration (MHA) graduate degree. The residential track is designed for recent graduates and those who have limited management experience in the workplace. The executive track is designed for professionals with extensive clinical experience or managerial healthcare experience. Both tracks are offered by the School of Public Health's Health Policy and Administration Division.

The focus of the UIC MHA program is to educate aspiring healthcare professionals through an experiential learning philosophy that provides the essential foundational knowledge and competencies to become future leaders. Candidates are recruited that show a successful history of academic achievement, demonstration of leadership potential, and commitment to improving the health of patient populations, including the medically underserved. The applicants selected for the Program will reflect the racial, ethnic and cultural diversity of our society. They will be prepared to enter the healthcare sector with the skills necessary to assume progressively responsible positions in the broad range of careers in the healthcare industry, including but not limited to healthcare delivery, consulting, and the payer sectors.

***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 2022-2023 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 59 SH:

- Course Requirements (50 SH)
- School-wide Requirements (9 SH)
  - HPA 419 – Foundations of Public Health (3 SH)
  - HPA 495 – MHA Preceptorship (4 SH)
  - HPA 496 – MHA Capstone I (1 SH) and
  - HPA 498 – MHA Capstone II (1 SH)
- Required Non-Credit Training
  - Title IX-Sexual Harassment Training
  - SPH Academic Integrity Tutorial
  - Information Privacy and Security
  - Human Subjects Research

### **Required Non-credit Training**

Early in the curriculum, students will be required to complete four non-credit trainings. These trainings are provided through the Online Collaborative Initial Training Initiative (CITI) and the University of Illinois Chicago. Instructions on how to access the CITI site and the steps to complete the trainings are below.

The SPH Academic Integrity Tutorial can be accessed through the SPH website with the link provided below. You will receive an official email from UIC to complete the Title IX training. Detailed Instructions will be provided through your division/program on the specific timing and submission of certificates of completion.

[Information Privacy & Security/Health Privacy Training](#) – IPS

[Human Subjects Research – HSR](#)

[Title IX Training](#)

[SPH Academic Integrity Tutorial](#)

## The Curriculum

Course	Title	Credits
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 419	Public Health Foundations	3 SH
HPA 425	Healthcare Human Resource Management	3 SH
HPA 430	Introduction to Healthcare Policy	3 SH
HPA 434	Healthcare Law and Ethics	3 SH
HPA 440	Healthcare Data Analysis	3 SH
HPA 451	Health Care Finance I	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
HPA 491	Professional Development	1 SH
HPA 495	MHA Preceptorship	4 SH
HPA 496	MHA Capstone I	1 SH
HPA 498	MHA Capstone II	1 SH
HPA 505	Strategic Planning and Marketing in Healthcare	3 SH
HPA 509	Physicians Relations: Practice and Leadership	3 SH
HPA 525	Population Based Healthcare Services Planning	3 SH
HPA 552	Healthcare Finance II	3 SH
Electives: Students must take 3 SH of electives to complete the minimum required credit hours towards the degree.		
<b>Required Non-Credit Training</b>		
Title IX Training		Non-credit
SPH Academic Integrity Tutorial		Non-credit
Information Privacy and Security - IPS		Non-credit
Human Subjects Research - HSR		Non-credit

## **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. This course is a preceptor-guided field experience in health administration designed to promote critical thinking, problem-solving skills, application of management knowledge, and skills in a health care practice setting.

Students under the direction of the preceptor will focus on three major activities during the course of their preceptorship experience. Understanding the decision-making process of the organization through participation in key governance and management meetings, execution of projects assigned by their Preceptor and other members of the senior management team and identification and summary of an organizational best practice. Completion of clinical and administrative rotations should also be a focus of healthcare delivery organizations.

## **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 a strategic management issue in a health service organization.

## 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. Health Care System	3 SH
HPA 410	Health Organizational Leadership	3 SH
HPA 417	Quality Management in Health Services	3 SH
HPA 419	Public Health Foundations	3 SH
HPA 425	Healthcare Human Resource Management	3 SH
HPA 430	Introduction to Health Policy	3 SH
HPA 434	Healthcare Law and Ethics	3 SH
HPA 451	Health Care Finance I	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 505	Strategic Planning and Marketing in Healthcare	3 SH
HPA 509	Physician Relations: Practice and Leadership	3 SH
HPA 525	Population Based Healthcare Services Planning	3 SH
HPA 546	EMHA Capstone	3 SH
HPA 552	Health Care Finance II	3 SH
<b>Required Non-Credit Training</b>		
Title IX Training		Non-credit
SPH Academic Integrity Tutorial		Non-credit
Information Privacy and Security - IPS		Non-credit
Human Subjects Research - HSR		Non-credit

**Conditional Admission to the EMHA Program:** A graduate level biostatistics course is a requirement of admission to the EMHA program. Under special circumstances an applicant may be recommended for admission to the program on the condition that they successfully complete 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.

## **EMHA Capstone (HPA 546)**

The capstone addresses an inter-professional issue in an organization. The capstone leads students to identify and select an important organizational challenge or opportunity using problem-solving models and processes. As they progress through the curriculum, students apply the skills and concepts they have acquired to their final project and presentation. Usually the project will be selected for its relevance to a problem in the healthcare delivery organization in which the student works.



## MHA DEGREE COMPETENCIES

The MHA program uses the National Center for Healthcare Leadership (NCHL) Competency Model. This model is comprised of seven domains containing four “action” domains and three “enabling” domains.

The Action Competency Domains describe leaders in the context of doing their work. These include:

- Execution
- Relations
- Transformation
- Boundary Spanning

The Enabling Competency Domains describe preparation and development activities leaders need in order to effectively lead in the context of their preparation and development to effectively lead in their organization. These include:

- Health System Awareness & Business Literacy
- Self-Awareness & Self-Development
- Values

### ACTION COMPETENCY DOMAINS

**BOUNDARY SPANNING:** Optimizing relationships between a leader’s span of control and the departments, organizations, communities, and/or broader networks within which it operates.

- **Community Collaboration** - The ability to align one’s own and the organization’s priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.
- **Organizational Awareness** - The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.
- **Relationship & Network Development** - The ability to establish, build, and sustain professional contacts for the purpose of building networks of people with similar goals and that support similar interests.

**EXECUTION:** Translating vision and strategy into actions supporting optimal organizational performance.

- **Accountability** - The ability to hold people accountable to standards of performance or ensure compliance by effectively and appropriately using the power of one's position or personality, with the long-term good of the organization in mind.
- **Achievement Orientation** - A concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals, or redefining the nature of the standards themselves (innovation).
- **Analytical Thinking** - Developing a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.
- **Communication Skills 1 – Writing** - The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.
- **Communication Skills 2 – Speaking & Facilitating** - The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.
- **Initiative** - Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative emphasizes proactively doing things and not simply thinking about future actions. Levels of proficiency relate to the time scale of focus, moving from addressing current situations to acting on long-term future opportunities or problems.
- **Performance Measurement** - The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.
- **Process & Quality Improvement** - The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.
- **Project Management** - The ability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact. Examples include the construction of a major building, implementation of a new enterprise-wide information system, or development of a new service line.

**RELATIONS:** Leading, through example and actions, to create an organizational climate that values employees from all backgrounds, provides a healthy and energizing environment in which to work, and encourages everyone's ongoing development.

- **Collaboration** - The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.
- **Impact & Influence** - The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion

or position. The “key” is understanding others’ interests and motivations, in order to have a specific impact, effect, or impression on them and/or convince them to take a specific course of action.

- **Interpersonal Understanding** - The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one’s own.
- **Talent Development** - The ability to build the breadth and depth of the organization’s human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.
- **Team Leadership** - The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.

**TRANSFORMATION:** Creating and implementing compelling and inclusive change processes in support of improving health quality, efficiency, and access.

- **Change Leadership** - The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.
- **Information Seeking** - An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.
- **Innovation** - The ability to approach one’s work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways.
- **Strategic Orientation** - The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.

### ENABLING COMPETENCY DOMAINS

**VALUES:** Understanding and utilizing personal, professional, and organizational values to guide decision-making.

- **Professional & Social Responsibility** - The demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one’s values and what one says is important.

HEALTH SYSTEM AWARENESS & BUSINESS LITERACY: Understanding the health system's current business and operating frameworks as well as the dynamic context within which they operate (e.g., community, competitive, human resources, financial, legal, policy, and environmental).

- Financial Skills - The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.
- Human Resource Management - The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.
- Information Technology Management - The ability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.

SELF-AWARENESS & SELF-DEVELOPMENT: Ongoing habits and actions taken to continuously improve self-knowledge, interpersonal effectiveness, and well-being.

- Self-Awareness - The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.
- Self-Confidence - A belief in one's own capability to successfully accomplish their work. This includes confidence in one's ability as expressed in increasingly challenging circumstances, and confidence in one's decisions or opinions.
- Well-Being - Establishes habits supporting well-being and creates a work climate supportive of the total health of oneself and others. This includes role-modeling healthy habits and practices and monitoring internal and external environments for opportunities to improve health.

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