
Master of Science in Health Administration

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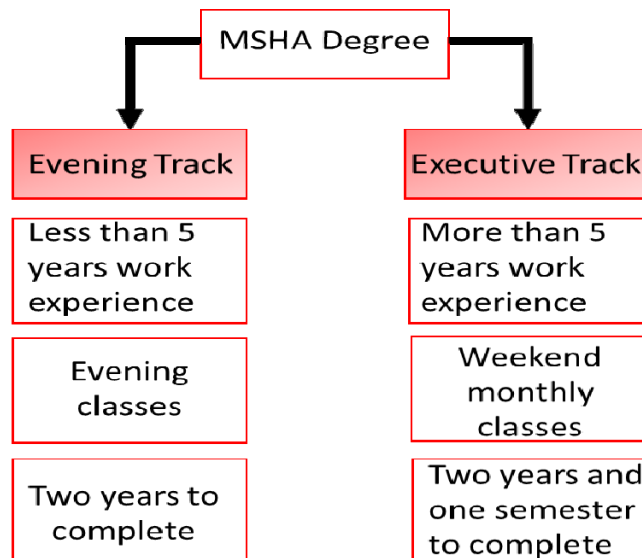
Website: <http://louisville.edu/sphis/departments/health-management-systems-sciences/academics-1/ms-in-health-administration>

Introduction

The Department of Health Management and Systems Sciences (HMSS) offers the Master of Science in Health Administration degree for students with no healthcare experience (MSHA) and a modified curriculum for working mid-career executives (executive MSHA). Figure (1) outlines the two tracks and the differences in student admissions and course delivery. Evening track students may be enrolled full or part-time. Executive track students must be enrolled full-time (cohort model). As major policy reforms propel widespread disruption across the entire health care delivery system, HMSS recognizes the need to train and further educate a broad cadre of skilled leaders and managers to meet immediate and critical organizational and system-wide challenges.

Please note the different track options for applicants.

- Evening track admissions: Those entering the MSHA evening track must have less than five years of working experience.
- Executive track admissions: Students entering the MSHA executive track must have a minimum of five years working experience. Preference will be given to students with health care related work experience. There is no test score requirement.



Competencies

The Program will use the University of Louisville's Population Health Leadership (PHL) Competency Model. This competency model is a modified version of the National Center for Health Care Leadership (NCHL) competency model (<http://www.nchl.org>).

To graduate, a student in the MSHA program must demonstrate the following competencies:

Management & Leadership:

Strategic Orientation- The ability to draw implications and conclusions in light of the business, economic, demographic, ethno-cultural, political, and regulatory trends and developments, and to use these insights to develop an evolving vision for the organization and the health industry that results in long-term success and viability.

Innovative Thinking- The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.

Information Technology Management- The ability to see the potential in and understand the use of administrative and clinical information technology and decision-support tools in process and performance improvement. Actively sponsors their utilization and the continuous upgrading of information management capabilities.

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 an enterprise-wide system (patient tracking, SAP), or development of a new service line.

Initiative- The ability to anticipate obstacles, developments, and problems by looking ahead several months to over a year.

Impact and Influence- The ability to persuade and convince others (individuals or groups) to support a point of view, position, or recommendation.

Change Leadership- The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.

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.

Human Resources 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.

Talent Development- The drive to build the breadth and depth of the organization's human capability, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.

Public Health Methods- To ensure healthy conditions, public health incorporates diverse public and private stakeholders working in different ways to advance society's health. Thus, population health (i.e., the health of populations) is the ultimate goal; we must employ public health methods and approaches to achieve it.

Critical Thinking, Analysis, & Problem Solving:

Financial Skills- The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.

Analytical Thinking- The ability to understand a situation, issue, or problem by breaking it into smaller pieces or tracing its implications in a step-by-step way. 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.

Information Seeking- An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments.

Performance Measurement- The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques.

Process Management/Organizational Design- The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.

Communication and Interpersonal Effectiveness:

Community Orientation- 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.

Communication Skills- The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.

Collaboration- The ability to work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to get its mission accomplished.

Self Development- The ability to see an accurate view of one's own strengths and development needs, including one's impact on others. A willingness to address needs through reflective, self-directed learning and trying new leadership approaches.

Relationship Building- 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.

Team Leadership- The ability to see oneself as a leader of others, from forming a top team that possesses balanced capabilities to setting the mission, values, and norms, as well as holding the team members accountable individually and as a group for results.

Interpersonal Understanding- The ability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others.

Professionalism & Ethics:

Achievement Orientation- A concern for surpassing a standard of excellence. The standard may be one's own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals, or something that has not been done previously (innovation).

Accountability- The ability to hold people accountable to standards of performance or ensure compliance using the power of one's position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

Self Confidence- A belief and conviction in one's own ability, success, and decisions or opinions when executing plans and addressing challenges.

Professionalism- The demonstration of ethics and professional practices, as well as stimulating social accountability and community stewardship. The desire to act in a way that is consistent with one's values and what one says is important.

Demonstration of the above competencies is measured in the following ways:

- (1) Self-Assessments during the Program – Each student will do a set of self-assessments that measure their self-rated competency attainment along the different NCHL domains. These assessments are completed at the beginning, middle, and end of the Program. In addition, there are self-assessments built into many of the courses in the curriculum.
- (2) Exit interview – All graduating students complete an online assessment and are interviewed by the Program Director to determine how successfully the curriculum improved the student's competency attainment while in the Program.
- (3) Alumni survey – All graduates will be asked to respond to a survey three and five years post-graduation. These surveys will measure how they perceive their competency attainment in the Program based on their work experience in the field.
- (4) MSHA Capstone Course – Students are expected to apply the competencies that they learn throughout the curriculum to community-based projects. The organizations that sponsor these projects will provide feedback to the students about their competency attainment proficiency.
- (5) Stakeholder Advisory Board – Local employers and other stakeholders will meet twice a year as members of the Health Management Advisory Board. This board will provide feedback about competency attainment among graduates based on their experience as employers of MSHA students.

Admission

The required documentation for full admission must include:

- Bachelor's degree from an accredited institution or its equivalent
- Recommended minimum GPA of 3.0 on a 4.0 scale
- Application
 - Students graduating from the University of Louisville and planning to attend the SPHIS MSHA program can apply directly to the SIGS.
 - Other applicants must apply through the Centralized Application Service for Public Health (SOPHAS) at WWW.SOPHAS.org
- Application Fee
- Official transcripts of all degrees

- For evening track admissions, official score from any of the following standardized tests: GRE, GMAT, MCAT, LSAT, or DAT
 - Scores must be no more than 4 years old.
 - If applicant does not have a terminal degree from an accredited U.S. institution, then the GRE is required. The requirement is waived if applicant has a terminal degree from a U.S. institution or has obtained and can provide a copy of the Confirmation of ECFMG® Certification (Educational Commission for Foreign Medical Graduates).
- Resume or curriculum vitae
- One-page personal statement written by the applicant that is a clear, substantive description of his or her goals in public health and health care management, noting any professional or research experience.
- Three letters of recommendation written within the last twelve months.
- International applicants: Foreign credential evaluation of all degrees from non-U.S. institutions. Please contact the MSHA program prior to completing this requirement.
- Admission interviews by the HMSS Health Leadership Committee are required and are in addition to your application for admission. An interview provides the HMSS Health Leadership Committee an additional source of information and perspective about your potential fit for the University of Louisville.
- If candidate's primary language is not English, one of the following:
 - Test of English as a Foreign Language (TOEFL) exam with a minimum score of 90 (after conversion for test type)
 - Passing an advanced level Intensive English as a Second Language program.
 - Degree from an accredited U.S. institution (requires provisional admission with evaluation of English language competency)

For information on the application process, please contact:

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Curriculum

The curriculum has 3 main components beginning with an exploration of broad principles and key influencers of leading health care organizations, moving to an examination of evidence-based and data-driven frameworks for strategic leadership and effective management of health care organizations and issues, and then to an analysis of the external health care and policy environments that impact population and community health care management.

Faculty Advisor

On matriculation, each student is assigned a faculty advisor and is requested to meet at least twice each semester with his or her advisor. The faculty advisor serves as academic practicum advisor, academic mentor, and counselor on career and employment opportunities, professional development, and opportunities beyond graduate school.

Program of Study

MSHA Evening Track Education Plan – The evening track is designed so that students can work as full-time employees and attend evening classes.

MSHA Executive-Track Hybrid Distance Education Plan - The overall guiding philosophy for the executive track in the MSHA curriculum design is that the Program will only meet once a month and that a hybrid method of content delivery (synchronous and asynchronous) will be used so that the mid-career executives can proceed working in their current jobs while in the Program.

Semesters will be organized as follows:

Course Meeting Sequence During Semester							
Meeting	1 st		2 nd		3 rd		4 th
Fri (8hrs)	CR1	Webinars	CR2	Webinars	CR3	Webinars	CR1
Sat (8hrs)	CR2		CR3		CR1		CR2
Sun (8hrs)	CR3		CR1		CR2		CR3

CR1, CR2, CR3 = the courses taught during the semester. The above presents these as eight-hour blocks, but they could be broken down into four hour blocks split over multiple days during a particular meeting session (so that the students would have one course in the morning and a different course in the afternoon, etc.).

Webinars are synchronous sessions where the instructor can meet to deliver additional course content, help with course projects, etc. These would be two hours in length.

Degree Requirements

To graduate, students must successfully complete the 57 credit hour curriculum, earn a B grade or above in the MSHA Capstone Course, and have an overall 3.0 GPA in coursework.

All courses within the curriculum are required and there are no electives.

Students within both the evening and executive tracks take the same courses except for the MSHA Practicum. The practicum is designed to expose students new to the health management field to working conditions in healthcare organizations between their first and second year in the Program. The MSHA executive track substitutes the practicum with a Current Topics in Health Administration course that allows students to consider and discuss the current, real-time

challenges facing the healthcare industry. Since the executive track students have management experience, the practicum is not required.

Coursework

57 total credit-hours:

Evening Track MSHA Required Coursework				
Semester	Course #	Course Title	Cr Hrs	Delivery Mode
Fall I	PHMS-605	Governance and Management of Healthcare Organizations	3	In-person
	PHMS-681	Population Health Quantitative Methods	3	In-person
	PHMS-682	Population Health Information Management	3	In-person
	PHMS-680	Health Management Leadership Seminar	1	In-person
	PHMS-683	Healthcare Quality Management	3	In-person
Semester total:			13	
Spring I	PHMS-684	Project Management for Population Health	2	In-person
	PHMS-620	Healthcare Strategic Management	2	In-person
	PHMS-685	Healthcare Operations and Management Science	3	In-person
	PHMS-610	Health Policy & Analysis	3	In-person
	PHMS-609	Health Finance and Financial Management	3	In-person
	PHMS-686	MSHA Practicum	1	In-person
Semester total:			14	
Fall II	PHMS-687	Managerial Accounting for Healthcare Managers	3	In-person
	PHEP-501	Introduction to Epidemiology	3	In-person
	PHMS-662	Health Economics	3	In-person
	PHMS-688	Healthcare Marketing	2	In-person
	PHMS-615	Introduction to Health Systems	3	In-person
	PHMS-686	MSHA Practicum	1	In-person
Semester total:			15	
Spring II	PHMS-689	Insurance & Alternative Payment Models	2	In-person
	PHMS-635	Health Law and Ethics	3	In-person
	PHMS-630	Human Resource Management	3	In-person
	PHMS-625	Population Health Management	3	In-person
	PHMS-690	MSHA Capstone Course	3	In-person
	PHMS-686	MSHA Practicum	1	In-person
Semester total:			15	
Degree total			57	

Executive MSHA Course Sequence				
Semester	Course #	Course Title	Cr Hrs	Delivery Mode
Fall I	PHMS-615	Introduction to Health Systems	3	Hybrid
	PHMS-681	Population Health Quantitative Methods	3	Hybrid
	PHMS-682	Population Health Information Management	3	Hybrid
	PHMS-680	Health Management Leadership Seminar	1	Hybrid
Semester total:			10	
Spring I	PHMS-684	Project Management for Population Health	2	Hybrid
	PHMS-620	Healthcare Strategic Management	2	Hybrid
	PHMS-685	Healthcare Operations Management & Science	3	Hybrid
	PHMS-610	Health Policy & Analysis	3	Hybrid
Semester total:			10	
Summer I	PHMS-609	Health Finance and Financial Management	3	Hybrid
	PHMS-683	Healthcare Quality Management	3	Hybrid
	PHMS-689	Insurance & Alternative Payment Models	2	Hybrid
Semester total:			8	
Fall II	PHMS-687	Managerial Accounting for Healthcare Managers	3	Hybrid
	PHEP-501	Introduction to Epidemiology	3	Hybrid
	PHMS-662	Health Economics	3	Hybrid
	PHMS-688	Healthcare Marketing	2	Hybrid
Semester total:			11	
Spring II	PHMS-635	Health Law and Ethics	3	Hybrid
	PHMS-605	Governance and Management of Healthcare Organizations	3	Hybrid
	PHMS-625	Population Health Management	3	Hybrid
Semester total:			9	
Summer II	PHMS-691	Current Topics in Health Administration	3	Hybrid
	PHMS-630	Human Resource Management	3	Hybrid
	PHMS-690	MSHA Capstone Course	3	Hybrid
Semester total:			9	
Degree total			57	

PHMS-686 MSHA Practicum (3 credit hours) – Evening Track only

Students develop an understanding and gain knowledge of the complex health care industry and the internal and external factors that influence decision-making in an assigned organization.

PHMS-691 Current Topics in Health Administration (3 credit hours) – Executive Track only

Real-time discussion about the challenges and opportunities facing the health care industry. Students will consider how they as managers will overcome obstacles or exploit opportunities that face the industry.

PHMS-690 MSHA Capstone Course (3 credit hours)

The primary objective of the course is to assist students in the transition from theory to practice and from learner to user of management knowledge and skills. The course will emphasize the integration and application of management theory in ‘real world’ context.

Accreditation

The School of Public Health and Information Sciences is accredited by the Council on Education for Public Health (CEPH).

The University of Louisville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The Master of Public Health with a concentration in Population Health Management program is currently undergoing the initial Commission on Accreditation of Healthcare Management Education (CAHME) accreditation approval process and is in “candidacy” status. Once the MSHA degree is approved, HMSS will inform CAHME of the curriculum change and the accreditation will transfer to the MSHA.

For more information, see the [School’s accreditation webpage](http://louisville.edu/sphis/accreditation) (<http://louisville.edu/sphis/accreditation>).

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M.S. in Health Administration

<i>Program Data</i>	
<i>Name</i>	Master of Science in Health Administration
<i>Degree</i>	MSHA
<i>Department</i>	Health Management & Systems Sciences
<i>Unit</i>	School of Public Health and Information Sciences
<i>Version</i>	2017.07.12-02

<i>Program History</i>				
<i>Version</i>	<i>Submitted</i>	<i>Approved</i>	<i>Change Summary</i>	<i>Author</i>
2017.07.12	06/30/17	4/27/18	<ul style="list-style-type: none"> • Initial version • 7/6/17: Recommended by Curriculum Committee • 7/10/17: Approved by Faculty Forum • 4/27/18: Approved by CPE 	Christopher Johnson
2017.07.12-01	9/13/18	9/13/18	<ul style="list-style-type: none"> • Adjusted credit total to 57 credits due to credit hour increase of PHEP-501 from 2 to 3 credits • Under Admissions: revision of English language competency requirements for foreign language students. 	C. Winton Reynolds
2017.07.12-02	2/8/19	2/12/19	<ul style="list-style-type: none"> • Changed course sequencing for PHMS-605 (moved to Fall I) and PHMS-615 (moved to Fall II) 	Darla Samuelson