



## MS-HCL Curriculum Sequence

<u>Time period</u>	<u>Curriculum component</u>	<u>Time period</u>	<u>Curriculum component</u>
<i>Year 1 Term A (1<sup>st</sup> 8 weeks)</i>	Courses	<i>Year 1 Term A (2<sup>nd</sup> 8 weeks)</i>	Courses
<b>Session 1</b>	HCL 501 Healthcare Leadership	<b>Session 2</b>	HCL 503 Healthcare Policy/Advocacy
<b>Session 1</b>	HCL 502 Ethics in Healthcare Settings	<b>Session 2</b>	HCL 504 Design Research
	HCL 550 Mentorship		
<i>Year 1 Term B (1<sup>st</sup> 8 weeks)</i>	Courses	<i>Year 1 Term B (2<sup>nd</sup> 8 weeks)</i>	Courses
<b>Session 1</b>	HCL 505 Program Evaluation	<b>Session 2</b>	HCL 508: Economics/Financial Management
<b>Session 1</b>	HCL 506 Big Data: Role & Purpose	<b>Session 2</b>	HCL 510: Marketing and Communication/Disruptive Innovation Technology
	HCL 550 Mentorship		
<i>Year 1 Term C (1<sup>st</sup> 8 weeks)</i>	Courses	<i>Year 1 Term C (2<sup>nd</sup> 8 weeks)</i>	Courses
<b>Session 1</b>	HCL 507 EHR & Information Systems	<b>Session 2</b>	HCL 511 Social Entrepreneurship
<b>Session 1</b>	HCL 509 Organizational Research, Analytics and Innovative Solution Building	<b>Session 2</b>	HCL 512 Capstone
	HCL 550 Mentorship		

## **MS-HCL Course Descriptions for Term I**

### **HCL 501 Healthcare Leadership (3 credits)**

There is no blue print or a formula for transforming hospitals and health care systems from a focus on sick care model to one that is focused on wellness. Even more daunting is successfully leading complex health care organizations within community settings with stakeholders who have either conflicting or missing views on mission and vision for today's health care organizations. Under these current circumstances, leadership of health care systems and hospitals or even leadership within a department and a service line of a hospital requires creativity and innovation guided by a commitment to serving the needs of both the health care organization and the community. Therefore, this course is designed to examine roles and responsibilities of health care leadership; foster critical thinking about health care systems and organizational dynamics; survey the major schools of thought about leadership; and facilitate self-assessment and introspection about leadership that is tied to mentoring with senior health care leaders who can guide a personal and professional leadership development plan.

### **HCL 502 Ethics in Healthcare Settings (3 credits)**

While acknowledging the importance of legal statutes, principles of bioethics, and the role of compliance, this course will focus on the need for individuals working in any health care setting and for health care organizations to clearly articulate an ethical framework. This course examines the role of ethics in decision making processes within health care settings; emphasize the need for developing an ethical framework that reconciles competing values and mindsets; and prioritizes how dwindling resources can be fairly allocated among a competing segment of health care stakeholders. Furthermore, this course will enable health care leaders to appreciate the complexities and the transformational nature of health care.

### **HCL 503 Healthcare Policy/Advocacy (3 credits)**

This course employs an interdisciplinary approach to health policy as it examines the social, environmental, economic and political factors that shape disease and health across societies. We will explore the role of the state and civil society in promoting health and providing care and consider the ways in which structural factors create and maintain health inequities and health disparities including those relating to race, ethnicity, gender, sexual orientation and social class. Students will learn how to use policy analysis and advocacy strategies to influence health policy decisions at the local, state, national or international level.

### **HCL 504 Design Research (3 credits)**

The Design Thinking research method is an interdisciplinary approach to addressing challenges by applying the 4C's—collaboration, creativity, critical thinking, and communication—in order to develop new solutions to persistent healthcare problems. For too long, healthcare problems have been narrowly framed and conceptualized. As a result, the solutions that have emerged have been limited in scope. Design thinking is the methodology that may be used to introduce innovative, imaginative ways to the process of problem solving in order to produce results that are broad-ranging, impactful, and more relevant to the situation on hand. Healthcare professionals are challenged to continually redesign today's healthcare environment, which have been caught in the throes of rapid technological and consumer-driven changes. This course provides an overview of the design thinking framework for healthcare management and innovation; uses case studies to examine issues related to healthcare management, innovation and practice; and explores alternate pathways to problem solving in an industry that—historically—has been slow to change. Theory and practice will be seamlessly brought together to critically examine the emerging landscape of healthcare in the 21st century.

## **MS-HCL Course Descriptions for Term II**

### **HCL 505: Program Evaluation (3 credits)**

Within this course, students will incorporate skills in examination of multiple frameworks and methods used in designing program evaluations on a variety of policy issues including health and the environment. There is a focus

on methods of evaluating program effectiveness, particularly within a changing healthcare industry and in light of social innovation and creative approaches to measuring program efficacy, as well as the fundamentals of types of program evaluation, designing program evaluation related to outcome data and ethical, political and cultural challenges when conducting program evaluation. A focus will be on healthcare development models, particularly those which are evidence driven in a variety of fields (such as public health, mental health, etc.) as these are important aspects of creative and strategic leadership within the healthcare field.

#### **HCL 506: Big Data: Role & Purpose (3 credits)**

Leaders within healthcare organizations, whether they manage for-profit, nonprofit or government organizations, must be business savvy while being socially responsible. Accessing available information and understanding that data works to drive improvements in healthcare and demonstrate efficacy to payers is a crucial aspect of healthcare leadership. In light of global economic strategies and world healthcare trends, this course addresses complex issues pertaining to organizational operations, financial management and organizational performance within the healthcare industry. Central to this examination is the use of organizational research and statistics in forecasting, strategic planning, problem solving, critical decision making and innovation. This course will help students better understand the existing data related to population health and to build upon this data to impact issues of healthcare disparities within the population and how to meet the needs of the community served.

#### **HCL 508: Economics/Financial Management (3 credits)**

This course extends the concepts and insights addressed in HCL 503. With changing healthcare economics and reimbursement methods both on local and national levels, healthcare leaders must maintain an understanding of their internal financial management and be knowledgeable of how their organization organizes and reports financial data. Management and negotiation of insurance contracts, managing third party payers and addressing different and identifying innovative payment streams (in private and/or public sectors) is an important aspect of healthcare leadership. This will enable them to make financial decisions regarding the cost-effectiveness of their organization and understand the broader environment of funding healthcare services. This course will focus on foundational and advanced economic and financial management theories, principles and methods in healthcare financial management, as well as examine reimbursement methodologies, cost allocation strategies, and risk sharing.

#### **HCL 510: Marketing and Communication/Disruptive Innovation Technology (3 credits)**

This course provides students with a thorough understanding of traditional and non-traditional marketing methods (such as social media) enabling them to manage the development and deployment of their business models. This will include the overall design, development and implementation of marketing strategies commensurate with their strategic plan to lead within healthcare organizations. The course will review the role of the disruptive innovation model and how these approaches specifically apply to healthcare allowing them to attract new consumers while continuing to support their existing clientele.

### **MS-HCL Course Descriptions for Term III**

#### **HCL 507: EHR & Information Systems (3 credits)**

Electronic Health Records (EHRs) automate the activities of healthcare clinicians throughout healthcare systems, including physicians, nurses, physician assistants, and healthcare administrative staff. The use of EHRs presents both challenges and benefits to patients and staff, including the collection and management of data, HIPAA requirements and security, integration across systems and facilities, and the overall changes in roles and responsibilities of healthcare staff and leaders. This course will focus on understanding EHRs and health informatics, uses of technology, collection of data, and obtaining the skills to successfully manage those who utilize these systems. This will include developing a robust understanding of the role and function of information technology in operations and the ability to analyze and evaluate information to support decisions or recommendations.

**HCL 509: Organizational Research, Analytics and Innovative Solution Building (3 credits)** Organizational analytics that draw upon quantitative and qualitative data is critical for leading and successfully analyzing healthcare operations, making decisive decisions, and innovatively solving problems. Building upon work in HCL 506 and HCL 507, this course synthesizes the learning about research methods throughout the program, as well as further prepares students to develop and utilize various forms of data collection, statistical analysis, and reporting to make organizational decisions and the needed changes to healthcare organizational operations, with a focus on developing leadership skills to enhance creative solutions to problems within the healthcare industry.

**HCL 511: Social Entrepreneurship (3 credits)**

Social entrepreneurship is emerging as an aspect of organizational leadership that is important within the healthcare field, as these methods help address social and environmental challenges. Social entrepreneurship marries the business realities of healthcare organizations and the need to contribute to the social good. Effective leaders are challenged to fulfill a mission of addressing the needs of the surrounding community and social environmental challenges while also operating organizations in a fiscally responsible manner. More than ever, healthcare leaders are charged with finding opportunities and stepping beyond the traditional profit-driven business models and engaging in innovative problem solving approaches. This course will introduce these concepts and tools needed to operate in today's healthcare landscape while encouraging students to find ways to fulfill the healthcare needs of a population while also engaging in sustainable economic practices.

**HCL 512: Capstone (3 credits)**

The MS-HCL program invites students to identify a problem related to their own real-world organization or experiences and work on generating innovative solutions to address this problem by generating practical, applied and creative strategies. Work is ongoing throughout the program and culminates with a graduate level capstone project that demonstrates one's knowledge and practical skills in the field of healthcare leadership and addressing the healthcare problem they have been grappling with over the course of the program. The project draws upon and integrates conceptual and analytical work throughout the program. The capstone project is designed to engage in research and analysis that describes one's own perspective on healthcare leadership and how today's leader enable healthcare organizations to operate effectively and creatively to meet both short term and long term challenges.

**HCL 550: Mentorship (0 credits)**

Students register for this course each semester to coincide with the mentorship experience. It is expected that students meet or have contact with their Mentors bi-weekly, at a minimum. Mentor meetings will focus on developing ideas and social processes, as well as financial perspectives important to support and create change. Other key foci will be on developing the personal and interpersonal skills necessary in creating change and developing into an effective leader. Methods of mentoring may include discussion, case study analysis, development of strategic plans, addressing competencies and responding to semi-structured prompts. Students will be expected to create a summary of each meeting, documenting the process and progress of the mentoring experience. This work will be documented in an E-Portfolio, which will allow the university to follow the progress of the mentor relationship and the student's developmental progress, is tied to program competencies and will serve as a culminating artifact at the end of the program.