National UNIVERSITY

School of Health Professions

Doctor Of Health
Administration (DHA)
Program Handbook

October 2022

This handbook is neither a contract nor an offer of a contract. The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current NU Catalog or any other official documents. This handbook was designed to document requirements specific to the Doctor of Health Administration (DHA) degree program. The University reserves the right to change any provision or requirement, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw from the University for cause at any time. Failure to read this handbook does not excuse students from the requirements and regulations described herein.

National University welcomes all qualified adult students and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, veteran status, or disability. This applies to all National University policies, practices, or procedures involving applicants, students, faculty members, employees, and the public. National reserves the right to refuse admission to anyone the University believes does not meet National University academic standards or demonstrates actions or behaviors not aligned with Northcentral University policy.

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DHA Program Welcome Message

On behalf of the health administration faculty and staff, I want to welcome you to the Doctor in Health Administration (DHA) program at National University! Your academic journey is about to begin, and we hope this journey allows you to continue to seek and explore lifelong learning opportunities. Our goal is to prepare you to excel as a healthcare leader who will make positive impacts on the diverse and dynamic healthcare sector. Upon graduating from our program, you will have developed necessary healthcare leadership competencies, as well as skills in interprofessional collaboration that will allow you to successfully lead your organization and improve the health outcomes of the populations you serve.

You will find our curriculum engaging and applicable to the realities of healthcare leadership today, as well as in the future. Our faculty are experts who are here to mentor you on your doctoral journey. Our unique one-to-one learning model, outstanding resources, and active online student communities offer you the support that you need to succeed. You have a team dedicated to your educational success, which in turn will assist you in realizing your career goals!

Again, welcome to the DHA program…where you have what it takes!

Best,

Wittney Jones, PhD, MEd
Dean
School of Health Professions
wjones@nu.edu

Direct any questions about the Handbook to the School of Health Professions (shp@nu.edu)

1 **Introduction**

1 – Introduction

This Handbook has been prepared to serve as a guide for students enrolled in the Doctor of Health Administration (DHA) degree program at National University. University-wide rules and regulations can be found in the NU Catalog. The policies of this handbook are consistent with university policies and are intended to supplement, not replace, university policies and procedures. In addition, the educational and training protocols of the program are designed to align with the National Center for Healthcare Leadership (NCHL) and the Interprofessional Education Collaborative (IPEC) competency models.

Please read this handbook carefully, as you are expected to know this information. If you have any questions, please contact the DHA Program Director in the School of Health Professions at shp@nu.edu. This document will be revised periodically to reflect necessary programmatic changes that may occur due to changes in the profession, the University, and other requirements or relevant contexts. All policies, and any changes to these policies, shall be reviewed and approved by the appropriate administrative personnel and will be communicated to students as needed.

This handbook shall be distributed to the following named persons or groups of persons: 1) All faculty members, staff, and leadership associated with the DHA Program; and 2) All students both current and entering the DHA degree program.

Health Administration/Healthcare Management

According to the American College of Healthcare Executives (ACHE), healthcare administration or management is a broad field in which an individual employed in the healthcare sector influences the mission, vision, values, and beliefs of the healthcare organization. With this in mind, healthcare executives and managers, who are most often service-centered, have the opportunity to make a significant contribution to improving the health of the communities they serve. Health administrators and managers have excellent earning potential and are usually highly respected and visible members of their communities.

Career opportunities in health administration exist in every type of community – from small rural communities to large metropolitan areas, and even in international regions. Health administration provides career flexibility because not only are you able to work in a traditional healthcare setting, such as hospitals or nursing homes, graduates of NU's DHA program may have the unique opportunity to work in many different types of health services organizations, including accountable care organizations (ACOs), physician group practices, home health agencies, pharmaceutical and device manufacturers, consulting, and insurance companies. In addition, the increasing role of government in healthcare translates into more significant and more plentiful government and public policy positions. Our graduates may work for state health departments, private foundations, federal programs, or national associations, such as the U.S. Department of Health and Human Services, American Hospital Association, and the American Red Cross.

Overview of the DHA Program

National University, a regionally accredited educational institution, uses distance-based (online) education as the predominant method of instruction and interaction for its degree programs. The DHA program is housed within the School of Health Professions (SHP). While there is currently no organization offering accreditation for doctoral programs in health administration, this program was intentionally developed to align with the high standards of the Commission on Accreditation of Healthcare Management Education (CAHME) for graduate programs. The DHA program participates in the American College of Healthcare Executives (ACHE) Higher Education Network.

The program was founded on the principles of interprofessional education and is designed to provide a high-quality educational experience that will prepare students for success in mid-career and senior level executive positions in the healthcare industry. The program will present essential competencies and learning experiences to enable and prepare graduates to lead and effect change in complex and diverse healthcare organizations.

Credit Hour Requirements

The DHA degree is 60 credits, earned through the completion of 20 courses, comprised of 14 core courses, 2 elective courses selected from a broad range of electives to fit students' personal and professional goals (see Appendix B), and 4 applied doctoral experience courses designed to demonstrate doctoral proficiency. In these four doctoral project courses, faculty assist each DHA student in reaching this high goal through a systematic process that leads to the completion of a high-quality, doctoral-level project designed to solve a current issue within the field of health administration or the student's profession. This process requires care in choosing a project/topic, documenting its importance, planning the methodology and design, and completing or modeling the project. These activities contribute to smoothly writing the final manuscript and preparing the student for an oral presentation of the project. See Appendix C for tips in project development and selection.

While students may pursue studies at their own pace, new students following the shortest time to completion for the DHA program can expect to complete the program in approximately 37 months.

DHA-7000	The United States Healthcare Delivery System
DHA-7001	Healthcare Financial Management and Economics
DHA-7002	Health Leadership and Systems Thinking
DHA-7003	Human Resource Management for Healthcare Administrators
DHA-7004	Communications, Marketing, and Public Relations for Healthcare Administration Leaders
DHA-7005	Healthcare Quality Management
DHA-7006	Health Law, Ethics, and Policy
DHA-7007	Trends and Issues in Executive-Level Management for Healthcare Administrators
DHA-7108	Applied Research Projects in Healthcare
DHA-7009	Quantitative Reasoning and Analysis
DHA-7010	Project and Resource Management in Integrated Systems
DHA-7011	Advanced Application of Practice-Based Research in Health
DHA-7012	Data-Driven Decision Making
DHA Elective 1	See Appendix B
DHA Elective 2	See Appendix B
DHA-7013	DHA Prospectus and Portfolio
DIS-9911A-D	Applied Doctoral Introduction
DIS-9912A-D	Applied Doctoral Proposal
DIS-9913A-D	Institutional Review Board (IRB) and Data Collection
DIS-9914A-D	Applied Doctoral Manuscript

DHA Applied Project/Dissertation

Applied projects utilize existing academic/scholarly literature and professional information to inform solutions to problems that currently exist within the field or profession. Applied projects come in various designs (i.e., evaluation, action, quality improvement, or policy analysis), but regardless of how they are designed, the end product provides an important contribution to your discipline and profession.

The DHA applied project/dissertation is the culminating accomplishment in the DHA doctoral candidate's degree program. As an applied/professional degree, the project is practice-based and differs from a traditional PhD dissertation, which is research focused. However, the DHA applied project does include a substantial, scholarly work, called a dissertation, conducted independently by a candidate under the guidance of the faculty members who comprise the candidate's Doctoral Committee.

The goal of a DHA project is to lead and effect change by making evidence-based decisions, using innovation and interprofessionalism for optimal organizational performance within healthcare organizations. Please see Appendix C for additional information and a list of potential topics and ideas for your applied project.

DHA students also have the opportunity to attend a monthly DHA Topic Tackle session where DHA faculty and Chairs of project committees are available to discuss the processes of the applied project/dissertation and answer any questions students may have about their project topic and requirements.

Program Faculty

The faculty in the SHS are accomplished healthcare professionals from various related disciplines. Consistent with NU's standard, 100% of program faculty hold doctoral degrees. The faculty is made up of diverse professionals with a variety of cultural and professional backgrounds. The healthcare administration department is made up of full-time and part-time (adjunct) faculty, with the majority of students being taught by the full-time faculty. Faculty are encouraged to participate in teaching, scholarship, service, and practice activities that enable the program to achieve its goals and outcomes.

2 Program Mission, Vision, and Values
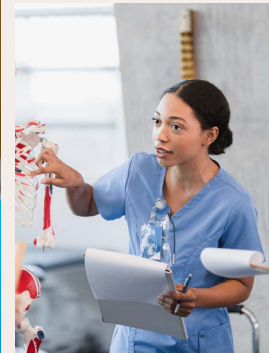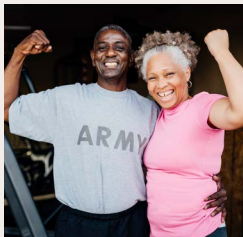
2 – Program Mission, Vision, And Values

The program's mission, vision, and values were intentionally crafted to reflect NU's mission, vision, and values.

DHA Mission:

Our mission is to prepare health professionals to become innovative leaders who can solve complex problems within the healthcare industry. This practice-based research program is designed to prepare leaders for positions in the private and public sectors by enhancing knowledge and competencies appropriate to a wide variety of leadership roles. Students utilize interprofessional practices to enhance strategic planning, healthcare management theory and approaches, and make evidenced-based decisions for optimal organizational performance within healthcare organizations.

Our one-to-one learning model for students provides a unique opportunity for our highly qualified faculty to be engaged in scholarship, practice, and service. Faculty are able to mentor and impart contemporary knowledge, skills, and values necessary for our graduates to work effectively across healthcare disciplines to ultimately improve health outcomes and health systems.

DHA Vision:

To be the premier choice for individuals seeking an applied doctoral degree in health administration.

DHA Values:

Excellence: Setting the highest standards for our students, faculty, and program to ensure we provide quality educational and interprofessional learning experiences.

Interprofessionalism: Using the core elements of interprofessional education and collaborative practices – includingteamwork/team-based practice, communication, values/ethics, and roles and responsibilities – to support enhancedunderstanding as faculty and students work on common goals related to improving health outcomes and health systems.

Diversity and Inclusion: Embracing differences of culture, thought, and action, and believing that the perspectives of all people enhance all aspects of healthcare management education and the healthcare industry.

Integrity: Demonstrating professionalism, ethical behavior, evidence-based decision making, and service, while being committed to lifelong learning and professional development.

Communication: Applying effective written and oral listening skills, along with the use of technology, to prepare and deliver professional documents and presentations, build relationships, and lead teams to enhance all aspects of the healthcare sector.

University Vision, Mission, and Values

Please visit the NU Catalog for NU's Vision, Mission, and Values.

3 Program Goals and Outcomes
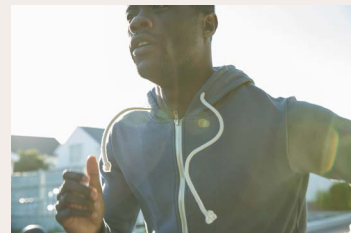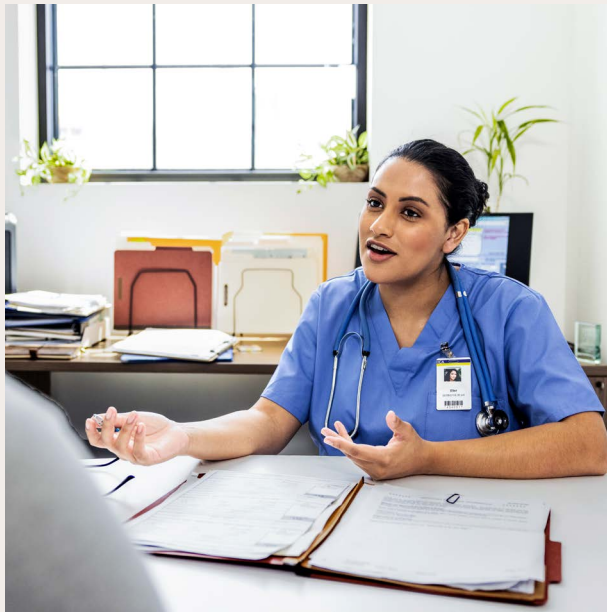
3 – Program Goals and Outcomes

Program Goals

The DHA program goals align with our program mission, vision, and values. Our goals represent the type of students we want to enroll in our program, as well as identify the industry position our graduates will have and the skills we want them to use effectively in their jobs.

PROGRAM GOAL 1:
Enroll diverse and qualified students.

PROGRAM GOAL 2:
Prepare health professionals to be innovative leaders within the healthcare sector.

PROGRAM GOAL 3:
Enhance students' competencies in interprofessional practice within the diverse health sector.

PROGRAM GOAL 4:
Cultivate student competencies in evidence-based decision making within healthcare organizations.

Program Learning Outcomes

Program learning outcomes (PLOs) represent students' cumulative learning across all courses by the end of the DHA program, and transfer into knowledge and skills they can use in their careers. The PLOs are the focus of student assessment throughout the program. Upon completion of the DHA program, you, as an adult learner and graduate, will be able to:

• Assess community needs through research, collaboration, and relationship building

• Recommend ethically sound policies that promote accountability and professionalism

• Facilitate change by leveraging technology and human capital within the healthcare industry

• Develop health related organizations by using data to inform strategy and address industry problems

• Construct and cultivate financial structures to ensure organizational viability.

Program Health Leadership Competencies

Healthcare leaders require a level of expertise and skills that are not typically attained at the undergraduate level. A doctoral degree in health administration is recognized by professional organizations, such as ACHE, as the premier step for an executive and managerial career in most healthcare organizations. With this in mind, the DHA program is committed to ensuring that effective health leadership is cultivated through the development of essential core competencies.

Our DHA program focuses on competencies from the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model and competencies from the Interprofessional Education Collaborative (IPEC) model. These models were developed by interdisciplinary subject matter experts and are recognized by the field of healthcare management education, as well as the healthcare industry itself, for providing a consistent and comprehensive foundation for leadership assessment. These competencies will be evaluated throughout the program. See Appendix A: DHA Student Competency Inventory.

Below is a representation of the DHA competency model.

Management & Leadership
- Change Leadership
- IT Management
- Initiative
- Project Management
- Strategic Orientation
- Team Leadership
- Engage Diverse Professionals
- Use KSA of Others
- Leadership & Collaboration Practices

Critical Thinking, Analysis & Problem Solving
- Analytical Thinking
- Financial Skills
- Information Seeking
- Innovative Thinking
- Performance Measurement
- Organizational Awareness
- Interprofessional Engagement in Problem Solving

Professionalism & Ethics
- Accountability
- Professionalism
- Demonstrate Ethical Conduct
- Ethical Principles Guide
- Share Accountability

HEALTH LEADERSHIP

Communication & Interpersonal Effectiveness
- Collaboration
- Community Orientation
- Impact and Influence
- Relationship Building
- Effective Communication Tools
- Emphasis on Teamwork

Knowledge of Health Sector & Healthcare Management
- Process Management & Organizational Design
- Organizational Awareness
- Process Improvement

Interprofessional Education (IPE)

One of the foundational values of the School of Health Professions (SHP) and the DHA program is interprofessional education (IPE). IPE is defined as "when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes" (WHO, 2010). As the complexity of issues impacting patients' health increases, SHP is dedicated to preparing students who are highly competent and skilled at collaborating with others in the field to address patient and industry needs. IPE and collaborative practice have been integrated into each of the academic programs in SHP.

SHP intentionally seeks opportunities to provide IPE activities for and with our students. An IPE Discussion Forum within our student engagement network, The Commons, has been established, allowing students and faculty from the various SHP disciplines (health administration, public health, clinical lab sciences, and nursing) to engage and interact with each other. All faculty have experience in their respective industries, and this forum allows for engagement on various levels. Additionally, SHP has established a monthly student-lead IPE Speaker Series (via Zoom webinar). Industry leaders serve as guest speakers to bring relevant topics to our faculty and students. The case studies and question and answer segments have proven to be very engaging for students across their respective disciplines. In the true spirit of IPE, other health-focused disciplines and programs/schools have been invited to participate in the Speaker Series, including schools/programs within NU, as well as programs/ schools/colleges outside of NU with which we have collaborative relationships.

DHA students are encouraged to participate in the IPE Speaker Series on a monthly basis, by either attending the live webinars or by watching the recorded webinars on the school specific webpage in the Center for Teaching and Learning at a later time.

# 4 Program Evaluation And Assessment
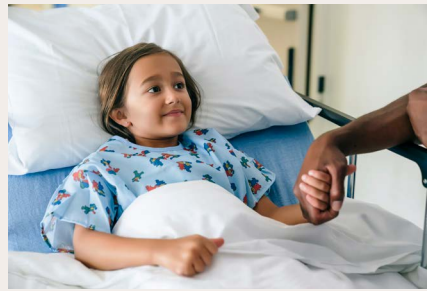
4 – Program Evaluation and Assessment

The DHA program utilizes an ongoing assessment cycle as part of its strategic plan for continuous quality improvement. The assessment cycles include the following activities: 1) Gathering data, 2) Analyzing and interpreting data, 3) Developing action plans based on the data, and 4) Measuring successes of action plans and initiating subsequent cycles. Educational and program outcome data, as well as program performance data, are reviewed annually. This review is performed in order to revise outcomes per industry standards, to reflect DHA core competencies, educational guidelines, and evidence-based trends. Specifically, action plans are created to improve educational outcomes, curriculum, and overall program quality based on outcome data as well as faculty and student feedback. Action plans are also reviewed annually. The aggregated data and subsequent analysis are provided to various Communities of Interest (COI) at NCU, including but not limited to faculty, students, alumni, SHP Student Advisory Council (SAC), SHP Professional Advisory Council (PAC), health industry employers, University administration, accrediting bodies, and others as appropriate. Feedback is requested from each community of interest, which is then used to implement change and improvement in the program, its policies, and procedures.

Program Assessment

The purpose of program assessment, which includes many aspects (curriculum, teaching, learning, assessment methods, and instructor effectiveness), is for continuous quality improvement of the program, ensuring we are meeting the needs of our students, accrediting organizations, and the healthcare industry. The assessment cycle is an evidence-based, iterative cycle of planning, implementing, assessing, and improving learning outcomes and program performance.

The DHA Program Director is responsible for overseeing the assessment of the DHA program. Institutional support for data gathering, analysis, and documentation of assessment activities is provided via the SHP Assessment Director. The Program Director meets regularly with DHA faculty to review assessment data and implement program improvements/modifications.
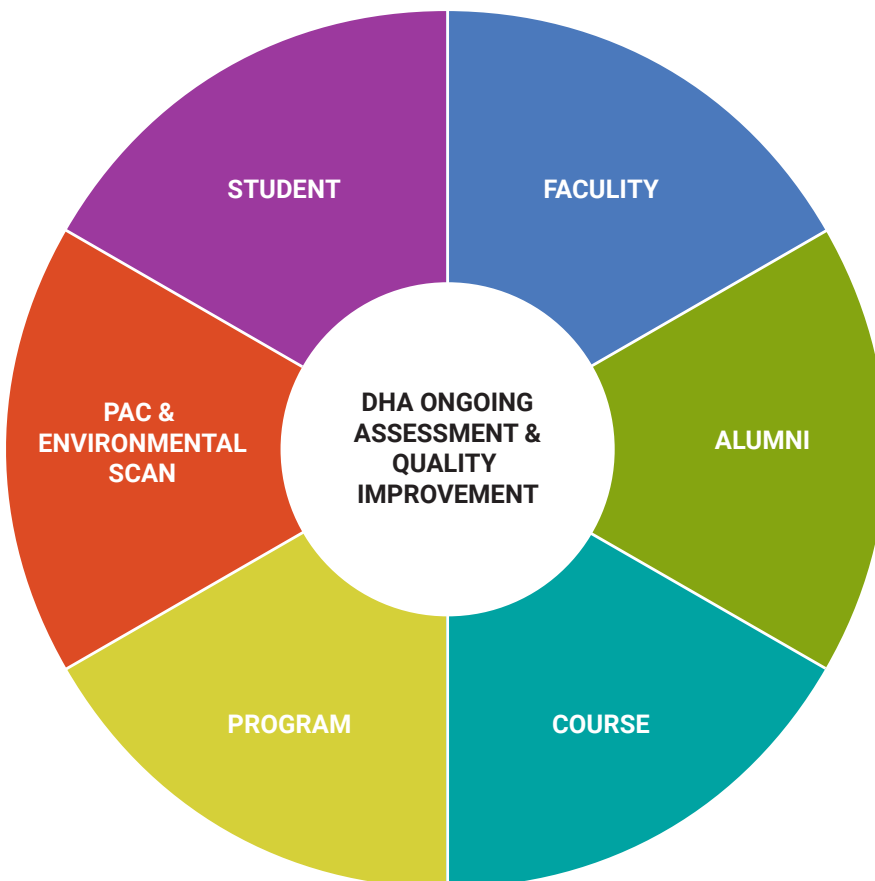
5 Program Expectations

5 – Program Expectations

Student

Students in the DHA program, as current or future healthcare leaders and professionals, are held to established standards and expectations. These expectations directly align with the program's values.

1. Students are expected to adhere to all NU policies, procedures, and codes of conduct.

2. Students are expected to be professional, respectful, and abide by the ACHE Code of Ethics.

3. Students have the responsibility to communicate with the DHA faculty and administration.

    A. Communication with course faculty may be conducted by email, phone calls, and online conferencing such as Zoom or Skype.

    B. Students are expected to engage in one-to-one conversations with course faculty, per the NU learning model. Conversations should be expected in, but not limited to, the first week of student courses.

    C. Students are expected to contact course faculty and/or the program director if they are experiencing difficulties in a course and/or in their personal or professional lives.

    D. Communication with course faculty must be timely, either prior to or directly after any unforeseen circumstance.

    E. Communication must be professional and respectful.

    F. Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:

     • Use of complete sentences, proper spelling, and grammar.

     • Avoid the use of slang, obscene words, swearing, cussing, cursing, or threatening language.

     • Be respectful of differences and value others' opinions (even if you are in disagreement).

  G. Students should only use their NU email for course/school online correspondence.

     • Students are expected to check their NU email regularly, preferably daily.

     • Students are expected to respond to emails in a timely fashion — within 24–48 hours.

4. Students are expected to adhere to graduate-level writing, which is scholarly and rigorous. Graduate-level writing goes beyond the expected minimum of the assignment instructions, broadens the topic from courseroom to professional life, is based on evidence, and synthesizes different points of view. Graduate-level assignments are to be written clearly and succinctly; have limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.

5. Students are expected to use APA formatting for all assignments unless otherwise noted. NU has many resources available to students to help with APA and writing skills.

6. Students are responsible for all course material and are expected to complete all coursework by the assigned due dates. All assignments are due on Sundays by 11:59 p.m. Pacific time, per NU policy.

A. The NCU grading scale for doctoral students is as follows:

National UNIVERSITY

GRADING SCALE

A	=	100-94
A-	=	93-90
B+	=	89-87
B	=	86-83
B-	=	82-80
C+	=	79-77
C	=	76-73
F	=	72-0

B. Students have the responsibility to review all feedback provided by the course faculty on student assignments and are expected to apply this feedback to future assignments. If faculty feedback is unclear, the student is expected to contact the course faculty for clarification.

C. DHA Late Assignment Grading Policy

• Week 1 Extensions – When a student accepts a course late, with Monday being the expected course acceptance day, faculty may grant the student additional days (equal to the number of days of late acceptance), to submit Week 1 assignment(s). This only applies to Week 1 assignments; all other assignments are due by said due dates.

• If an assignment is submitted 1-6 days late and without prior communication and authorization from faculty, a 5% deduction is taken every day the assignment is late. This deduction occurs before other deductions for issues with content, critical thinking, grammar/APA, and resource use. Feedback on the assignment will be provided by the faculty member and the grade earned will be posted.

• If an assignment is submitted 7 or more days late without prior communication and authorization from faculty, the assignment will not be accepted, meaning it will not be graded and no feedback will be provided.

• In addition, course work will not be accepted after the course end date (Week 8) and/or approved course extension end.

C1. Emergency Event Or Extenuating Circumstance

If a student anticipates missing an assignment deadline due to an emergency event or extenuating circumstance, it is the responsibility of the student to contact the course faculty PRIOR to the due date, if at all possible, to make arrangements for an extension to the due date. An extension may or may not be granted. Overdue assignments may or may not be accepted with or without penalty. If the student is unable to contact the course faculty prior to the event/circumstance, the student should contact the faculty as soon as they are able. If you are unable to contact to your faculty and a family member reaches out to your faculty member, faculty are not allowed to communicate with family members and will direct your representative to the Academic Financial Advisor. Documentation may be required by course faculty to accept the late assignment.

7. All student course work is expected to be original and written specifically for the course in which it is assigned. Plagiarism, whether intentional or unintentional, is an academic integrity violation. This includes self-plagiarism.

A. Academic recycling, which is defined as the submission of all or a portion of course work submitted for an assignment in a concurrent course, previous course, or at another institution, is not permitted.

B. If a student is **repeating a previously attempted course**, NU allows prior work from the same course to be submitted when a student is retaking a course that was previously attempted. However, the student must notify their faculty that they previously attempted the course and are re-using prior work. This exception notwithstanding, it is always prudent to refine prior work before submission to best reflect the student's current scholarly abilities to achieve the best chance for a passing grade on the re-take.

C. If a student would like to reuse their previous work and believes that a concurrent or previous course assignment meets the criteria for a current course assignment, the following criteria must be satisfied:

    1. **PRIOR** to submission, faculty permission must be obtained. Not all faculty may grant this permission.

    2. The original assignment must be substantially revised and/or enhanced to reflect the student's current scholarly abilities.

    3. The recycled material is properly recognized as "self-citing" in the current submission according to APA guidelines.

9. Students are encouraged to participate in Interprofessional Education (IPE) Activities offered by SHP. **DHA students are required to track their participation and turn in documentation upon completion of the program (see Appendix B). DHA students are encouraged to participate in at least 6 IPE activities during the tenure of their program.**

10. Students are expected to engage in The Commons, particularly the School of Health Professions HA, IPE, and Nursing Commons. There are a variety of interest groups in The Commons that students can connect with for engagement.

Faculty

Faculty of the DHA program, as educators and current or previous healthcare leaders and professionals, are held to certain expectations and have specific responsibilities to the DHA student. These expectations and responsibilities directly align with the program's values.

    1. Faculty are expected to adhere to all NU expectations, code of conduct, policies, and procedures.

    2. Faculty are expected to be professional, respectful, and abide by the ACHE Code of Ethics.

    3. Faculty are expected to fully execute NU's Teaching Through Engagement pedagogy by being present, serving as mentors to their students, sharing their knowledge and experiences, and helping students grow as individuals and professionals. Please refer to the *Teaching Through Engagement* training and handbook for further explanations.

    4. Faculty have the responsibility to communicate with the DHA students.

        A Communication with students may be conducted by email, phone calls, and online conferencing such as Zoom or Skype.

        B Faculty are expected to engage in one-to-one conversations with students, per the NU learning model. Conversations should be expected in, but not limited to, the first week of student courses.

        C Faculty are expected to contact students if they are going to be out of the office and unavailable. Faculty will also communicate to the student who to contact in their absence.

        D Communication must be professional and respectful.

5. Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:

   • Use of complete sentences, proper spelling, and grammar.

   • Avoid the use of slang, obscene words, swearing, cussing, cursing, or threatening language.

   • Be respectful of differences and value others' opinions (even if you are in disagreement).

6. Faculty should only use NU email for course/school online correspondence with students.

   • Faculty are expected to check their NU email regularly, preferably daily.

   • Faculty are expected to respond to emails in a timely fashion — within 24–48 hours.

7. Faculty are expected to provide timely, thorough, and relevant feedback on student assignments (refer to the Teaching through Engagement Feedback Guide). Feedback and grades must be provided within four days of assignment due date. Faculty have the responsibility to ensure the student understands feedback, to work with students on improvements, and that the student is applying said feedback in future assignments.

8. Faculty are expected to adhere to grading at the graduate level, per the grading guidelines stated by NU and the DHA program. Graduate-level writing should go beyond the expected minimum of the assignment instructions, broaden the topic from courseroom to professional life, be based in evidence, and synthesize different points of view. Graduate-level assignments are to be written clearly and succinctly, have limited use of quotations, and utilize proper syntax, grammar, punctuation, and spelling consistently.

9. Faculty have the responsibility to report academic integrity violations.

10. Faculty are expected to participate in Interprofessional Education (IPE) Activities offered by SHS.

11. Faculty are expected to engage in The Commons, particularly the SHS HA, IPE, and Nursing Commons. There are a variety of interest groups in The Commons that faculty can connect with for engagement.
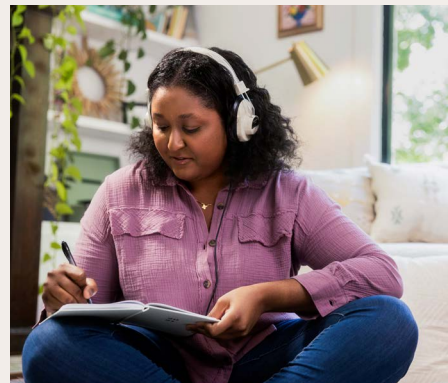
12. Faculty are expected to work with students and the DHA program if a course extension or incomplete is necessary. These policies are not to be abused and are for serious or extenuating circumstances only.

6 Program Resources

6 – Program Resources

All students in the DHA program are expected to be familiar with the DHA Handbook and the policies outlined in the current NU Catalog, as well as agree to abide by all key policies and procedures. In addition, students are expected to agree to and abide by the professional and ethical behavior outlined in the ACHE Code of Ethics. Failure to do so may result in dismissal from the program.

Professional Advisory Council

The DHA Professional Advisory Council (PAC) consists of leaders and administrators with a vast variety of healthcare experience. Similar PACs exist in each school throughout National University. The primary purpose of the PAC is to provide industry expertise to the DHA program, acting as sounding boards to ensure students are learning relevant disciplinary knowledge and skills that align with the needs of external stakeholders. PAC members are asked to participate in various evaluation activities. These activities provide the DHA program with valuable information to help support the continuous improvement of the program.

Student Governance

Student governance is a very important part of the NU model, both within the program and across the university. The university Policy and Procedures Manual, Role of Student in Governance, indicates that students, as consumers, have a valuable perspective on the educational services they receive. Therefore, the University can benefit from their perceptions and input, especially on academic and administrative matters. Students in the DHA program are encouraged to participate in governance through the School of Health Professions Student Advisory Council (SAC).

SHP Student Advisory Council

The School of Health Professions Student Advisory Council (SAC) serves as a liaison between students, faculty, and administration. SAC members work together to evaluate and provide recommendations to DHA policy and program, as well as work toward increasing student awareness and participation with DHA opportunities. More specifically, this council is expected to identify issues important to the future of the University and the DHA program, as well as provide feedback and recommendations regarding improvement or enhancements to the program from the student perspective.

Student Support Services

Northcentral University offers an array of student support services. Contact information for all student support services can be found in the current NU Catalog. With the use of a web survey, the university evaluates student support services annually to ensure the quality of these services are meeting the program and student needs.

Please consult the NU Catalog for specific information pertaining to the following services:

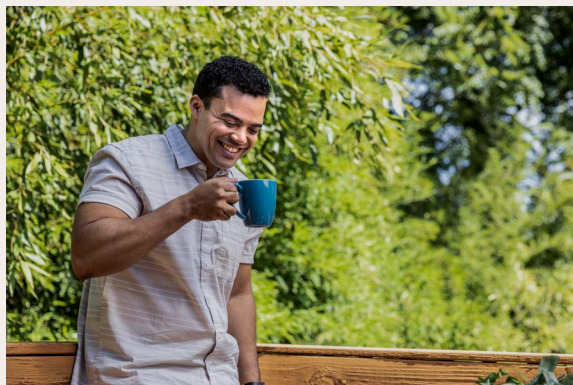|	
Enrollment Services	**NU Library**
Academic and Financial Advising	**Alumni Services**
Disability/ADA Services	**Office of the Registrar**
Center for Teaching and Learning	**IT Service Desk Team**
Academic Success Center	**Institutional Review Board**
Educational Materials and Resources	**Well-Being and Safety**

7 General Program Policies and Procedures

7 - General Program Policies and Procedures

Notice: Please consult the current version of the NU Catalog for information regarding curriculum, academic requirements, fees, deadlines, academic policies (including requirements regarding English proficiency and degrees awarded by non-U.S. Institutions), and application and admission requirements.

The following program policies are reviewed and revised as necessary. Policies have been developed to be fair and equitable. All program policies are designed to be supportive of the program and university mission and values. If students have questions regarding any policies or any other information found in this handbook, they are encouraged to contact the DHA Program Director (shp@nu.edu) to seek clarification.

Recruitment of Students and Faculty

The program has an intentional and comprehensive strategy to attract and retain a diverse student body, faculty instructors, professional staff, etc. Due to the format of the distance-based education structure, the program is accessible to students and faculty from diverse and marginalized backgrounds that may not have access to a DHA program in a regionally accredited university. We utilize the power of the Internet and social media to reach the most diverse population possible. Additionally, in the recruitment of potential students, we use organizations that advertise to a wide variety of people and collect leads expressing interest in graduate studies. These leads are then purchased by NU and the potential students are contacted to see if there is a fit between the goals of the applicant and the programs we offer.

As part of the overall strategy, the program strives to offer diversity in the curriculum, to attract a wider body of students and faculty. Faculty are recruited through traditional Internet-based websites (Higher Ed Jobs, Monster, Indeed, etc.) where we often purchase the "diversity package" to ensure the posts are on specific websites that market to diverse populations of professionals. Reaching potential students, staff, and faculty is facilitated by the ample Internet-based resources that remove many of the barriers to searches that existed historically.

In addition, we receive referrals from our current full- and part-time faculty, students, and alumni, which are spread across the nation and many foreign countries, as well as our PAC members. We also recruit potential students, staff, and faculty at professional conferences (e.g., ACHE Congress, APHA conference, AUPHA Annual Meeting, etc.) where we receive inquiries regarding our programs and employment with the University.

There are formal structures in place to not only attract but retain a diverse student body and faculty/staff. The program strives for inclusion and diversity within the program and the current strategic efforts have successfully created a program that has rich diversity in its current student body and faculty.

Anti-Discrimination Policy

The DHA Program abides by the University's Anti-Discriminatory Policy, as found in the current NU Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity is a crucial element of this growth. Diversity includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning disabilities, physical limitations, age, veteran status, belief systems, and academic and professional background. Respect for diversity is embedded in the nature of the DHA program at National University, and the program is committed to acknowledging and discussing issues of diversity. Due to the online nature of the program, students and faculty members come from a wide variety of contexts. As such, the importance of diversity can be seen in the actual diversity of our students and faculty, as well as being evident throughout our curriculum and educational outcomes.

Admission Policy

Admission to the National University Doctor in Health Administration program requires the following:

- Master's degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution.

- Transcripts, minimum grade point average of 3.0 or higher on a 4.0 scale.

- It is preferred that DHA applicants have at least 3-5 years of healthcare experience at the mid-to seniorexecutive levels

EXCEPTION: Applicants without requisite healthcare experience/education may seek conditional admission from the DHA Program Director.

The following is an outline of what can be expected once the student is accepted.

Responsible Party	Action
Academic and Financial Advisor (AFA)	Provides student support throughout their program. This may include, but is not limited to, scheduling adjustments, support with financial aid or other funding options, program questions, assistance with University resources, or questions related to University policies and procedures.
Student	Stays in contact with their Academic and Financial Advisor (AFA) in order to adjust the timing of courses, ask questions, or request information or assistance regarding matters related to these aspects of the program. The most common ways of maintaining contact are email, phone calls, or the University message system.
Student	Utilizes the course website as the primary means for completing coursework and degree requirements, serving as the gateway to courses, the NU Bookstore, communication with faculty, staff, and other students, and University resources, such as the NU Library, the Academic Success Center (ASC), and the IT Help Desk. Using NCUOne, the student can review their degree plan, request/register for specific courses, manage educational finances, and setup or edit personal information found in NCUOne.
Student	Begins courses and submits assignments in a timely manner. Understands the program's late policy. No "bulk uploading" is accepted. The student must receive feedback and a grade on the current assignment before submitting the next assignment. Stays in contact with faculty member regarding course attendance and assignment questions.
Faculty Member	When assignments are completed and submitted for grading, the faculty member reviews, evaluates, offers detailed feedback, and submits the feedback and grades for completed work. University requirements are such that faculty must respond to questions in messages or email within 24-48 hours and they must grade and submit detailed feedback for all work submitted within 4 business days. Provide academic and professional mentoring.
Student	Takes advantage of the asynchronous model to work at their convenience, within the allowed time frames for course participation and faculty member responsiveness. Students are encouraged to also set time to talk via Skype or Zoom (or by phone) if additional mentoring or support is needed.

Minimum Technology Requirements and Training

Minimum Technology Requirements: Students in an online program must have the technological resources necessary for them to be successful. The Technical Requirements (as found in the NU Catalog) list explains the minimum technical requirements for NU students.

Available Technology Training:

Students can locate the Student Technology Resource Center within the Center for Teaching and Learning Community in The Commons. The center can be found under the "Find What You Need" tile. This link takes you to the University Services Module and the Student Technology Resource Center can be located on the left-hand side of the page.

University Orientation

University enrollment and academic advisors orient students to the learning environment. DHA students should ensure that they have familiarized themselves with NCUOne, The Commons, and various student support services. Students are encouraged to complete Great Start student orientation. Great Start is a roadmap that introduces new students to the various academic and support services available, while also covering several essential topics that will help students be successful during their time at NU. Contact your Academic and Financial Advisors if you have questions regarding university orientation.

DHA students receive an email invitation from the DHA Program Director during the first couple of weeks of their first course for the opportunity to meet with the program director one-to-one to hear more about the DHA program and ask any questions they may have.

Code of Conduct Policy

National University has established a Code of Conduct for all students and faculty in the University community, including applicants and alumni. Students in the DHA program are expected to abide by this code at all times. This code can be found in the NU Catalog.

Academic Integrity

All work submitted in each course must be the student's own original work. This includes all assignments, exams, term papers, and other projects required by the faculty. The submission of another person's work represented as that of the student's (without properly citing the source of the work) will be considered plagiarism and will result in an Academic Integrity Policy Violation Notice being filed by the faculty member. The result may be an unsatisfactory grade for the work submitted or for the entire course, and may result in academic dismissal. Assignments are submitted through TurnItIn to help students prevent plagiarism, engage students in the writing process, and provide personalized feedback.

The American Psychological Association (APA) Manual is the current standard for all student work. Students may find out more about this writing style through the Center for Teaching and Learning, the Academic Success Center, and NU's APA Central, or may ask their faculty mentor for help.

Grade Policy

See Grading Policies of the NU Catalog for information about the NU Grading Policies.

Natural Disasters and University-Wide Technology Outages

Students should be reassured that faculty will work with them in regard to assignment submissions in the event of natural disasters (i.e., hurricanes, wildfires, tornadoes, etc.), or in the event of a university-wide technology outage. Each event and how it directly affects the student will be handled on an individual basis. This may or may not include extensions on assignment due dates, utilizing the Incomplete Grading Policy, and/or granting an official course extension. Students should contact their course faculty if they believe they will be impacted by a natural disaster.

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which National University measures students' progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and SAP Maximum Timeframe. If, at any SAP evaluation time, a student is not meeting the minimum requirements for SAP, students receive an email notification via their NU email as well as an email to the personal address on file. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

Additional information regarding the Satisfactory Academic Progress policy can be found in the NU Catalog.

Course Repetitions

Students who do not meet required minimum grades and/or who fail to maintain a GPA of 3.0 or better may repeat a course to improve their academic standing, and for the opportunity to enhance knowledge may request a second attempt of the same course. However, it is recommended that the student make an appointment with the DHA Program Director to review their plan to facilitate academic and course success on the second attempt. If the second attempt is unsuccessful, per NU policy, a third attempt may be requested. The DHA Program Director retains the right to determine if a third attempt is in a student's best interest and the third attempt is not guaranteed.

Only the most recent grade for a repeated course is counted in the program GPA. All attempted courses are counted toward the Course Completion Rate and the SAP Maximum Timeframe for program completion. Please see Grading Policies and Procedures in the NU Catalog for additional information on repeated courses.

Academic Leave of Absence

NU programs are designed to allow students to pursue their educational efforts full-time while managing other responsibilities. NU will consider granting an Academic Leave of Absence (LOA) for a student who is experiencing hardships that make effective progress in their academic course of study unusually difficult. A leave of absence is defined as a temporary break from academic registration with a clear intent to return to the program of study.

Additional information regarding the Academic Leave of Absence policy can be found in the NU Catalog.

Academic Probation

Satisfactory Academic Progress (SAP) is the standard by which NU measures students' progress towards completion of their program. Occasionally, students experience difficulty in their graduate program affecting one or more components of their satisfactory academic progress (GPA, Course Completion Rate, SAP Max Timeframe). A student in Good Standing will be placed in a Warning status by the University at their next evaluation if one or more SAP minimums are not met. A student in Warning will be placed on Academic Probation by the University at their next evaluation point if one or more SAP minimums are not met.

A student placed on Academic Probation remains on Academic Probation for one evaluation period. For graduate students, one evaluation period is measured as nine attempted credit hours. A student on Academic Probation may appeal to be placed on Financial Aid Probation to continue using Federal Financial Aid funding for one evaluation period. A student on Academic or Financial Aid Probation must meet the minimum standards for all their SAP components and return to Good Standing by their next evaluation point. Failure to do so may result in academic dismissal from the University. Although a student may appeal grades and/or to use Federal Financial Aid funds - a student cannot appeal their SAP status. For a complete list of SAP statuses and the appeals process, please review the NU Catalog.

Resources Available to Students When Experiencing Difficulties

When a student is placed on probation, several steps may be taken as a part of his or her remediation plan. This plan may include, but is not limited to, the following: (a) reducing the student's course load, (b) referring students to the National University academic assistance resources, (c) considering a possible leave of absence, (d) suggesting a referral of a student for therapy services or medical intervention in his or her local community, (e) creating a behavioral contract to outline the necessary changes and steps that must be taken for successful completion of the program, and (f) providing additional faculty mentoring and encouragement. All recommendations are designed with the goal of helping students to succeed. If, during a student's program, the faculty determines that a student does not have the personal and professional health and maturity needed to be an effective healthcare administrator, the student will be advised of this and counseled to seek another area of study.

Dismissal From the Program

Students who violate the University's Code of Conduct and/or Academic Integrity policy while enrolled in the program may be subject to immediate dismissal. Students who have been dismissed due to a violation of the Code of Conduct or Academic Integrity policy, or due to any other legal or ethical matter, do not qualify for readmission to National University. Students in violation of the University's Attendance policy may be administratively withdrawn. Students who do not meet their financial obligations may be restricted from attending future courses. The Code of Conduct, Attendance Policy, and a summary of the Academic Integrity Policy are published in the NU Catalog. Complete information concerning academic Integrity is provided in the NU Catalog.

Time Limits for Degree Completion

NU allows 7 years to complete doctoral programs of 60 credit hours or less. The DHA degree requires 60 credit hours at the graduate level beyond the master's degree. The estimated time of completion of the DHA program is 45 months (this time may vary due to student enrollment and successful completion of each course).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted (if applicable). As most NU students are working adults, balancing educational, professional, and personal commitments, the Academic and Financial Advisors (AFA) will work with you to develop a program schedule that works best for you.

Graduation Policy

Upon completion of all program requirements, students complete an online diploma application that can be accessed via University Services Module in NCUOne. To assure that all requirements of the program and degree, as well as those of the University, are met prior to conferring the degree, a Graduation Audit will be performed in response to a student's diploma application.

For all students, degree requirements include:

- 3.0 (letter grade of "B") or higher GPA.

- Completion of all coursework and academic program requirements.

- Official documents on file for basis of admission from an appropriately accredited academic institution.

- Official transcripts on file for all transfer credit hours accepted by the University.

- All financial obligations to the University paid in full.

Additional information regarding degree conferral policies and procedures is outlined in the NU Catalog.

Program Completion, Alumni, and Employer Evaluation Surveys

Graduating students are asked to participate in an online SHP Program Completion Survey upon degree conferral, and the Alumni Survey and Survey of Employers of graduates one year after graduation. The primary purpose of the Program Completion Survey is to give students an opportunity to share with the DHA faculty their overall evaluation of the DHA program, including ways that it can be improved. The primary purpose of the alumni survey is to gather information on how well the program prepared them for success in various competency areas and current employment. The purpose of the employer evaluation survey is to gather information about their views of how well our graduates are doing, what competencies may be lacking, and, in general, how satisfied they are with the graduate's performance. Students are asked to please be sure to provide contact information (email, phone, etc.) when they graduate so they or their employers can be provided links to these various surveys.

Student Complaint and Grievance Procedures

Students may find detailed information regarding complaint and grievance processes in the NU Catalog. Part of the process of becoming a professional is learning to deal appropriately with disagreements and grievances. Most concerns can be effectively addressed and resolved between te student and their faculty. Engaging in a respectful interchange of ideas and concerns with peers and supervisors is an important part of a student's professional development, and learning to address concerns in a professional manner is an important graduate-level student skill. Students are encouraged to first communicate concerns with their faculty or program administrators to ensure every opportunity for resolution has been discussed.

If students experience a concern, either academic or administrative (e.g., university policy or procedures, its decisions, or judgements), the student should follow the steps outlined in the NU Catalog. For academic concerns regarding grade appeals, student should contact their Academic and Financial Advisor (AFA) or refer to the NU Catalog for the current appeal process.

*See NU Catalog for additional information regarding University policies and procedures.

AP Appendix A-C

Appendix A: Student Leadership Competencies

NU DHA Student Competency Inventory
Competency Inventory Completion Instructions

The following pages contain a complete listing of the health leadership competencies used by the DHA Program. The goal of the DHA Program is to help you develop these competencies and build your capabilities as you advance through the program and prepare for a successful career in health administration. The competencies listed are derived from the National Center for Healthcare Leadership (NCHL) and the Interprofessional Education Collaboration (IPEC) competency models.

Keep in mind that this inventory is a personal reflection on your capabilities in relation to your long-term professional development and career goals. There are no right or wrong answers. Therefore, this inventory will be most useful to you if you keep it as a record (in your e-Portfolio) of your current perceived capability(ies) in relation to each competency. At the end of the inventory, provide a summative paragraph of your overall reflection on where you are in terms of the competencies listed, where you would like to be, and how you plan to develop these competencies.

You will complete this inventory in your first DHA course (DHA 7000), mid-program in DHA 7007, and your last course (DHA 7013). Your faculty will complete a similar inventory for you at the end of courses 7004 and 7010. Your faculty will review these assessment inventories with you and help you develop an individual improvement plan as needed.

APPENDIX A: STUDENT LEADERSHIP COMPETENCIES
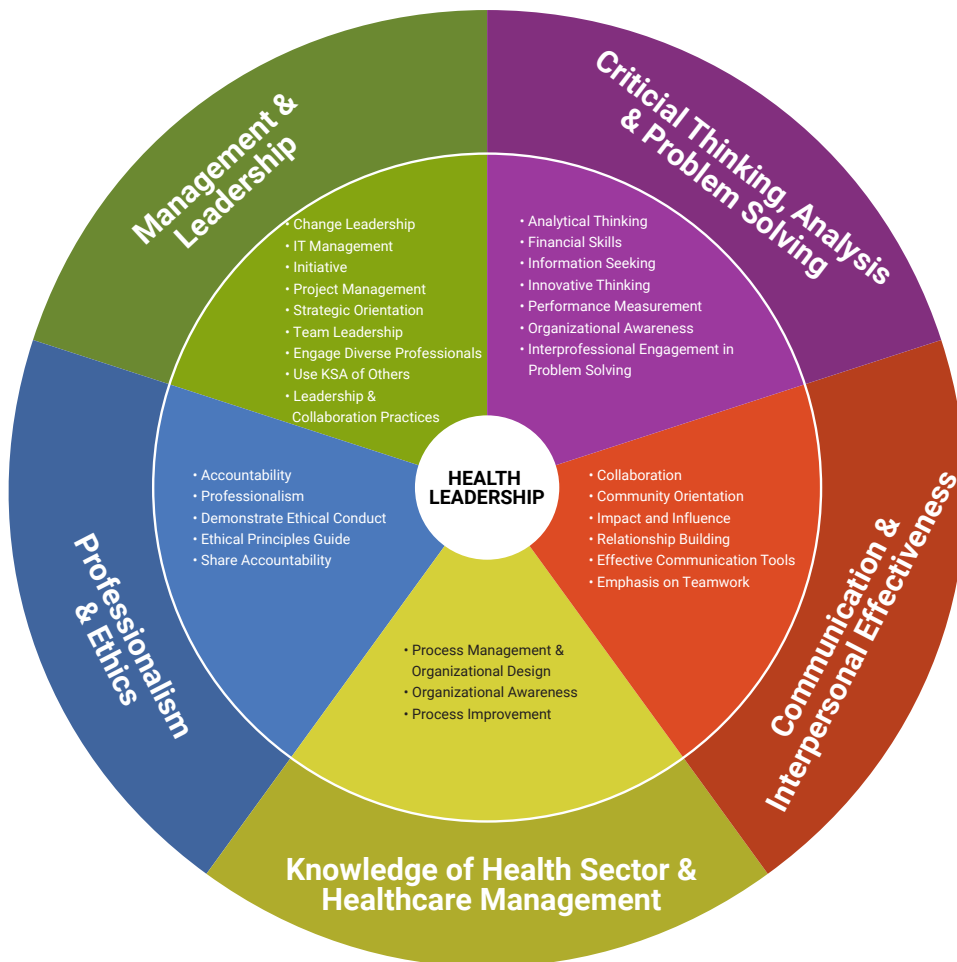
Please fill in your name and provide the date of the inventory completed.

STUDENT NAME	
SELF-ASSESSMENT	**DATE OF ASSESSMENT**
Pre/Self-Assessment (DHA 7000)	
Mid Program Self-Assessment (DHA 7007)	
Post/Self-Assessment (DHA 7013)	

The competencies labeled L1, L2, etc. represent the overarching competency domain. The competency(ies) labeled L1.1., L2.1., etc. are the sub-levels of that competency. The sub-level is what the DHA program would like you to attain by the end of the program.

Using a Likert Scale from 1 "Not at all" to 5 "Expert," please click on the box to indicate your CURRENT level of capability for each competency listed. At the end, please provide a summative reflection.

		Not at all	Beginner	Competent	Proficient	Expert
National Center for Healthcare Leadership (NCHL) Competencies		1	2	3	4	5
L1.	**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.					
L1.5	**Accountability: Creates a Culture of Accountability** Creates a culture of strong accountability throughout the organization; Holds others accountable for demanding high performance and enforcing consequences of non-performance and taking action; Accepts responsibility for the results of own work and that delegated to others.					
L3.	**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.					
L3.4	**Analytical Thinking: Develops Complex Plans or Analyses** Identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them; Peels back multiple layers of a problem; Uses several analytical techniques to identify potential solutions and weigh the value of each.					
L4.	**Change Leadership** The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.					
L4.6	**Change Leadership: Provides Calm During the Storm of Change** Maintains an eye on the strategic goals and values during the chaos of change; Provides focused, unswerving leadership to advance change initiatives; Exemplifies quiet confidence in the progress and benefits of change; Provides direction for overcoming adversity and resistance to change; Defines the vision for the next wave of change.					
L5.	**Collaboration** The ability to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. Collaboration applies when a person is a member of a group of people functioning as a team, but not the leader.					

		Not at all	Beginner	Competent	Proficient	Expert
National Center for Healthcare Leadership (NCHL) Competencies		1	2	3	4	5
L5.3	**Collaboration: Solicits Input** Genuinely values others' input and expertise; Actively seeks the input of others to increase the quality of solutions developed; Displays willingness to learn from others, including subordinates and peers; Solicits ideas and opinions to help form specific decisions or plans; Works to create common mindset.					
L7.	**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.					
L7.5	**Community Orientation: Provides Services to the Community** Takes deliberate action to support the local and regional community's health values and needs; Initiates or develops a new service or array of services to address the specific needs of the population and how it wants to receive health, recognizing ethnic and cultural differences; Works with other regional health organizations and constituencies to create a comprehensive and integrated health system to promote long-term wellness and serve community needs; Advocates for community health needs and priorities.					
L8.	**Financial Skills** The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.					
L8.5	**Financial Skills: Develops Long-term Financial Plans** Develops long-term plans for funding growth and development (e.g., new services, clinical programs, community outreach); Develops long-term capital spending for building renovation and expansion; Develops funding sources and their financial implications.					
L10.	**Impact and 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, since Impact and Influence is based on the desire to have a specific impact or effect on others where the person has a specific type of impression to make, or a course of action that they want the others to adopt.					
L10.4	**Impact and 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, since Impact and Influence is based on the desire to have a specific impact or effect on others where the person has a specific type of impression to make, or a course of action that they want the others to adopt.					
L11.	**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. It includes pressing for exact 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.					
L11.4	**Information Seeking: Conducts Research to Maintain Knowledge** Makes a systematic effort over a limited period of time to obtain needed data or feedback; Conducts in-depth investigation from unusual sources; Commissions others to conduct formal research (e.g., market, financial, competitive) through newspapers, magazines, computer search systems, or other resources regarding practices in health and other industries for the purpose of keeping current; Seeks expert perspective and knowledge.					
L12.	**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.					
L12.4	**Information Technology Management: Seeks and Challenges the Organization to Use Leading- Edge Technology and Developing Information Technology** Stays up to date on the latest developments in information technology; Identifies new opportunities to use latest information technology in the organization. These uses fundamentally alter the way the organization operates or promotes wellness; Partners with the latest thinkers and developers to identify and implement breakthrough systems.					

		Not at all	Beginner	Competent	Proficient	Expert
National Center for Healthcare Leadership (NCHL) Competencies		1	2	3	4	5
L13.	**Initiative** Identifying a problem, obstacle, or opportunity and taking action in light of this identification to address current or future problems or opportunities. Initiative should be seen in the context of proactively doing things and not simply thinking about future actions. The time frame of this scale moves from addressing current situations to acting on future opportunities or problems.					
L13.5	**Initiative: Acts Over a Year Ahead** Scans the environment inflection points to anticipate changes, future opportunities, and potential crises that others may not see; Anticipates and takes action to create an opportunity to avoid future crisis looking over a year ahead.					
L14.	**Innovative Thinking** The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for breakthrough thinking in the field.					
L14.4	**Innovative Thinking: Clarifies Complex Ideas or Situations** Makes complex ideas or situations clean, simple, and/ or understandable (e.g., re-framing the problem, use of analogy); Assemble ideas, issues, and observations into a clear and useful explanation; Restates existing observations or knowledge in a simpler fashion; Takes intricate data and puts it into lay terms; "boils down" information.					
L16.	**Organizational Awareness** The ability to understand and learn the formal and informal decision-making structures and power relations 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.					
L16.5	**Organizational Awareness: Uses Insights of Stakeholders' Underlying Actions and Issues** Addresses the deeper reasons for organization, industry, and stakeholder actions, such as the underlying cultural, ethnic, economic, and demographic history and traditions; Uses these insights to gain long-term support for the creation of local, regional, and national integrated health systems that achieve national agenda for health and wellness.					
L17.	**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.					
L17.2	**Performance Measurement: Monitors a "Scorecard" of Quantitative and Qualitative Measures** Tracks financial, customer, quality, and employee performance measures; Uses patient and constituent satisfaction scores, as well as demographic and epidemiological statistics, to set organizational priorities, plans, and investments; Gathers both quantitative and qualitative information on customer perceptions, market position, and financial viability; Tracks high-incidence procedures and conditions; Establishes procedures based on evidence; Ensures medical professionals undergo quality reviews; Uses measurement systems to determine "early warning" as well as "rear window" indicators.					
L18.	**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.					
L18.3	**Performance Measurement: Monitors a "Scorecard" of Quantitative and Qualitative Measures** Tracks financial, customer, quality, and employee performance measures; Uses patient and constituent satisfaction scores, as well as demographic and epidemiological statistics, to set organizational priorities, plans, and investments; Gathers both quantitative and qualitative information on customer perceptions, market position, and financial viability; Tracks high-incidence procedures and conditions; Establishes procedures based on evidence; Ensures medical professionals undergo quality reviews; Uses measurement systems to determine "early warning" as well as "rear window" indicators.					
L19.	**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.					

		Not at all	Beginner	Competent	Proficient	Expert
National Center for Healthcare Leadership (NCHL) Competencies		1	2	3	4	5
L19.3	**Professionalism: Maintains Social Accountability** Develops and implements systems for tracking and sustaining commitments to the community and customers; Acknowledges issues and contributing factors; Publicly admits to mistakes; Establishes approaches to handling issues and mistakes with openness, honesty, and fairness.					
L20	**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.					
L20.2	**Project Management: Manages Projects Effectively** Tracks performance against plan and budget; Holds vendors accountable; Holds team members accountable; Reports project outcomes; Adjusts plan and re-projects; Ensures delivery within prescribed timeframes and budget.					
L21	**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.					
L21.4	**Relationship Building: Establishes Important Relationships with Key Leaders** Works to meet key people in the health industry, the community, and other constituencies; Identifies the "movers and shakers" – of today and the future – and establishes good working relationships with them.					
L24	**Strategic Orientation** The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and to develop strategies that continually improve the long-term success and viability of the organization.					
L24.3	**Strategic Orientation: Aligns Organization to Address Long-term Environment** Understands the forces that are shaping health over the next 5 to 10 years (market, social, cultural, economic, and political); Aligns strategy, structure, or people with the longterm environment; Develops a long-term organizational strategy (including competitive, financial, structural, and people elements) to position the organization success over the next 10 years.					
L26	**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.					
L26.3	**Team Leadership: Promotes Team Effectiveness** Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people); Determines team membership (including selection and dismissal), team assignments, performance management, and team development actions in a manner that promotes team morale and productivity; Obtains input from others to promote the effectiveness of the group or process; Builds team spirit for purposes of promoting the effectiveness of the group or process.					
Competency1-Values and Ethics (VE)	**Values and Ethics for Interprofessional Practice** Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice).					
VE7.	Demonstrate high standards of ethical conduct and quality of care in contributions to team-based care.					
Competency 2-Roles and Responsibilities (RR)	**Roles and Responsibilities** Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)					
RR3	Engage diverse professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific health and healthcare needs of patients and populations.					
RR5	Use the full scope of knowledge, skills, and abilities of professionals from health and other fields to provide care that is safe, timely, efficient, effective, and equitable.					

APPENDIX A: STUDENT LEADERSHIP COMPETENCIES

		Not at all	Beginner	Competent	Proficient	Expert
National Center for Healthcare Leadership (NCHL) Competencies		1	2	3	4	5
Competency 3-IPE Communication (CC)	**Interprofessional Communication** Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)					
CC1	**Interprofessional Communication:** Choose effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.					
CC8	**Interprofessional Communication:** Communicate the importance of teamwork in patient-centered care and population health programs and policies.					
Competency 4-Teams and Teamwork (TT)	**Teams and Teamwork** Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/populationcentered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)					
TT2	**Teams and Teamwork:** Develop consensus on the ethical principles to guide all aspects of team work.					
TT3	**Teams and Teamwork:** Engage health and other professionals in shared patient-centered and population-focused problem-solving.					
TT5	**Teams and Teamwork:** Apply leadership practices that support collaborative practice and team effectiveness.					
TT7	**Teams and Teamwork:** Share accountability with other professions, patients, and communities for outcomes relevant to prevention and healthcare.					
TT9	**Teams and Teamwork:** Use process improvement to increase effectiveness of interprofessional teamwork and team-based services, programs, and policies.					

Summative Reflection: (use additional space as needed)

Appendix B: Dean-Approved DHA Electives

The Doctor of Health Administration program allows students to select courses from a broad range of electives to fit their personal and professional goals.

Students are required to complete a minimum of 6 credit hours (2 elective courses). The following is a list of dean-approved electives from which students may choose their electives. Please note that some courses are 12 weeks in length.

School of Business & Economics

OLB-7001 - CONFLICT RESOLUTION AND MEDIATION
Semester Credits: 3
Weeks: 8

Students must become adept at interpreting conflict and identifying options that result in a favorable outcome for all stakeholders. Constructive responses and mediation skills developed through a focused effort to understand communication patterns, interpersonal relationships, and communication skills can produce successful conflict resolution. Theory, self-reflection, and enhancement of conflict skills, cultural understanding, structure, and practice of collaborative and mediated negotiations are emphasized.

OLB-7002 - BUILDING ORGANIZATIONAL CAPACITY
Semester Credits: 3
Weeks: 8

Capacity building, an integral aspect of organizational leadership, involves investing in the right people for the right roles and implementing the necessary systems to optimize their success. In this course, students will learn theories and best practices having to do with leadership's role in building and maintaining organizational capacity.

OLB-7004 - THEORY AND PRACTICE OF ORGANIZATIONAL LEADERSHIP
Semester Credits: 3
Weeks: 8

The Theory and Practice of Organizational Leadership course focuses on theories of leadership as they apply to organizational success. In this course, students will learn about various theoretical and applied leadership theories and practices. Students will also identify theories and practices appropriate for their own use in their own organizations.

OLB-7005 - ETHICAL LEADERSHIP
Semester Credits: 3
Weeks: 8

In this course, students gain a deep understanding of the complexity of organizational ethics and ethical leadership through critical analysis and research regarding ethical principles. Students will research and evaluate consequences of unethical leadership, and how to build and maintain a culture of ethics. Students will assess ethics as they pertain to the globalization of organizations.

OLB-7006 - COMMUNICATING CHANGE
Semester Credits: 3
Weeks: 8

Communication is never more important than during times of change. Leaders play an integral role in leading organizational change by helping others understand the need and purpose of change through effective communication. In this course, you will examine leadership theories which underpin communication strategies and practices to successfully manage organizational change.

OLB-7007 - LEADER AS COACH/CONSULTANT

Semester Credits: 3
Weeks: 8

Coaches and consultants (internal and external) have become an important part of organizational reality. In this course, students will examine coaching and consulting theories and application. Students will also explore their skills in adapting their styles to particular organizational contexts, through both effective communication and astute analyses and recommendations.

OLB-7008 - EXECUTIVE LEADERSHIP

Semester Credits: 3
Weeks: 8

Leadership strategies are often unique to a specific organizational sector (corporate, governmental, not-forprofit, etc.). In this course, students will examine cross-disciplinary leadership theories and strategies for their appropriateness to particular sectors. Students will also examine tactical aspects of leadership useful to particular organizational cultures.

Sanford College of Education

ED-7030 - DEVELOPMENT OF ORGANIZATIONAL LEADERSHIP

Semester Credits: 3
Weeks: 8

In this course, students will explore classic and contemporary approaches to organizational development from a leadership perspective. Major emphasis will be placed on theories, strategies, and leadership styles relative to implementing organizational growth. Students will address various organizational concepts leading to the development of their own organizational leadership plan.

OL-7100 - CONFLICT RESOLUTION AND MEDIATION

Semester Credits: 3
Weeks: 8

Conflict is a normal part of living and working together. Conflict can give you opportunities to learn and grow both personally and professionally. Of course, the positive potential of conflict does not eliminate the discomfort we can feel around it. In this course, you will examine the conflict and mediation within a variety of educational organizations. You will evaluate conflict management skills and practices, including discerning the implications of diversity, equity, inclusion, and cultural responsiveness in the process of conflict interpretation and management within educational organizations.

OL-7102 - LEADERSHIP ETHICS TO ATTAIN ORGANIZATIONAL EXCELLENCE

Semester Credits: 3
Weeks: 8

In this course, you will explore the role of ethical leadership in attaining organization excellence. Given the many types of educational organizations, you will examine leadership competencies that relate specifically to ethical behavior in your choice of educational organizations. Organizational leaders create a culture of ethical behavior. You will critique the techniques leaders use to communicate decisions, manage conflict, and address ethical dilemmas within the educational organization. You will also use case studies as a method of analyzing and responding to ethical dilemmas.

OL-7104 - LEADERSHIP IN NONPROFIT ORGANIZATIONS

Semester Credits: 3
Weeks: 8

You will learn fundamental concepts about leadership in nonprofit educational organizations. From the basics of board governance to the leader's role in cultivating reciprocal community partnerships, you will consider the unique needs of different types of nonprofit educational institutions. You will also learn about the role of leadership in managing human and financial resources and communicating with internal and external stakeholders.

OL-7105 - LEADERSHIP IN ORGANIZATIONAL CHANGE
Semester Credits: 3
Weeks: 8

In this course, you will analyze change management processes and evaluate real-world change management situations in the context of various educational institutions. You will explore resources for planning for and implementing change. You will also examine forces influencing organizational productivity and culture. You will also investigate the leadership practices necessary to lead educational organizations through change processes.

JFK School of Psychology & Social Sciences

MFT-8507 - MILITARY AND VETERAN CULTURES ACROSS THE LIFESPAN
Semester Credits: 3
Weeks: 8

This doctoral-level course focuses on military and veteran cultures, including culturally informed clinical practice, research, and policies across the lifespan.

MFT-8404 - FAMILIES, HEALTH, AND ILLNESS
Semester Credits: 3
Weeks: 8

This course addresses the challenges faced by individuals, couples, and families who are experiencing a chronic illness. Throughout this course, students will have the opportunity to identify health complaints and diseases, explore the psychosocial barriers and facilitators to effective treatment, and discover the ways in which cultural beliefs and norms impact the illness experience.

MFT-8408 - LOSS AND BEREAVEMENT
Semester Credits: 3
Weeks: 8

In this course, students will explore various aspects of grief and loss. The course will include theory and cultural beliefs and values surrounding death and dying and will highlight clinical approaches to assisting people in navigating grief and loss experiences. This course will also focus on the therapist experiences and self-care practices of helping professionals.

MFT-8702 - A SYSTEMIC EVALUATION OF GLOBAL CONCERNS AND DIVERSITY
Semester Credits: 3
Weeks: 8

This course focuses on the acquisition and understanding of meaningful knowledge about issues of diversity and injustice on the global stage, and how this may impact the work we do as MFTs when working with diverse populations and organizations. Attention is given to the therapist issues and critical analysis of the dynamics of contextual systems of oppression and privilege.

PSY-8307 - PSYCHOSOCIAL FACTORS IN HEALTH
Semester Credits: 3
Weeks: 8

The body-mind connection is a well-researched topic in the field of medicine and psychology. This course will help the student become aware of the body of research surrounding the impact of behavior, personality, and social factors on physical health. Further, it will explore how diversity issues, such as gender, age, and ethnocultural factors influence health-related behaviors.

PSY-8308 - BEHAVIORAL NUTRITION
Semester Credits: 3
Weeks: 8

Behavioral nutrition investigates the relationship between healthy diet and behavior. In this course, you will learn about what constitutes good nutrition, malnutrition, and under-nutrition. The physiological impact of nutrition will be examined. Psychosocial factors influencing nutrition and behavior will be reviewed.

PSY-8310 - COMPLEMENTARY AND ALTERNATIVE MEDICINE
Semester Credits: 3
Weeks: 8

This course takes an evaluative look at complementary and alternative medicine (CAM) from a health psychology perspective. Evidence-based practice in the application of CAM methods to managing physical health needs will be explored. Strategies and techniques leading to successful treatment outcomes will be assessed. Usage of CAM methods for diverse populations including children, older adults, ethnic groups, and other minority populations will be examined.

School of Technology & Engineering

TIM-7020 - DATABASES & BUSINESS INTELLIGENCE
Semester Credits: 3
Weeks: 8

Data and databases are the foundation of all business systems. Organizations that do not understand the importance of data management are less likely to survive in the modern economy. During this course, you will study advanced concepts of database management systems and data warehouses. You will also research processes and techniques used to improve data repositories, manipulate data, and prevent data corruption. By the end of the course, you will be able to construct, assess, and transform data to improve business intelligence to support informed business decisions.

TIM-7101 - STATISTICS WITH TECHNOLOGY APPLICATIONS
Semester Credits: 3
Weeks: 8

This course serves as an extensive exploration of statistics for the technology leader. Included in the course is an advanced examination of statistical analyses commonly used for information systems and technology research. During this course, you will use different statistical tools to enhance your advanced analytical skills. These statistical analysis skills are required to plan, conduct, and interpret quantitative data to inform enterprise decisions. You will also learn to illustrate and produce technical output reports.

TIM-8130 - DATA MINING
Semester Credits: 3
Weeks: 8

This course includes methods, means, and processes involved in transforming raw data into useable form for a multitude of analytics. Data curation is a set of processes that transforms, manages, stores, and democratizes data for use for analysts and data scientists through the lifecycle of data. The curation of data enables an organization or researcher to maximize the value of the data and effectively use the transformed data to produce and deliver insights. This course considers data that have been already acquired and integrated into useable repository and focuses on teaching techniques to make those data usable for next steps in developing analytics models.

TIM-8301 - PRINCIPLES OF CYBERSECURITY
Semester Credits: 3
Weeks: 8

This course is an overview of security principles and practices to support executive security professionals in protecting their information systems and computer networks from cyberattacks. In this course, you will study advanced and emerging topics in technology, its security features and control structures, security management and leadership, as well as techniques that are relevant to organizations that focus on technology and innovation

TIM-8500 - PRINCIPLES OF DATA SCIENCE
Semester Credits: 3
Weeks: 8

This course provides an introduction and overview of data science in order to make informed decisions about business needs. The objective of this course is to introduce you to the nature and methods of data science at the doctoral level. While data science is a varied and nuanced field that generally combines computer science with advanced mathematics, its application in research and industry ranges from understanding problem statements to producing insights using validated methods. You will explore the data science life cycle and determine appropriate design methods and management of data to fit the context of research and/or industry issues.

TIM-8501 - QUANTITATIVE METHODS FOR DATA ANALYTICS AND BUSINESS INTELLIGENCE
Semester Credits: 3
Weeks: 8

This course includes analytics methods to understand how data is shaped in relation to how it can be analyzed. This is a foundational skill for data scientists and important to apply prior to creating confirmatory (final) models that predict and deliver end-user insights for decision making. The focal points in this course are descriptive statistics and exploratory data analysis. Specific attention is given to measures of central tendency, clustering, variability, and frequency. You will learn identification of the appropriate univariate analysis for use in applied research in a business context. You will also learn to apply clustering analysis in relation confirmatory models.

TIM-8510 - DATA VISUALIZATION
Semester Credits: 3
Weeks: 8

Evaluating the accuracy and effectiveness of graphical representations of data is a critical skill required of experienced data scientists. This advanced course in data visualization will help you identify the appropriate questions required to evaluate the validity of the insights provided by others and develop the skills needed to influence other decision makers. During this course, you will synthesize research on the best practices associated with communicating through data visualization. You will also study techniques and processes you can use to dynamically communicate your interpretations of effective graphic interactive representations of data.

TIM-8540 - DATA REPORTING
Semester Credits: 3
Weeks: 8

The ability to generate insights from data is a critical data science competency. As part of this course, you will expand upon your understanding of ethics regarding data reporting. As such, you will be required to develop standards needed to improve integrity and validity of data. This course also covers textual and tabular reporting concepts and formats used in data science. During this course, you will evaluate methods for communicating data outputs and outcomes. You will end the course by creating a data presentation report and executive memo that adheres to industry standard.

Appendix C: DHA Applied Project/ Dissertation Description

The DHA applied project/dissertation is the culminating accomplishment in the DHA doctoral candidate's degree program. As an applied/professional degree, the project is practice-based and differs from a traditional PhD dissertation, which is research focused. However, the DHA applied project does include a substantial scholarly work conducted independently by a candidate under the guidance of the faculty members who comprise the candidate's Doctoral Committee.

The DHA applied project focuses on addressing/resolving a complex healthcare issue or problem that is having (or will have) adverse effects within the contemporary healthcare setting. Once the problem is identified, the student uses current, relevant literature, professional organization information/data, and most often will use secondary data to address or resolve the issue (the program encourages quantitative projects). It is important to understand a student's need to identify a problem, not come with a solution. For example, many students want to do a project on telemedicine. That is fine, but what is the problem? The problem has to be identified first because telemedicine may not be the answer.

It is also essential that the student use the lens of health administration to tie the practice-based project to the profession. The student should be able to identify how resolving the issue/problem impacts the field of health administration and/or a healthcare organization financially, strategically, and/or operationally, which would include clinical operations. Without this tie to the profession, the project will not be approved. Many students take a public health lens or a clinical lens; the lens must be that of health administration.

There are many different types of applied projects a student may consider doing once they have identified the problem. The following is a list of project types, their descriptions, and the potential elements of the project.

Action Research

This project is focused on change that is achieved by simultaneously taking specific action and researching the process and impact.

- Identify a target outcome or change

- Search for evidence/literature review

- Develop measures related to identified action parameters

- Apply evidence-based analysis of the processes implemented

- Critically reflect on outcomes

- Recommendations for sustainability or modifications

Case Study Analysis

This project is based on a specific case study scenario. Case data and details are used to provide evidence-based recommendations.

- State the problem

- Search for evidence/literature review

- Identify and engage stakeholders

- Evaluate outcomes

- Identify and analyze alternative solutions

- Weigh project outcomes

- Make the recommendation

- Apply recommendation to broader administration considerations

Change Management Plan

This project is problem-focused and requires application of change management theory and models. The project objective is to develop a clear, specific and strategic plan to effect a desired change.

- Identify area of focus for targeted change

- Search for evidence/literature review

- Engage stakeholders

- Identify and address potential challenges to plan adoption and implementation

- Project outcomes

- Apply evidence-based measures to evaluate the proposed plan

Conduct Financial Analyses to Compare Care Models (standardized care, patient safety and quality/ quality improvement)

This project explores various care models within the framework of cost and financial impact from the perspective of multiple stakeholders.

- Identify specific care models for comparison

- Search for evidence/literature review

- Conduct analysis of financial impact (RVUs, supply chain, workforce, facilities, etc.) across selected care and reimbursement models

- Present evidence-based review of financial comparisons

- Draw conclusions and make recommendations that address value-based care or other perspectives

Design or Evaluate New Models of Care

The goal of this innovative project is to identify change in the way health services are currently delivered. It involves critical thinking and the utilization of clinical expertise, communication skills, financial, research, economic & data analysis, evaluation and project management skills.

- Identify specific proposed new and innovative care models

- Search for evidence/literature review

- Create and apply measures to evaluate care model outcomes

- Identify stakeholders

- Conduct impact analysis from stakeholders' perspective

- Present evidence-based review of outcomes

- Draw conclusions and make recommendations for sustainability or modification to the model

Evaluation (project, program, product, intervention, or service)

This project focuses on evaluation research or program evaluation and evaluates the effectiveness/ impact of a project, program, product, intervention, service, etc. with a focus on health administration. It is not a methodology, but an application of an evidence-based purpose. The intention is to demonstrate a real-world effect. This project should be used to gain insight, improve practice, assess effects, and/ or build capacity.

- Identify area of focus

- State the problem

- Search for evidence/literature review

- Engage the stakeholders

- Describe the program, project, product, intervention, or services

- Justify conclusions

- Make recommendations for sustainability or modification to the model or program

Healthcare Delivery Innovation (an evidence-based practice model)
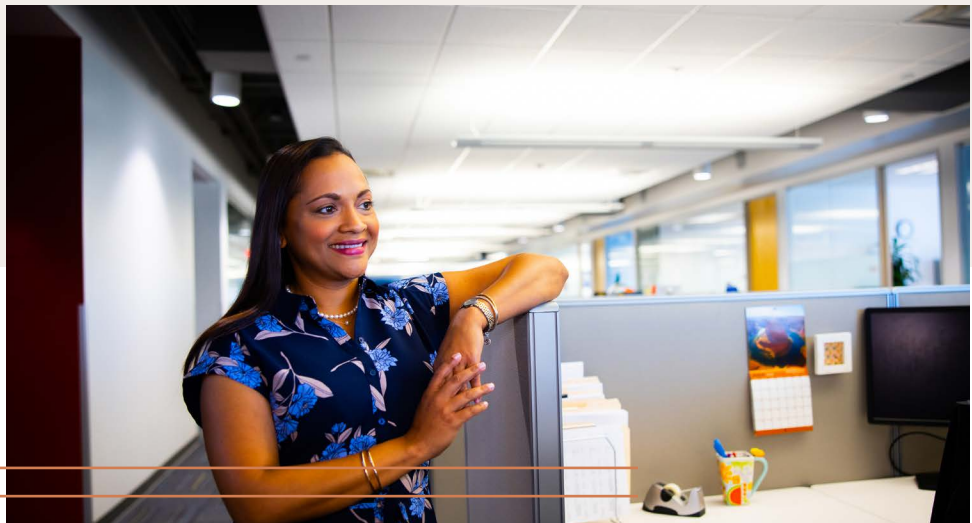
This project explores healthcare delivery innovation (a new staffing model, integration of new technology, revised organizational structure, interprofessional team models, etc.).

- Identify specific healthcare delivery innovation

- Search for evidence/literature review

- Create and apply measures to evaluate outcomes of the proposed innovation

- Identify stakeholders

- Conduct impact analysis from stakeholders' perspective

- Present evidence-based review of outcomes for impact on care delivery

- Draw conclusions and make recommendations for sustainability or modification to the innovation

Healthcare Policy Analysis/Policy Development (provider workforce shortages, inequality in access to care, controls for monopolies, etc.)

This project is broad and may include the analysis of a policy process, the analysis of policy content, or the development of a new policy. The project topic may be based on local, state, or federal policy or regulation.

- Identify area of focus

- Search for evidence/literature review

- Engage the stakeholders

- Consider different policy options

- Project the outcomes

- Apply evaluative criteria (population benefit; cost/economics; ethics/equity; administrative feasibility; stakeholder perspectives)

  - Recommend policy advocacy; policy development; policy manual development

  - Consider sustainability

Infrastructure Development (inefficiencies, redundancies, resource allocation, etc.)

This project explores opportunities for addressing an infrastructure problem that has direct relevance to healthcare outcomes.

- Identify a specific infrastructure problem

- Search for evidence/literature review

- Create and apply measures to evaluate impact of a proposed infrastructure modification

- Identify and address potential legal and regulatory barriers

- Identify and address stakeholders (i.e., patients, providers, organizations)

- Conduct evidence-based outcomes impact analysis relevant to care outcomes and providers

- Draw conclusions and make recommendations for sustainability or modification to proposed infrastructure development

Marketing Strategies for a New Service

This project will develop a strategic marketing plan for a new service (wellness or prevention program, new service line at health system, service line management and promotion, health behavior promotion, etc.)

- Define the parameters of the new service

- Identify target market and performance goals

- Search for evidence/literature review

- Create an evidence-based strategic plan to achieve specific marketing target

- Identify and address potential legal and regulatory barriers

- Identify and address stakeholders

- Conduct evidence-based outcomes impact analysis for achieving target market goals

- Draw conclusions and make recommendations for sustainability or modification to market strategies

APPENDIX C: DHA APPLIED PROJECT/ DISSERTATION DESCRIPTION

Practice Change Initiative (Clinical or Practice-Based Inquiry)

This project refers to an exploration and analysis of a specific clinical or change in practice models that impactspatient outcomes.

• Identify a specific patient population or specific practice standard for investigation

• Search for evidence/literature review

• Conduct analysis of clinical or practice-based model

• Present evidence-based review of outcomes

• Propose alternative models that will impact patient outcomes

• Identify and address barriers and solutions to the clinical practice problem

Quality Improvement/Performance Management Project (i.e., Plan-Do-Study-Act; Six Sigma;LEAN; Root Cause Analysis; health failure modes and effects analysis; patient safety and quality, etc.)

This project consists of systematic and continuous actions that lead to measurable improvement in healthcare systems, services, and/or the health status of targeted patient groups. Focuses on leadership solutions that support being a part of a team and the use of relevant data.

• Identify area of focus

• Search for evidence/literature review

• Conduct SWOT analysis

• Set SMART goals

• Develop measures/ROI/ financial analysis

• Identify change ideas as a result in improvement

• Design a process/action plan

Technology

Implement or evaluate innovative uses for technology to enhance or evaluate care outcomes (robotics, artificial intelligence, social media applications, etc.)

• Identify a specific technology or application of a new technology

• Search for evidence/literature review

• Create and apply measures to evaluate impact on care outcomes for the proposed technology innovation

• Identify potential legal and regulatory barriers

• Identify physical and/or technical challenges to implementation

• Identify stakeholders

• Conduct care outcomes impact analysis of the technology innovation from stakeholders' perspectives

• Present evidence-based review of outcomes for impact on care delivery

• Draw conclusions and make recommendations for sustainability or modification to the technology innovation