

Master of Health Administration

Inspiring tomorrow's healthcare leaders

Program Handbook

2022-2023

School of Health Administration

World Class Research - Expert Faculty - Inclusive Community

Dalhousie University

Excellence - Diversity – Internationalism

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq.

We are all Treaty people.

CONTENTS

Ctrl + Click on a title to jump to the page

Key Dates for 2022 – 2023	4
School of Health Administration	5
Our Vision, Mission & Values	5
Our Team	5
Our Related Programs	6
Our Undergraduate Programs	6
our Graduate Programs	6
The Master of Health Administration	8
Our Mission & Distinctive Features	8
Interprofessional Health Education Portfolio	8
Academic Advisors	8
The ELEMENT program	9
Student Residency	9
The Thesis Stream	9
Your Program of Study	10
Your Course Descriptions	10
Punctuality, Professionalism and Conduct	12
Grading and Assessment	13
Late Submission of Work	13
Academic Honesty and Urkund software	14
Our Awards	14
NCHL Competency Education, and CA+HME	15
What is competency orientated education?	15
Your Personal Competency Portfolio	15
The Health Leadership Competency Model™	15
further Academic Guidelines	16
Part-time Study	16
Advanced Standing & Exemption	16
Appendix 1 - Our school awards	17

Appendix 2 – NCHL Competency Model.....19

We want the information in this document to be clear, purposeful and accessible. Please do not hesitate to contact David Persaud if you have any suggestions as to how this document could be developed.

Please be mindful of the environmental impact of printing this document.

KEY DATES FOR 2022 – 2023

Fall 2022-2023	
September - December	
August - September	Mandatory Orientation for New Students
September 5	Labour Day – University closed
September 6	Classes begin, fall term
September 30	National Day for Truth & Reconciliation – Uni. closed
October 10	Thanksgiving Day – University closed
November 7-11	Study Break
November 11	Remembrance Day – University closed
November 14	Classes Resume
December 1	Last day to Apply to Graduate for Spring 2023 Convocation
December 7	Classes end, fall term
December 9	Examinations begin
December 20	Examinations end
December 24 - Jan. 2	University Closed
Winter 2022-2023	
January - April	
January 2	New Years Day – University closed
January 9	Classes begin, winter term
February 4	Munro Day – University closed
February 20	Nova Scotia Heritage Day – University closed
February 20 - 24	Study break
February 27	Classes resume
April 7	Good Friday – University Closed
April 11	Classes end unless otherwise indicated
April 13	Examination begin, regular session
April 25	Examination end, regular session
Summer/Spring 2022-2023	
May - August	
May 22	Victoria Day – University closed
TBA	Spring Convocation
July 1	Canada Day – University closed
July 3	Last day to Apply to Graduate for Fall 2021 Convocation
August 7	Halifax/Dartmouth Natal Day – University closed

SCHOOL OF HEALTH ADMINISTRATION

Our Vision, Mission & Values

Our Vision

To inspire tomorrow's healthcare leaders through the integration of research, practice and lifelong learning.

Our Mission

To prepare highly qualified and motivated health administrators with knowledge, skills, and values acquired using a competency-based model of learning.

To conduct research that enriches the body of knowledge in healthcare.

To engage in strategic collaboration to improve health and wellbeing through innovative and effective administrative practice.

Our Values

Accountability
Excellence

Collaboration
Integrity
Leadership

Diversity
Professionalism

Our Team

Our Director, Tanya Packer, leads a team of outstanding Healthcare professionals and



academics, all of whom are both experts in their fields, and are dedicated to instruction of the highest quality. They in turn are supported by a highly experienced, knowledgeable and welcoming administrative staff. You are joining an eclectic, international and inclusive community united by a shared commitment to the research-led, evidence-based transformation of healthcare, whether here in Canada, or around the world.

To meet the team, just follow this link: [Our Team](#)

Our Related Programs

In addition to the MHA, we offer a wide range of related academic programs: follow the links below to explore these programs further.

OUR UNDERGRADUATE PROGRAMS

Our innovative undergraduate provision is designed to enhance the careers of established and early-career healthcare professionals, and so is offered as a suite of online, adaptable Diplomas and Certificates.

The Diploma in Health Services Administration: is an online program preparing participants for wide-ranging managerial roles in healthcare.

The Diploma in Emergency Health Systems Management: the DEHSM gives participants the practical skills and tools needed to effectively manage an EHS operation.

The Certificate in Emergency Health Services System Planning: the CEHSP provides managers working across Canada's emergency health services system with the skills, knowledge and capabilities to design efficient pre-hospital care.

The Certificate in Emergency Health Systems Management: the CEHSM supports managers working across Canada's emergency health services by focusing on adverse outcome reduction, communication and awareness at the community level, and program-based budget and accounting controls.

OUR GRADUATE PROGRAMS

In addition to our flagship Master of Health Administration, we also offer a selection of collaborative Master's programs which draw on the rich potential for partnership across the Dalhousie's exceptional academic community.

Our PharmD/Master of Health Administration: PharmD/MHA
the PharmD/MHA program combines a professional, patient-oriented qualification with a master's degree that provides the systems level thinking needed by health care leaders.

Our Juris Doctor/ Master of Health Administration: JD/MHA
the Juris Doctor/Master of Health Administration program offers an unparalleled opportunity to gain both a law degree and a health administration degree. Over four years of intensive and rewarding study, you will develop into a future lawyer and health executive.

Our PhD in Health: this is offered through the Faculty of Health as a full-time residency program preparing students to answer questions critical to improving health and social well-being locally, nationally and internationally. It is a focussed, research intensive program of study within the broader health perspective.

In addition to these programs, our MHA provision incorporates a Thesis option: details can be found in the relevant section, below.

THE MASTER OF HEALTH ADMINISTRATION

Our Mission & Distinctive Features

To prepare highly qualified and motivated health administrators, with knowledge, skills, and values acquired using a competency-based model of learning.

Our approach incorporates:

- The Interprofessional Health Education Portfolio, developing essential interdisciplinary skills and understanding.
- One-to-one academic advising with a dedicated faculty member.
- The ELEMENT mentoring program.
- A four-month professional residency – often paid
- CA+HME Accredited, NCHL Competency Attainment Tracking

INTERPROFESSIONAL HEALTH EDUCATION PORTFOLIO

The Faculty of Health places great emphasis on the importance of interprofessional collaboration and communication within healthcare settings: it is a key feature of all graduate and undergraduate programs within the faculty. This is reflected in your having to register in *IPHE 5900*, completing at least three approved IPE experiences during your MHA. IPE experiences will include large-scale collaborative events and mini-courses created in partnership with students and faculty from other healthcare professions with the specific intent of enhancing your skills in this essential aspect of healthcare.

ACADEMIC ADVISORS

Every MHA student is matched with a faculty advisor for support, academic counselling and career counselling. Your faculty advisor will meet with you at the beginning of the year, and will be accessible as needed via email, telephone or by appointment. You should consult your faculty advisor on a variety of topics, including:

- competency attainment and evidence
- suggestions for mentors
- topics for course projects and papers
- academic matters such as selection of electives
- directed studies
- residency opportunities

Throughout your program, you are encouraged to contact your advisor with questions at any time.

THE ELEMENT PROGRAM

The ELEMENT Mentoring Program brings students the opportunity to connect and learn from leaders in the field of health administration. The program is designed to offer experiential learning, advice, and direction from key experts and professionals to prepare mentees for their careers as emerging health leaders.

Students are matched with mentors, based on their career goals. They meet with their mentors regularly throughout a 12-month period, continuously reviewing goal achievement, success stories, and challenges.

ELEMENT emphasizes a framework that challenges mentees to know their own strengths, values, and abilities, while learning the skills to foster the development of others and to contribute to the creation of healthy and high-quality organizations.

STUDENT RESIDENCY

The Residency enables MHA graduate students to spend four months working on a number of administrative projects and being exposed to the administrative/management environment in health care. The Residency involves the orientation, observation, and participation through rotation among departments/agencies, completion of assigned projects, and senior executive mentoring. Students will:

- Be exposed to administrative problems and health service agency operations
- Receive personal coaching from well qualified and respected practicing health services administrator(s)
- Apply administrative concepts in a practical setting
- Gain insights for application in second year MHA courses, and
- Acquire and develop administrative skills, techniques, and perspectives through observation and contact with a diversity of health services administrators and programs.

THE THESIS STREAM

The MHA Thesis option is a powerful opportunity to work with School of Health Administration faculty to develop research skills and build a publication record. It's particularly suited for students who intend to pursue a PhD or work in research-related positions. Follow the link for full details.

Your Program of Study

The Master of Health Administration (MHA) is a 16-month program:

In Year 1 you will experience:

- For the Fall and winter terms, 5 courses per term of preparatory education, plus an interprofessional health education experience.
- A 4-month summer residency.

In Year 2

- In the Fall term: 5 courses to integrate and expand your skills, and most likely a further interprofessional health education experience.

Options include part-time study and thesis research.

Your Course Descriptions

Descriptions of each course can be found on the [MHA website](#).

Year 1 Fall Term

- [HESA 5330: Management & Design of Healthcare Organizations](#)
- [HESA 5345: Accounting and Financial Management in Healthcare](#)
- [HESA 6360: Healthcare Law](#)
- [HESA 6370: Canadian and International Health Systems](#)
- [HESA 6505: Statistics for Health Administration](#)
- [IPE 5900: Interprofessional Health Education](#)

Year 1 Winter Term

- [HESA 5320: Epidemiology and Population Health](#)
- [HESA 5335: Information Systems and Project Management for Health Administration](#)
- [HESA 5341: Healthcare Economics Evaluation and Policy](#)
- [HESA 5350: Management Control and Funding Systems in Healthcare](#)
- [HESA 5505: Strategy and Change Leadership in Health Systems](#)
- [IPHE 5900: Interprofessional Health Education](#)

Year 1 Summer Term

- [HESA 6390: Health Administration Residency](#)

Year 2 Fall

- [HESA 6100: Ethical Decisions in Health Administration](#)
- [HESA 6305: Analyzing the Outcomes of Healthcare](#)

- HESA 6310: Healthcare Policy
- HESA 6340: Human Resources in Healthcare
- HESA 6365: Quality Management in Healthcare
- IPHE 5900: Interprofessional Health Education

Total: 8.5 Credits

Punctuality, Professionalism and Conduct

The MHA program is a professional degree program. The overwhelming majority of MHA students are preparing for a professional career as a healthcare administrator, overseeing such professional activities as the design, delivery, funding, management, and evaluation of healthcare services and policy. As such, the number and type of courses, professional development seminars, inter-professional mentoring exercises that characterize the MHA curriculum are designed to ensure the MHA graduate has the requisite professional competencies to effectively influence and lead in either the public or private healthcare systems. This is why many of your courses incorporate explicit assessment of your participation in discussion.

The essential dynamic of the MHA curriculum is founded on the principles of didactic, interactive learning. Such principles are substantially challenged, however, when there is absenteeism. Absenteeism compromises the didactic nature of the curriculum and therefore, compromises the learning experience of those students in attendance. These courses are as much about developing effective and efficient time management and leadership skills, and enhancing one's personal and professional skills in dealing with people, as they are about acquiring specific content knowledge [e.g., finance, accounting, project evaluation].

As such, the MHA student should view the term 'classes' as 'management meetings'. You should approach the MHA program as though you had just been hired for a 16-month term by a healthcare organization. As a manager in a healthcare organization you would be expected to attend, and substantially contribute to regularly scheduled meetings. The manager ['student'] should attend each meeting and approach each meeting as a collegial exercise with other division or service managers within the healthcare organization. The individual would be expected to arrive to the meeting on time, fully prepared to contribute, and submit all agreed upon deliverables at the stated date/time.

In the working world, arriving at meetings late, attending without preparation or submitting deliverables below standard or late would be unacceptable. Skipping management meetings to complete work for another management project would be unacceptable. It is also unacceptable in the MHA program. The effective and efficient healthcare manager / leader must exhibit exceptional time-management skills and an exemplary standard of professionalism, not only to ensure completion of one's own work, but to provide the standard of performance upon transitioning to the working world.

Grading and Assessment

Please note that your Master's program is designed as a preparation for career success: grades matter, but these must be seen in the wider context of your professional development. The feedback you receive from faculty members throughout each course should be used to guide your next stage of development. It is of considerably more valuable than a grade, be it an A+ or B-.

In each syllabus, under the assessment overview, you should find a summary of how you will be assessed. You should also be able to see the details of each assignment.

MHA students are required by the Faculty of Graduate Studies to achieve a grade of "B-" or better in all classes taken. If a student receives an "F" grade in a class, the student (full time or part time) is withdrawn from the program for academic reasons.

Letter Grade	Numerical Grade	GPA
A+	90 - 100	4.3
A	85 - 89	4.0
A-	80 - 84	3.7
B+	77-79	3.3
B	73 - 76	3.0
B-	70 – 72	2.7
F	<70	

In line with the Faculty of Graduate Studies [Grading Policy](#), students should expect their assignments to adhere to the following SHA policies.

Late Submission of Work

Your Master's program is a preparation for a leadership role in Health Administration: the ability to work to medium and long term deadlines is a critical competency within such roles. Therefore within your program, late submission of any piece of work has a direct consequence in your grading:

Late submissions will incur a 10% penalty for each 24-hour period beyond the published deadline, up to and including a third day (72 hours).

Failure to submit your work within 72 hours of a published deadline will result in your work remaining ungraded.

As soon as you suspect you may have any reason to miss a deadline, you should alert your course instructor, clearly communicating when they might expect late work. This will not prevent the reduction of the grade in line with the school's policy but it allows your instructor to plan for your late submission in their marking schedule.

Academic Honesty and Urkund software – Student Resources

As a Master's-level student, you are responsible for ensuring that you adhere to the University's policy on academic honesty. Before submitting your work across any of your courses, you are responsible for running it through Urkund, a computer based service which checks for originality in submitted papers. The program will check both public sources (the internet) and also previously submitted student work and alert you to any inadvertent errors in citation you may have made. Instructors will not routinely ask you to submit evidence of your having completed the Urkund check, but you are responsible for saving it in a secure environment.

All instructors have access to the software and in the event of any issues, the outcomes of any assessment may be used in disciplinary action taken by the Senate.

Urkund is integrated with Brightspace. Firefox and Chrome are the preferred browsers. You can access this by going to the content editor, choose to add existing activities, choose external learning tools and then choose Urkund. Should you have a technical issue, then Library Information Technology Services are the proper support.

Our Awards

We are proud to offer 11 separate annual awards, the details of which can be found in Appendix 1.

NCHL COMPETENCY EDUCATION, AND CA+HME

During your orientation you will be introduced to the NCHL Competencies, which you will then use to benchmark your progress through your Master's program, and beyond. Your separate guide to the Competencies will provide a thorough overview of this aspect of your program: this is just to give an initial summary.

What is competency orientated education?

An educational program orientated around the attainment of competencies is one which focuses primarily on the skills and aptitudes you will develop. This is not at the expense of a more traditional transfer of knowledge: increasing your knowledge base is still an essential part of your Master's program. However, in preparing for a wide range of multi-faceted leadership roles, it is as important to evidence what you can *do*, as well as what you *know*. The particular set of professional competencies we use to structure the MHA at Dalhousie come from the NCHL, and they form a core part of our accreditation as a CA+HME provider. For more detail on this, look out for details of the competency session at orientation.

Your Personal Competency Portfolio

At the very start of the program, you will create a personal portfolio in which you provide evidence of your current level of achievement in each of the skill areas within the NCHL's Healthcare model. As you progress through the program, each course and professional learning experience will help you to add higher quality, targeted evidence to each section of your portfolio, and you will meet regularly with your academic advisor to discuss your progress. In the final stages of the program your portfolio will come to underpin your search for employment in the industry and will most likely also feed directly into the process of performance management and review in the organisation lucky enough to have a new SHA graduate on their team.

The Health Leadership Competency Model™

The NCHL's model can be found in Appendix 2

FURTHER ACADEMIC GUIDELINES

Part-time Study

The program is also available to students on a part-time basis. A part-time student may take 1-2 courses per term, which should be less than nine credit hours, with part-time studies normally completed within five years. MHA students may switch between part- and full-time status, e.g. if employment situation changes.

Advanced Standing & Exemption

Applicants wishing to receive advanced standing should include course outlines for those classes previously taken which they consider to be equivalent to Dalhousie MHA classes – these must be graduate level classes. Note, however, that all courses within the 16-month program are required.

APPENDIX 1 - OUR SCHOOL AWARDS

CCHL - Bluenose Chapter Award

Sponsored by the Bluenose Chapter of the Canadian College of Health Leaders and awarded to the graduating student of Dalhousie University's Master of Health Administration program who exhibits both high academic standing and a high degree of professionalism generally consistent with the standards (e.g. ethical conduct, competencies) endorsed by the College. Activity in the College is considered in the selection process.

Robert Wood Johnson Award

Sponsored by Johnson & Johnson Ltd. honouring excellence in the study of health administration. The award is given to the graduating student who is viewed most likely to contribute valuable service in the career of health services administration.

Dr. Alan D. Thomson Award

Awarded to the graduating student who achieves the highest GPA in HESA 6330 Health Services Planning. This award will be given to the student who best demonstrates the ability to integrate two essential elements of health services planning: (1) the application of epidemiological methods to define the health services needs of a population, and (2) an understanding of the political, social, and organizational dynamics that shape the process by which health services are planned.

Dr. A. Peter Ruderman Award

Awarded to the graduating student who achieved the highest GPA of the graduates and has demonstrated the most originality and creativity in class, projects and papers in HESA 5320 Epidemiology and HESA 6505.

Northwood's Edward L. Roach Continuing Care Award

Sponsored by the Northwood Foundation, and awarded to the graduating student of the MHA program who has achieved high academic performance in Health Administration and has demonstrated particular interest in the field of long-term care.

Glen Moore Memorial Award

Sponsored by the School of Health Administration in memory of Glen Moore, and awarded to the first year student, selected by her/his peers, faculty and staff, for showing effective leadership, congeniality and deemed most likely to make a noteworthy contribution to the field of health administration.

Association of Health Administration Students (AHAS) Award

Awarded to a graduating student in recognition of fellowship and valuable contribution to student life within the Association of Health Administration Students, the School of Health Administration, and the community at large.

Nestman Prize for Accounting Excellence

Awarded to a student who has achieved academic excellence in HESA 5345 Health Services Accounting and Management Control, and HESA 5350 Health Services Management Accounting and Control. This award was created to honour the contributions of Professor Lawrence Nestman on his retirement. For many years, Professor Nestman was the instructor for these courses.

Dr. Thomas A. Rathwell Award

Awarded to the graduating student who achieves the highest GPA in HESA 6310 Healthcare Policy and HESA 5341 Economics.

Shannex Prize in Innovative Practice for Aging Populations

The Prize was established to recognize outstanding achievement in innovation and optimization of quality care of our aging population. Recipients will be a graduating student in the Master of Health Administration program at Dalhousie. The recipient will have demonstrated outstanding achievement in innovation and/ optimization of quality care for our aging population through course work, residency, a research project and/or volunteer work.

APPENDIX 2 – NCHL 3.0 COMPETENCY MODEL

FIGURE 1 | Health Leadership Competency Model 3.0

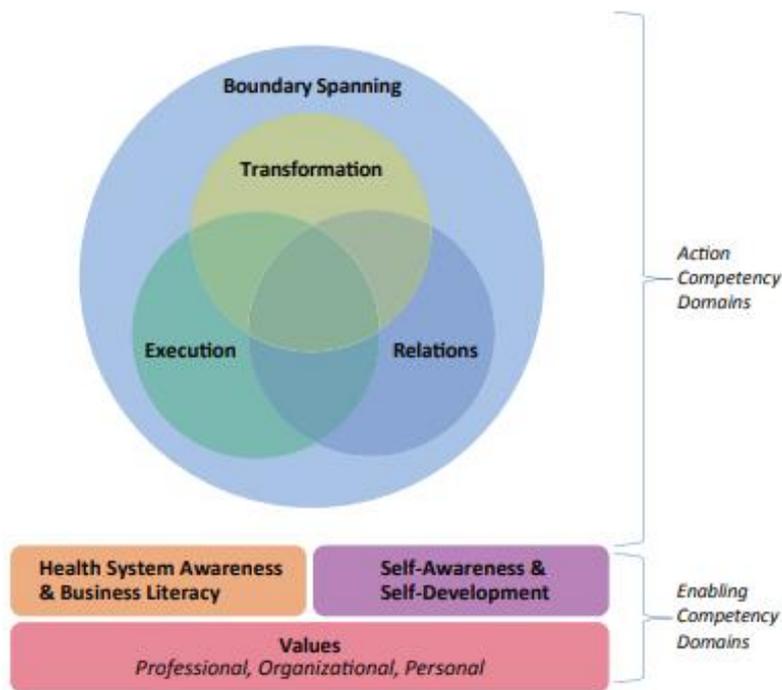


TABLE 1 | NCHL Competency Domains

ACTION DOMAINS				ENABLING DOMAINS		
BOUNDARY SPANNING	EXECUTION	RELATIONS	TRANSFORMATION	VALUES	HEALTH SYSTEM AWARENESS & BUSINESS LITERACY	SELF-AWARENESS & SELF-DEVELOPMENT
<ul style="list-style-type: none"> • Community Collaboration • Organizational Awareness • Relationship & Network Development 	<ul style="list-style-type: none"> • Accountability • Achievement Orientation • Analytical Thinking • Communication Skills 1 – Writing • Communication Skills 2 – Speaking & Facilitating • Initiative • Performance Measurement • Process & Quality Improvement • Project Management 	<ul style="list-style-type: none"> • Collaboration • Impact & Influence • Interpersonal Understanding • Talent Development • Team Leadership 	<ul style="list-style-type: none"> • Change Leadership • Information Seeking • Innovation • Strategic Orientation 	<ul style="list-style-type: none"> • Professional & Social Responsibility 	<ul style="list-style-type: none"> • Financial Skills • Human Resource Management • Information Technology Management 	<ul style="list-style-type: none"> • Self-Awareness • Self-Confidence • Well-Being