

# **Master of Health Administration**

*Inspiring tomorrow's healthcare leaders*

## **Program Handbook 2024-2025**

### **School of Health Administration**

World Class Research - Expert Faculty - Inclusive Community

#### **Dalhousie University**

The Dalhousie University Senate acknowledges that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People and pays respect to the Indigenous knowledges held by the Mi'kmaq People, and to the wisdom of their Elders past and present. The Mi'kmaq People signed Peace and Friendship Treaties with the Crown, and section 35 of the Constitution Act, 1982 recognizes and affirms Aboriginal and Treaty rights. We are all Treaty people.

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We want the information in this document to be clear, purposeful and accessible. Please do not hesitate to contact Mike Moore ([mike.moore@dal.ca](mailto:mike.moore@dal.ca)) 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 2024 – 2025

<b>Fall 2024-2025</b>	
<b>September - December</b>	
August - September	Mandatory Orientation for New Students
September 2	Labour Day – University closed
September 3	Classes begin, fall term
September 30	National Day for Truth & Reconciliation – Uni. closed
October 14	Thanksgiving Day – University closed
November 11-15	Study Break
November 11	Remembrance Day – University closed
November 17	Classes Resume
December 1	Last day to Apply to Graduate for Spring Convocation
December 4	Classes end, fall term
December 6	Examinations begin
December 17	Examinations end
December 24 – December 31	University Closed for Holiday
<b>Winter 2025</b>	
<b>January - April</b>	
January 1	New Years Day – University closed
January 6	Classes begin, winter term
February 7	Munro Day – University closed
February 17	Nova Scotia Heritage Day – University closed
February 17 - 21	Study break
February 24	Classes resume
April 7	Classes end unless otherwise indicated
April 9	Examinations begin, regular session
April 18	Good Friday – University Closed
April 26	Examinations end, regular session
<b>Summer/Spring 2025</b>	
<b>May - August</b>	
May 19	Victoria Day – University closed
June 9 - 20	Spring Convocation
July 1	Canada Day – University closed
July 2	Last day to Apply to Graduate for Fall Convocation
August 4	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

### Message from our Director, Dr. Lori Weeks



Our Director, Dr. Lori Weeks, 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, Certificates and an Undergraduate Degree.

The Bachelor of Health Science- Emergency Medical Services Management: the BHSc.EMS is an online and asynchronous degree program created for paramedics to complete a broad based Bachelor's degree.

The Diploma in Health Services Administration: the DHSA 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 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 on page 9.

# 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 (IPHE) 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
- CAHME Accredited, LEADS Framework

## 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 IPHE experiences during your MHA. IPHE 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/networking
- topics for course projects and papers
- 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](#)
- [IPHE 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

## 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, Urkund, AI/LLM– Student Resources

### Academic Integrity, Urkund and AI/LLM

Academic integrity within the MHA should be considered in the context of the University's policies and procedures. You will have an optional workshop early in the orientation process which will expand upon academic writing, and so issues of integrity and accurate citation, in more detail. However, you can view the University's guidance for students by following this link: [Link to Student Academic Integrity Resources \(opens in new tab\)](#)

You will also need to check your individual course syllabuses for any particular requirements your instructors may place upon your academic writing.

In common with all courses at Dalhousie, our instructors have access to Urkund software, a plagiarism control tool which allows us to ensure that everyone is graded fairly. You should assume that the software will be used across all courses within the MHA.

Recently, Large Language Models (LLMs) and forms of Artificial Intelligence (AI) have entered mainstream workplace and academic practice. Dalhousie, and so the MHA, is in the process of adapting procedures to capture the benefits of the technology, whilst still ensuring fairness in grading practices

Each course instructor will have a different approach to the use of AI/LLMs, ranging from promoting use within learning activities *and* assessments, to use just within assessments, to much more controlled use. You must ensure that you are always operating within their guidelines, and if in doubt, engage in conversation with your instructor about their own approach.

Where the use of LLM/AI is allowed, be clear and consistent in your citation. There is not yet one agreed way to reference use of these technologies in your academic work, but guidelines are emerging, and you will be updated as Dalhousie develops its procedures.

## Our Awards

We are proud to offer 11 separate annual awards, the details of which can be found in [Appendix 1](#)

## LEADS FRAMEWORK, AND CAHME

During your orientation you will be introduced to the LEADS Framework, 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 LEADS Framework, and they form a core part of our accreditation as a CAHME 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 LEADS 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 LEADS Framework Model

The LEADS Framework 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 parttime studies normally completed within five years. MHA students may switch between part- and full-time status, e.g., if employment situation changes. Part-time students will plan out their sequence of courses and timeline with the Graduate Coordinator upon entry to the program and each academic year to discuss progress.

### 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 – LEADS FRAMEWORK



<p><b>L</b>   <b>LEAD SELF</b> Self-motivated leaders...</p> <p><b>Are self-aware</b> They are aware of their own assumptions, values, principles, strengths, and limitations.</p> <p><b>Manage themselves</b> They take responsibility for their own performance and health.</p> <p><b>Develop themselves</b> They actively seek opportunities and challenges for personal learning, character building, and growth.</p> <p><b>Demonstrate character</b> They model qualities such as honesty, integrity, resilience, and openness.</p>	<p><b>E</b>   <b>ENGAGE OTHERS</b> Engaging leaders...</p> <p><b>Foster the development of others</b> They support and challenge others to achieve professional and personal goals.</p> <p><b>Communicate effectively</b> They listen well and encourage open exchange of information and ideas using appropriate communication media.</p> <p><b>Contribute to the creation of healthy organizations</b> They create engaging environments where others have meaningful opportunities to contribute and ensure that resources are available to fulfil their expected responsibilities.</p> <p><b>Build teams</b> They facilitate environments of collaboration and cooperation to achieve results.</p>	<p><b>A</b>   <b>ACHIEVE RESULTS</b> Goal-oriented leaders...</p> <p><b>Set direction</b> They begin plans by identifying, clarifying, and communicating clear and meaningful expectations and outcomes.</p> <p><b>Take action to implement decisions</b> They act in a manner consistent with the organizational vision to yield effective and efficient public health services.</p> <p><b>Strategically align decisions with vision, values, and evidence</b> They integrate organizational mission and values with scientific, self-evidence to make decisions.</p> <p><b>Assess and evaluate</b> They measure and evaluate outcomes, compare the results against established benchmarks, and correct the course as appropriate.</p>
<p><b>D</b>   <b>DEVELOP COALITIONS</b> Collaborative leaders...</p> <p><b>Purposefully build partnerships and networks to create results</b> They create connections, trust, and shared meaning with individuals and groups.</p> <p><b>Mobilize knowledge</b> They engage networks to gather intelligence, encourage open exchange of information, and use quality evidence to influence action across the system.</p> <p><b>Demonstrate a commitment to customers and service</b> They sustain collaboration, cooperation, and confidence among diverse groups and perspectives aimed at learning to improve services.</p> <p><b>Navigate socio-political environments</b> They are politically astute and can negotiate through conflict and resolve disputes.</p>	<p><b>S</b>   <b>SYSTEMS TRANSFORMATION</b> Successful leaders...</p> <p><b>Demonstrate systems / critical thinking</b> They think analytically and rationally, questioning and challenging the status quo, to identify issues, solve problems and design and implement effective processes across systems and stakeholders.</p> <p><b>Encourage and support innovation</b> They create a climate of continuous improvement and creativity aimed at systems change.</p> <p><b>Orient themselves strategically to the future</b> They scan the environment for risks, best practices, and emerging trends that will shape the system.</p> <p><b>Champion and orchestrate change</b> They actively contribute to change processes that improve health service delivery.</p>	<p><b>LEADS LEADERS</b></p> <p>LEADS capabilities apply to all individuals regardless of role or formal position in the health system.</p> <p>All leaders – regardless of their role, or position in the health system – must be able to lead themselves, engage others, achieve results, develop coalitions, and lead systems transformation to create the Canadian health system of the future.</p> <p>For each of the five LEADS domains, ‘leader effectiveness’ differs, depending on the unique attributes of each individual and the context in which the leader exerts influence. In different contexts, capabilities differ in expression.</p> <p>LEADS creates a culture of distributed leadership, where each person in the system, regardless of position or title, has the necessary leadership skills and feels empowered to exercise leadership when it is required.</p>

Reference: <https://cchl-ccls.ca/resource/leads-leadership-brochure/>

CCHL, 2023