

Health Policy and Leadership — Dr.P.H.

Program Director

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Description

The health policy and leadership Dr.P.H. degree curriculum emphasizes a mixture of professional and academic skills, such as leadership and management, finance and philanthropy, community engagement and advocacy, policy analysis and development, ethics, and research methods. The current, rapidly changing health and health-care landscapes—marked by significant health disparities and varied challenges—demands a diversity of leadership talents. Moreover, creative approaches are needed to meet these challenges. The Doctor of Public Health degree in health policy and leadership at Loma Linda University provides a unique and wonderful opportunity to serve at the very heart of the intersection of leadership and policy, preparing participants for success in leadership positions that have major influence on policies, programs and the public health system. In respecting their experience and backgrounds, participants in our program may also be called co-learners to emphasize the collegiate and peer-learning environment, including their interaction with faculty members and other mentors.

The primary focus of this program is to enhance the skills and abilities of those in positions of leadership; to develop competencies in policy development, analysis, and implementation; applied to health care and social determinants of health—to add to the body of knowledge about leadership through observation, reflection, and research; and to bring together leaders who desire to learn, mentor, and model exemplary leadership. Program participants are expected to demonstrate a commitment to the core values of Loma Linda University: compassion, integrity, excellence, freedom, justice, self-control, and humility. This program, in part, meets the great need for leaders of integrity who are agents of change, with understanding in both research and practice.

Leadership talents cannot be taught, but they can be developed and strengthened. The design of the program is to help individuals discover their talents and strengths, imagine how they can be developed, and then devise plans to increase and extend their skills and knowledge around those unique strengths.

The Doctor of Public Health (Dr.P.H.) degree is the highest professional degree for the public health generalist. Participants will focus on public health practice and demonstrate broad knowledge related to professional skills. Consistent with our intentional interdisciplinary approach to doctoral education, this Dr.P.H. degree program offers learners the opportunity to customize an academic plan designed to fulfill their program requirements through unique core courses and a variety of electives offered by the School of Public Health. With approval, in developing their academic plan, learners may also identify courses offered throughout Loma Linda University. Drawing from resources in the School of Public Health and the program faculty's training and expertise in management, leadership, and policy, participants are able to develop leadership skills and competencies in selected policy areas, such as:

1. Health services and health care
2. Systems design and organizational change
3. Health disparities and health equity

4. Food and nutrition
5. Mother-infant health
6. Poverty and social welfare
7. Behavior and mental health
8. Water, air quality, and the built environment
9. Nonprofits and philanthropy
10. Resource development and generation

Learning outcomes

In addition to the University learning outcomes, the Health Policy and Leadership Program has five additional learning outcomes.

1. *Leadership*: Participants understand a broad range of leadership issues and participate in future-oriented planning and change processes.
2. *Health policy*: Participants understand the health policy development process and that health policy is a multidisciplinary field of inquiry and practice concerned with social determinants of health and the delivery, quality, and costs of health and health care for individuals and populations.
3. *Ethics*: Participants demonstrate the core values of Loma Linda University, including a commitment to justice, ethical choices, values, and professional practices implicit in their discipline and personal ethics.
4. *Reflection*: Participants model reflective leadership.
5. *Scholarship*: Participants develop skills in reading, evaluating, conducting, and reporting research.

Educational effectiveness

- Course work
- Individual advisement
- Research
- Professional portfolio
- Comprehensive examination
- Dissertation

Individuals who may benefit from the program

Given the context of Loma Linda University, participants will be midlevel-to-senior-level managers in public health, health care, public and government agencies, higher education, social welfare organizations, nongovernmental organizations (NGOs), faith-based, community-based organizations (CBOs), and other related groups. Consistent with the program's focus on social determinants of health to promote health equity, individuals from nonhealth sectors are encouraged to apply. Two important requirements are that those admitted to the program will have had sufficient experience in the workplace (three or more years) and that they are currently employed in an organization that is supportive of their degree program and the unique requirement to develop a "learning environment" at the workplace.

Prerequisite

See entrance requirements for all DrPH degrees. (<http://llucatalog.llu.edu/public-health/doctoral-degrees/#admissionstext>)

Description of the curriculum components

Portfolio

Achievement of competency is demonstrated in part by the evidence contained in a portfolio, not in attendance records or simply the completion of required course work. Based on the academic plan approved in the first quarter, the participant assembles the portfolio throughout the program. The completed portfolio is presented at the end of the program as evidence that all areas of competency have been met and the requirements of the program satisfied.

Colloquia

Learners are required to attend a minimum of three hours of noncredit colloquia each quarter designed to acquaint students with various aspects of health policy and leadership.

Support

Given the nature of the program and the discipline, interaction with many other persons is paramount.

Leadership cannot be studied in isolation. Collaboration is encouraged and modeled throughout the program. Since support and advisement are so critical, special emphasis is placed on academic support. Three examples follow.

Faculty advisors and professional mentors. All participants have a primary academic advisor assigned from the core health policy and leadership faculty. In addition, participants may choose additional mentor(s) from outside the department or University. These mentors provide support and encouragement, as well as depth and expertise.

Learning and study support groups. There are at least two specifically designed study groups. One group of fellow participants (three to five) serves as a creative force and idea exchange. The group meets on a regular basis to keep members of the group focused on completing the degree. Another group, created by each participant and composed of individuals primarily outside the program (five to eight) creates an extended learning environment and helps to create/provide opportunities through which the participants can improve and demonstrate their leadership skills. These learning groups include mentors, work colleagues, professional associates, and friends. Although not technically part of the health policy and leadership faculty, members of these groups nonetheless become extensions of the ethos and mission of the program.

Yearly conferences. As professionals, all participants will attend at least one health policy and leadership conference each year until the completion of their programs and may continue to do so afterward. These open conferences provide students with opportunities to discuss current health policy and leadership issues, present scholarly papers, consult with academic advisors, report on their progress in the program, and meet with fellow participants for collaborative and networking activities.

Areas of leadership competency and underlying themes

In order to more clearly define the range of meaning and expectations for this program, eight areas of leadership competency and two underlying themes have been identified and elaborated. These form the framework within which the academic plan is developed and the portfolio is evaluated.

1. *Policy development and strategy:* Participants understand the framework for policy development and explain how strategy is

essential to achieving outcomes, including designing effective advocacy strategies to influence decision making regarding policies that advance public health.

2. *Systems thinking:* Participants explore the dynamic interactions among human and social systems and seek to improve the interrelated and interdependent relationships among individuals, groups, organizations, and communities.
3. *Community building:* Participants, in Peter Block's words, "create hospitable space, invite collective attention to what is important and make the group's intelligence visible to itself."
4. *Understanding diversity:* Participants utilize leadership skills in bringing together a variety of persons, including those who are different from themselves (age, gender, religion, work ethic, mind style, etc.) in a way that strengthens organizations/communities.
5. *Leading change:* In creating a supportive environment for change, participants encourage creativity and innovation and help bring about both individual and organizational change.
6. *Effective communication:* Participants accept responsibility for and respond to finding appropriate avenues to communicate with a variety of audiences.
7. *Conflict resolution:* Participants—through careful deliberation, good listening and understanding, interest-based negotiation, and mutually beneficial collaboration—practice the fragile process of addressing conflict.
8. *Management and governance:* Participants observe, participate in, evaluate the various styles of management and governance, and explore management strategies and governance structures for the future.

Integrated themes

Woven throughout the eight areas of competency, two themes elevate the developmental process and increase the value of the discussion within each area. While the areas of leadership competency are broadly found in many similar programs, the emphasis on ethics and scholarship makes this program particularly valuable to those seeking to model leadership characterized by integrity and understanding.

1. *Ethics—Virtue and obligation:* Participants demonstrate the core values of the University—including a commitment to social justice, ethical choices, values, and professional practices implicit in their discipline and personal ethics.
2. *Scholarship—Research and reflection:* Participants practice reflective leadership and develop skills in reading, evaluating, conducting, and reporting research.

Annual progress reports and portfolio reviews

Yearly progress reports and portfolio reviews are scheduled at the time of the annual conferences. The program advisor and other program faculty (two or three) meet with the participant to review the progress of the portfolio, consider any changes and/or additions to the academic plan, answer questions, and give advice as necessary. These yearly evaluations should not be seen as isolated conversations but more as markers along the way in an ongoing dialogue with the program faculty. If unsatisfactory progress is being made, a letter of warning is given following the review. Failure to achieve satisfactory progress will result in termination of the participant or in a hold being placed on his or her registration until the necessary progress is made. In all cases, a summary of the review will be included in the participant's portfolio. The portfolio is an integral element

of the learner's experience and must be completed prior to defending the research dissertation.

Presentations and research papers

Learners are required to secure and maintain membership in an approved professional society, which may include but is not limited to the American Public Health Association (APHA), American Evaluation Association (AEA), or the Association for Public Policy Analysis and Management (APPAM). Learners are required to present (poster or paper) at one national conference of an approved professional society.

Dissertation proposal

As part of their degree requirements, participants prepare a dissertation proposal. The proposal will address a problem or issue of interest and of practical relevance to an organization. This proposal may deal with needs assessment, benchmark study, program design and development, program implementation, program evaluation, or some combination of the above. The emphasis of the Dr.P.H. degree dissertation is on problem-solving and is not necessarily designed to test a hypothesis derived from a disciplinary or theoretical perspective. The dissertation will aim to address a problem defined within the context of an organization and will include a comprehensive analysis of implications for leadership and policy.

Progress through dissertation

The dissertation will be of an applied nature with a focus on practice, problem solving, and demonstrating ability to conduct independent research on a contemporary public health issue. Emphasis will be placed on policy development and health policy strategies, public health leadership, and management of health programs. Involvement in research and reflection is encouraged throughout the program. Already included in the academic plan is an outline of such activities to be completed during the degree program. It is anticipated that the academic advisor and participant will discuss the progress of topic development and formulation of dissertation proposal even within the first year. Research courses taken early in the program will also provide feedback on satisfactory progression in this area. Building on the existing School of Public Health's *Doctoral Handbook*, a clear set of guidelines will further be developed to apprise both the advisor and the participant of the steps required in taking the dissertation from topic to proposal, approval, research, writing, and defense. The dissertation committee will oversee the progress of the dissertation to the point of satisfactory defense.

Program Requirements

Corequisites

See standard DrPH corequisites (<http://lucatalog llu.edu/public-health/doctoral-degrees/#drphtext>).

Major - Leadership

HADM 581	Orientation for Leadership I: Vision and Understanding	4
HADM 582	Orientation for Leadership II: Exploring the Nature of Leadership	4
HADM 583	Orientation for Leadership III: Setting a New Direction	4
HADM 584	Current Topics in Health Policy and Leadership	1-2
HADM 589	Advanced Practice in Leadership (Must be taken 3 times and may be repeated up to 8 credits.)	2
HADM 595	Leadership--Past, Present, and Future	3

HADM 604	Health Systems Strategic Planning	3
HADM 689	Graduate Seminar in Leadership	2-4

Major - Health Policy

HADM 585	Policy Development for a Twenty-First Century Health System	3
HADM 588	Leadership, Policy, and Environmental Change	3
HADM 620	Health Policy Theories and Concepts	4
HADM 510	Health Policy Analysis and Synthesis ¹	3-4
or HADM 625	Health Policy Advocacy and Civic Engagement	

Public health

HADM 586	Building Healthy Communities: Integrative Health Policy	3
HADM 587	Health Policy and Research	3
EPDM 5__	Epidemiology Elective ²	3

Cognates or electives ³

HPRO 543	Writing for Health Professionals	3
	Elective ⁴	6

Religion

One course required from each of the following areas. May include one additional elective.

RELR 5__	Graduate-level Relational	3
RELE 5__	Graduate-level ethics	3
RELT 5__	Graduate-level theological	3

Research

HADM 614	Research Design and Practice I	3
HADM 615	Research Design and Practice II	3
HADM 685	Preliminary Research Experience	3
HADM 505	Managerial Statistics and Epidemiology for Healthcare	2-4
or STAT 549	Analytical Applications of SPSS	
HADM 699	Applied Research	3

Dissertation

HADM 697	Dissertation Proposal	4
HADM 698	Dissertation	8

Total Units 89-95

¹ Choose one in consultation with advisor

² Advanced epidemiology course chosen in consultation with advisor.

³ Cognate or elective courses are to be chosen in consultation with the student's advisor, taking into consideration the student's previous experience and present interests. These units may be selected from courses offered by the School of Public Health or by other schools within the University; and must reflect a specific emphasis, or additional statistical or data analysis that will be required by the student's dissertation research.

⁴ Choose in consultation with advisor

Culminating experience

As a part of the culminating experience, the student completes two publishable papers for submission to peer reviewed journals, successfully defends dissertation, and submits a committee approved dissertation manuscript. Further details provided in the Doctoral Handbook.

Capstone project

In addition to the dissertation defense, which is itself a major culminating experience, participants will present their portfolios at the end of the program. The portfolios are based on the academic plan and the eight areas of leadership competency, supported by evidence and validated as sections are completed, and assessed at the end of the program as the participants present them in the culminating degree activity.

Normal time to complete the program

3.66 years based on less than full-time enrollment

Courses

HADM 501. Health Policy and Leadership Seminar. 1 Unit.

An orientation seminar designed for the first or second quarter of the M.P.H. degree in health policy and leadership. Identifies the expectations of the degree, raises awareness and understanding of academic standards, and promotes cohort and professional loyalty.

HADM 504. Database Concepts. 3 Units.

Introduces databases and database management. Increases students' understanding of the most common databases and their functions, as well as the process of planning and implementing these databases. Emphasizes the management aspect of databases and the qualities a manager should possess.

HADM 505. Managerial Statistics and Epidemiology for Healthcare. 4 Units.

Overview of basic statistical and epidemiological concepts and tools, with the objective of showing how they can be used to improve management decisions in the health sector. Includes interpretation and analysis of statistical associations, and distribution and understanding and applying determinants of health events and disease outcomes in human populations.

HADM 506. Principles of Health-Care Finance. 3 Units.

Covers different forms of business organizations and their impact on taxes and cash flows. Focuses particularly on third-party payer system, time value of money, financial risk and return, debt and equity financing, securities valuation, market efficiency, debt refunding, lease financing, and cost of capital.

HADM 507. Principles of Accounting in Health Care. 3 Units.

Overview of the accounting cycle, balance sheets, income statements, basic accounting principles, ethics, internal controls, accounting for assets, current liabilities, and stockholder's equity. Course can be waived by students who have taken an upper division accounting course prior to enrolling at this University from an accredited four-year university.

HADM 509. Principles of Health Policy and Management. 3 Units.

Introduces concepts of the health policy process and factors that impact health and access to health care, including but not limited to organizing, financing, and delivering health services. Familiarizes students with concepts of the health policy process, emphasizing the leadership and management skills necessary to navigate the necessary changes in the current health system and to demonstrate understanding of the policy development process.

HADM 510. Health Policy Analysis and Synthesis. 3 Units.

Integrates skills and concepts from previous courses taken in managerial problem-solving. May be repeated for additional credit.

HADM 514. Health-Care Economics. 3 Units.

Focuses on the allocation of resources in the health-care industry in terms of how the interaction between consumers, providers, and third-party payers impacts the cost and the level of health care. Looks at the role and impact of the government in this sector, as well as those of the pharmaceutical industry. Examines various health systems around the globe.

HADM 515. Maintenance and Operation of Information Systems. 3 Units.

Covers the process of maintenance and management of data communications systems, as well as network administration. Covers analysis and development of information security systems, system auditing, information system documentation, system maintenance plans, and development of maintenance and security plans.

HADM 516. International Economic Policy. 3 Units.

Focuses on how to effectively reduce dependence on foreign aid, improve access to capital, invest in the people, and bolster rates of currency exchange to improve regional and national economies. Provides overview of international economics, along with an assessment of the impact privatization of state companies, democratic initiatives, free-trade, and tax reform have on a country shifting toward a market economy.

HADM 517. Business Communication. 3 Units.

Exposes students to current and authoritative communication concepts, with emphasis on process and product. Addresses essential concepts in managerial communication largely through report and proposal writing. Includes employment communication (e.g., resumes and cover letters) as part of the curriculum.

HADM 519. Data Analysis and Management. 3 Units.

Using Excel, emphasizes concepts and applications of the most common data-analysis methods. Emphasizes selection of appropriate method of analysis and of reporting results. Utilizes Access for health-care data management. Proficiency promoted through a variety of tasks: importing, exporting, merging and linking files; creating, updating, and querying databases; basic programming, application development, and data entry.

HADM 520. Long-Term Care Administration. 3 Units.

Administration of long-term care facilities. Licensing requirements as presented in the California Code of Regulations Title 22 and the Code of Federal Regulations Title 42.

HADM 523. Global Health-Care Administration. 1 Unit.

Provides basic knowledge of broad management concepts for the clinical student or professional interested in international service in the health-care sector. Covers concepts of accounting, human resources, change management, cultural awareness, and other topics. Intended for students without business or management degrees or experience.

HADM 525. Special Topics. 1-4 Units.

Lecture and discussion on a current topic in health policy and management or leadership. May be repeated for a maximum of 8 units applicable to degree program.

HADM 526. Data Communication Theory. 3 Units.

Provides an overview of how information systems work. Covers the fundamentals of information systems hardware and software, including existing databases on local and national networks. Internet and Intranet projects required. Includes distributed data processing, client server systems, local area networks (LAN), wide area networks (WAN), and data communications, including voice and image.

HADM 528. Organizational Behavior in Health Care. 3 Units.

Focuses on understanding, predicting, and influencing human behavior in an organization. Students gain experience using practical individual and group case studies and reading/researching organizational behavior books and topics that facilitate thinking through problems/issues and finding solutions as leaders, managers, and employees in organizations.

HADM 529. Health-Care Negotiations and Conflict Resolution. 3 Units.

Diagnoses the complex, competing issues among different social, political, and economic initiatives promoted by both liberals and conservatives. Focuses on and emphasizes shared interests and fears of individuals and entities promoting competing policies, which leads to a more productive negotiation process and makes conflict resolution more attainable.

HADM 530. Quantitative Decision Analysis. 3 Units.

Explains quantitative methods used to analyze and improve the decision-making process in health care organizations. Decision analysis, break-even analysis, managerial accounting, financial management, linear programming, network modeling, game theory, simulation, and cutting-edge forecasting techniques included in the primary concepts examined.

HADM 532. Public Health Law. 3 Units.

Introduces students to the broad spectrum of legal issues related to public health, with emphasis on the federal and state legal bases for authority exercised in matters relating to the public's health. Focuses on individual rights, governmental authority, and the inherent tension between the two in regard to public health matters. Addresses federal and state constitutional law, statutory law, and administrative rules, as applicable.

HADM 534. Health-Care Law. 3 Units.

Examines health care as a highly regulated industry, providing students with an understanding of the vast range of legal issues facing health-care practitioners and administrators. Gives particular attention to topics in regulatory compliance, medical malpractice, health-care contracting, and employment law.

HADM 536. Health Policy Communications. 3 Units.

Helps students communicate effectively with the mass media and current stakeholders in the current health system. Explores aspects of effective listening, response strategies, conflict management, negotiations, leadership styles, interpersonal agendas, and group dynamics. Focuses on oral and written communication, as well as critical-thinking messages.

HADM 542. Managerial Accounting for Health-Care Organizations. 3 Units.

Financial data used in decision making. Cost behavior, activity-based costing, cost allocation, product costing and pricing, operational budgets, capital budgeting, and behavioral aspects of control.

HADM 545. Government Policy and Health Disparities. 3 Units.

Examines the federal government's use of funding and regulation to influence health care delivery in the United States. Reviews the role of state and local governments in developing and implementing health policy. Explores the issue of health disparities in framing health policy discussions.

HADM 546. Attaining Philanthropic Support: Fundamentals of Fundraising. 2 Units.

Provides an overview of working in the nonprofit sector postgraduation, and the essentials of how to fund raise--especially from private sources such as individuals, foundations and corporations, and other entities. Addresses the technical, methodological, relational, and ethical principles that undergird fund-raising.

HADM 549. Health-Care Investment and Portfolio Issues. 3 Units.

Provides overview of financial markets, instruments, and institutions addressing financial concepts and tools that have been used successfully in progressively managed firms. Discusses financial markets that corporations, governmental agencies, and financial institutions use while conducting business. Theory of pricing of instruments, institutional structure, and determinants of growth of financial markets.

HADM 555. Health-Care Delivery Systems. 4 Units.

Reviews current trends in health-care financing; integrated delivery systems; managed care, as well as some focus on health-care operations, including: billing, coding, pricing, utilization review, case management, and systems. Reviews and discusses current events and research relating to the health-care system structure throughout the world and relative to U.S. health-care policy.

HADM 559. Health-Care Marketing. 3 Units.

Applies marketing concepts to health care delivery systems. Emphasizes a strategic market-management approach for developing or evaluating strategies and programs for a health care organization.

HADM 560. Asset Protection Planning for Health Professionals. 3 Units.

Introduces estate planning, asset-protection strategies, family limited partnerships (FLPs) and limited-liability companies (LLCs), life insurance, irrevocable life insurance trusts, durable powers of attorney, and revocable inter vivos trusts.

HADM 564. Health-Care Finance. 3 Units.

Covers capital structure decisions, capital budgeting, financial analysis and forecasting, project risk analysis, working capital management, business valuation, mergers and acquisitions, reimbursement methods, and financial risk management.

HADM 574. Managing Human Resources in Health-Care Organizations. 3 Units.

Purposefully explores how the strategic management of human resources creates value and delivers results in health care. Addresses an emerging human-resource paradigm, in addition to focusing on the traditional perspectives of human resources that center around the personnel function.

HADM 575. Management Information Systems in Health Care. 3 Units.

Systems theory and application in the design and operation of integrated management information systems in a health-care setting. Examines hardware, software, and human interfaces.

HADM 577. Governance for Non-Profit Excellence. 3 Units.

Individuals who plan their careers for the non-profit world and their entities require knowledge on how to provide excellent leadership in their organizational settings. Topics included in this course include the differential roles of volunteer board members and agency executives and their staffs, nominating and recruiting board members, legal and other policies affecting board members, agendas, minutes and board manuals, crisis and conflict management, managing volunteers, visioning and long range planning, non-profit accountabilities, meetings and consensus building. Leaning outcomes will derive from this content.

HADM 578. Foundations of Fund Development. 3 Units.

Reviews the fundamental art and science of fund-raising approaches. Includes the psychology of fund raising, donor motivation, a comprehensive fund-raising plan, what research in fund-raising teaches, annual funds and direct mail, major gift development, grant development, role playing the "ask" process, planned giving and capital campaigns, selecting appropriate individuals to staff development offices, proposal and case statement development, gift stewardship, and software-driven accountabilities and reporting.

HADM 579. Legal Issues in Nonprofit Management and Policy. 3 Units.

Provides a review and understanding of legal issues that particularly pertain to nonprofit organizations, including: responsibilities assumed by boards of directors; accountabilities pertaining to the IRS and other local, state and federal government entities; the nature of financial accountability intrinsic to the nonprofit sector; and ethical constructs that apply to nonprofit organizations.

HADM 580. Foundations of Leadership. 3 Units.

Provides a general introduction to the literature of leadership and management, especially as they apply to managing nonprofit organizations. Focuses particularly on the competencies, skills, responsibilities, and expectations of managers and leaders (in their differentiated roles) as found within current theoretical and practice frameworks.

HADM 581. Orientation for Leadership I: Vision and Understanding. 4 Units.

The first in the series designed to provide an orientation for leadership. Student evaluates personal skills and understanding of leadership while creating a personal vision of his or her role in leadership for the future.

HADM 582. Orientation for Leadership II: Exploring the Nature of Leadership. 4 Units.

The second in the series designed to provide an orientation for leadership. Focuses on the definition and scope of leadership, the qualities of leadership, and various leadership styles. Explores the nature of leadership within both the individual and organizational context. May be taken concurrently with HADM 581 or HADM 583.

HADM 583. Orientation for Leadership III: Setting a New Direction. 4 Units.

Builds on the work completed in HADM 581. Under the guidance of an assigned advisor, students create either a personal development plan or an academic plan to be submitted as part of the admission requirement for the doctoral leadership degree.

HADM 584. Current Topics in Health Policy and Leadership. 1 Unit.

Lectures and discussion on current issues in leadership. Specific content varies from quarter to quarter. May be repeated for additional credit.

HADM 585. Policy Development for a Twenty-First Century Health System. 3 Units.

Addresses the unique application of leadership theory and best practice to the field of public health, health care, and related areas.

HADM 586. Building Healthy Communities: Integrative Health Policy. 3 Units.

Examines the public health system, how health policy is developed, and the diverse stakeholders involved in the process. Examines effective partnerships with government agencies, the private sector, nongovernmental organizations, communities, and social entrepreneurs. Explores and analyzes in depth how these partnerships have worked together to make positive health improvements through effective policies will be explored.

HADM 587. Health Policy and Research. 3 Units.

Provides students with the skills needed to translate research into policy and practice. Examines how research impacts public health and health policies. Students explore the relationship between statistics, research, and public policy and understanding policy development and the politics that informs public health policy. Focuses on collaboration with government agencies and community groups in evaluating outcomes associated with changing policies at the institution, community, and state levels.

HADM 588. Leadership, Policy, and Environmental Change. 3 Units.

Examines public health approaches to improve health through environmental and policy change. Explores theoretical and practical applications of legislative advocacy in the area of health policy.

HADM 589. Advanced Practice in Leadership. 1-4 Units.

While working closely with leadership specialists, student observes, demonstrates, evaluates specific leadership styles, and explores alternative approaches. Permission of instructor required. May be repeated for a total of 8 units.

HADM 595. Leadership--Past, Present, and Future. 3 Units.

An in-depth study of the historical and theoretical foundations of leadership, exploring a wide range of sources across time and culture. Emphasizes major theories influencing the current understanding of leadership and its relationship to management.

HADM 601. Health Systems-Operations Management. 3 Units.

Uses quantitative methods to analyze and improve business processes within an organization. Topics include decision-making models, forecasting, linear programming, inventory models, queuing theory, project management, simulation, facility layout, and quality control.

HADM 604. Health Systems Strategic Planning. 3 Units.

Describes the strategic planning process and examines the tools needed to analyze the external factors and internal capabilities as they relate to a particular organization. An overview on how to develop a vision, mission, goals, objectives and a control mechanism will be provided as well as insight on how best to implement developed strategy as it relates to human resource management, marketing and finance. The ability to consider the business, demographic, cultural, political and regulatory implication of decisions that improve long-term success and the viability of an organization will also be examined.

HADM 605. Health-Care Quality Management. 3 Units.

Focuses on quality systems that include developing clear mission or vision, setting measurable strategic quality goals, deploying goals for action by identifying specific activities to be done, and controlling results. Analysis of quality process in health care historically, with emphasis on key strategies for success.

HADM 610. Synthesis Seminar in Health Administration. 1 Unit.

Integrates skills and concepts from previous courses taken in managerial problem-solving. May be repeated for additional credit.

HADM 614. Research Design and Practice I. 3 Units.

Introduces research methods, including ethnography. Examines literature for information on processes, and provides field experience for participation observations, interviewing, and the discovery of theory. Includes ethical consideration and the development of a research proposal.

HADM 615. Research Design and Practice II. 3 Units.

Planning and conducting a research project. Advanced analysis of appropriate research design for research and development of a publishable research paper for a peer-review journal.

HADM 620. Health Policy Theories and Concepts. 4 Units.

Introduces students to a selection of material on key theories, writers, and conceptual frameworks that influence contemporary health policy analysis and development. Discusses American political thought and reviews the evolution of health policy in the U.S., theories of justice, and implications for public health policy. Teaches students to explain the role of ethics and values in developing a framework for health policy.

HADM 625. Health Policy Advocacy and Civic Engagement. 4 Units.

Matches students with health or social service, health policy, and social justice agencies and coalitions to provide in-depth knowledge of agenda setting, power analysis, legislative research, and legislative advocacy in relation to specific health issues. Emphasizes the impact of the political process. Develops skills associated with community organizing and civic engagement for policy advocacy and communicating effectively using traditional and innovative strategies, including but not limited to mass and social media. Focuses on oral and written communication, such as policy briefs and op-eds.

HADM 685. Preliminary Research Experience. 3 Units.

Experience gained in various aspects of research under the guidance of a faculty member and by participation in an ongoing project. Must be completed prior to beginning the dissertation research project.

HADM 686. Writing Seminar. 1 Unit.

Assists students in understanding the process of organizing and writing dissertation abstracts and/or proposals. Focuses primarily on good writing technique. Gives attention to both critical and creative writing.

HADM 689. Graduate Seminar in Leadership. 2 Units.

While working under the direction of a department faculty member, student applies leadership theory to specific situations and evaluates the effectiveness of such interventions. Limited to doctoral students. Permission of instructor required. May be repeated for a total of 8 units.

HADM 690. Health-Care Management Capstone. 3,4 Units.

A capstone course that completes the M.B.A. degree program. Integrates the core and cross-cutting health care management competencies, resulting in a learning experience that combines health care perspectives, theories, skills, and tools in an applied format. Final products--derived through case studies, guest lectures, and literature review--include a comprehensive strategic plan that incorporates all the elements of a business plan designed specifically for a health care organization.

HADM 691. Integrated Management Capstone 1. 2 Units.

One of two capstone courses that completes the M.B.A. degree program. Integrates the core and cross-cutting health care management competencies, resulting in a learning experience that combines health-care perspectives, theories, skills, and tools in an applied format. Final products--derived through case studies, guest lectures, and literature reviews--include a comprehensive strategic plan, which incorporates all the elements of a business plan designed specifically for a health-care organization.

HADM 692. Integrated Management Capstone 2. 2 Units.

The second of two capstone courses that completes the M.B.A. degree program. Integrates the core and cross-cutting health-care management competencies, resulting in a learning experience that combines health-care perspectives, theories, skills, and tools in an applied format. Final products--derived through case studies, guest lectures, and literature reviews--include a comprehensive strategic plan, which incorporates all the elements of a business plan designed specifically for a health-care organization.

HADM 695. Health Administration Field Practicum. 3 Units.

Designed for students to integrate academic competencies with on-the-job training.

HADM 696. Directed Study/Special Project. 1-4 Units.

Individual arrangements for advanced students to study under the guidance of a program faculty member. May include readings, literature reviews, or other special projects. Minimum of thirty hours required for each unit of credit.

HADM 697. Dissertation Proposal. 1-10 Units.

Doctoral student develops a dissertation proposal and works in collaboration with the research adviser on mutually agreed-upon objectives that will provide the basis for evaluation. Culminates in a dissertation proposal.

HADM 698. Dissertation. 1-8 Units.

Doctoral student prepares dissertation manuscript presenting results of the research study.

HADM 699. Applied Research. 1-4 Units.

Assignment to private, government, international, or voluntary health agency or other approved organization where practical application of the materials studied on campus is made under the guidance of the department faculty and the organization involved. Research project that includes substantial analysis of data and discussion of results. Written report and oral presentation required.

HADM 710. Management Associate Practicum 1. 12 Units.

Provides practical training for students in the M.B.A. degree program in health-care administration. Placement director and mentors monitor student progress throughout this experiential learning opportunity that develops critical career skills. MAP 1 placement, based on student's skill sets and interests--as well as the organization's resources and requirements--requires a twenty-hour work week minimum (minus posted LLU vacations), for a cumulative total of 400 hours over a period of two consecutive academic quarters. Student's final paper and oral presentation detail MAP experience.

HADM 711. Management Associate Practicum 2. 12 Units.

Continues practical training for students in the M.B.A. degree program in health-care administration. Placement director and mentors monitor student progress throughout this experiential learning opportunity that develops critical career skills. MAP 2 placement, which occurs during the fourth quarter of the program, requires a twenty-hour work week minimum (minus posted LLU vacations), for a cumulative total of 400 hours over a period of two consecutive academic quarters. Student's final paper and oral presentation detail MAP 2 experience.

HADM 712. Management Associate Practicum 3. 12 Units.

Continues practical training for students in the M.B.A. degree program in health-care administration. Placement director and mentors monitor student progress throughout this experiential learning opportunity that develops critical career skills. MAP 3 placement, which occurs during the sixth quarter of the program, requires a twenty-hour work week minimum (minus posted LLU vacations), for a cumulative total of 400 hours over a period of two consecutive academic quarters. Student's final paper and oral presentation detail MAP 3 experience.

HADM 724A. Health-Care Administration Practicum. 2 Units.

Provides practical training for students in the M.B.A. degree program. Placement coordinator mentors students through a practical experience that develops critical career skills. Student placement based on skill sets, interests, and organizational needs. Requires 100 hours, as well as a final paper and an oral presentation.

HADM 724B. Health-Care Administration Practicum. 4 Units.

Provides practical training for students in the M.B.A. degree program. Placement coordinator mentors students through a practical experience that develops critical career skills. Student placement based on skill sets, interests, and organizational needs. Requires 200 hours, as well as a final paper and an oral presentation.

HADM 724C. Health-Care Administration Practicum. 6 Units.

Provides practical training for students in the M.B.A. degree program. Placement coordinator mentors students through a practical experience that develops critical career skills. Student placement based on skill sets, interests, and organizational needs. Requires 300 hours, as well as a final paper and an oral presentation.

HADM 724D. Health-Care Administration Practicum. 8 Units.

Provides practical training for students in the M.B.A. degree program. Placement coordinator mentors students through a practical experience that develops critical career skills. Student placement based on skill sets, interests, and organizational needs. Requires 400 hours, as well as a final paper and an oral presentation.

HADM 797. Health Policy and Leadership Field Practicum. 3 Units.

Serves as the venue for completing the final quarter of field practicum required for graduation. Student presents a summary of his/her experience and demonstrates the seven competencies designed for the M.P.H. degree in health policy and leadership. Requires completion of a reflective essay outlining the student's educational experience, as well as a summary of what it has meant to him/.her. Combines application (field practicum), assessment (portfolio), and the recognition of professional readiness (high exit velocity). Provides opportunities for students to attend ten health administration colloquia and ten public health seminars.

HADM 798A. Health Administration Field Practicum. 12 Units.

Supervised experience in a public health-service organization. Opportunity to integrate skills and concepts from courses taken toward the M.P.H. degree in health administration.

HADM 798B. Health Administration Field Practicum. 6 Units.

Part-time, ten-week (twenty hours/week) supervised experience in a public health-service organization. Opportunity to integrate skills and concepts from courses taken toward the M.P.H. degree in health administration.

HADM 798D. Health Administration Field Practicum. 12 Units.

Full-time, ten-week (forty hours/week) supervised experience in a public health-service organization. Opportunity to integrate skills and concepts from courses taken toward the M.P.H. degree in health administration.