

**UNIVERSITY OF THE PUNJAB**

**NOTIFICATION**

It is hereby notified that the Syndicate at its meeting held on 17-12-2022 has approved the recommendations of the Academic Council made at its meeting dated 24-11-2022 regarding approval of revised Curriculum/Scheme of Studies of MS Health Administration program with effect from the Academic Session Fall, 2022.

The revised Curriculum/Scheme of Studies of MS Health Administration program is enclosed herewith as Annexure-‘A’.

Admin. Block,  
Quaid-i-Azam Campus,  
Lahore.

Sd/-  
REGISTRAR

No. D/ 718 /Acad.,

Dated: 26/12/2023.

Copy of the above is forwarded to the following for information and necessary action:-

1. Dean, Faculty of Business, Economics and Administrative Sciences
2. Director, Institute of Administrative Sciences
3. Controller of Examinations
4. Chairperson, DPCC
5. Director, IT for placement at website
6. Admin. Officer (Statutes)
7. Secretary to the Vice-Chancellor
8. Private Secretary to the Registrar
9. Assistant Syllabus

  
Assistant Registrar (Academic)  
for Registrar

# MS HEALTH ADMINISTRATION

Revised Curriculum



Institute of Administrative Sciences  
Faculty of Business, Economics & Administrative Sciences  
University of the Punjab

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**PROGRAM TITLE: MS Health Administration**

**DEPARTMENT: Institute of Administrative Sciences**

**FACULTY: Business, Economics & Administrative Sciences**

## **1. Vision & Mission**

**Vision:** To create and disseminate, globally and locally, relevant knowledge and to improve quality of life for people and communities, through effective leadership and management of organizations.

**Mission:** Keeping in view the vision of IAS, our aspiration is to prepare students with a complete arena of knowledge, skills, attitude, and experiences that will equip them for leadership and management roles required by society at large.

## **2. Introduction**

Health care systems across the world are undergoing profound changes, and tomorrow's leaders will make decisions that affect access, quality and cost of healthcare for millions of people. The field needs leaders and managers – in hospitals, urban and rural health facilities, medical practices, health-related enterprises, and community health organizations – who have the passion and knowledge to shape the future of healthcare. MS Health Administration (MS-HA) degree from our institute will provide the skills needed to meet these future challenges head-on.

## **3. Program Introduction**

MS in Health Administration prepares students for public and private-sector leadership positions in the healthcare industry. The students will develop an understanding of management principles and organizational models applied to healthcare settings, health care financial management, health policy and planning, healthcare marketing etc.

## **4. Program Objectives**

Our healthcare system is becoming increasingly complex and faces more opportunities and challenges than ever before. The MSHA program seeks to develop individuals who will excel in these environments. Graduates leave the program with competencies uniquely designed for leadership across various health professions. The core competencies for the program are:

1. Public policymaking and planning
2. Strategy and Leadership
3. Research skills
4. Decision-making, innovative thinking and leadership skills

The program is designed to instill the following values in our graduates:

- **Impact:** Improve the health status and strengthen the healthcare delivery system in our local, provincial, national and global communities.
- **Collaboration:** Recognize how interdisciplinary teams and organizational partnerships can enhance effectiveness in healthcare.
- **Professionalism:** Instill throughout all aspects of the program, including student development and faculty interactions.
- **Ethics and Integrity:** Demonstrate behavior that exhibits a high degree of character and exemplary behavior.

- **Cultural Competency:** Instill an understanding and appreciation of the culture and society we live in.

## 5. Rationale for the Program

The program will offer the educational and professional foundations required for leadership in healthcare. Graduate students in the program can advance in their current healthcare, health services or health administration positions or can make their initial entry in a new healthcare role. The program aspires to prepare a workforce that will enhance operational efficiency and effectiveness of healthcare organizations and improve the delivery and access to quality care for our people. The program consistently seeks to meet the national standards associated with excellence in graduate education in health administration.

- **Potential Students for the Program**

The prospective students holding BS and Masters (16 years) degree in the field of health and allied health sciences can apply for the program (see point number 6). These students are often interested in a career that is geared towards managing and administering healthcare organizations.

- **Potential Employers**

With a degree in healthcare administration, graduates can assume leadership roles in healthcare organizations as work as hospital administrators, healthcare office managers, or insurance compliance managers. Potential employers include healthcare organizations such as public or private general hospitals, laboratories and diagnostics centers, dental hospitals, health insurance companies, nursing home facilities, mental health facilities, allied health services and ambulatory care settings.

- **Academic Projections**

MS Health Administration, first introduced as a Masters program (MHA-16 years), is a unique and pioneer program that is being offered at the Institute of Administrative Sciences. Later on, other public and private universities have followed suit and offered similar programs. These universities include Lahore University of Management Sciences (LUMS), Khyber Medical University, Riphah International University, Ziauddin University Medical College and Agha Khan University.

- **Faculty**

IAS faculty members are highly qualified and active in their discipline and have the necessary technical depth and breadth to support the program. Out of the 21 full-time faculty members of IAS, MS Health Administration program has allocated 3 full-time PhD faculty members and 2 faculty members having MPhil/MS to provide continuity and stability, to cover the curriculum adequately and effectively, and to allow for scholarly activities. One of the faculty members is appointed by the Institute as Incharge Evening Programs to ensure effective student/faculty interaction. Being Incharge Evening Programs, he/she provides academic leadership and direction to the program and is responsible to ensure the achievement of stated program aims and learning outcomes.

- **Physical Facilities**

Noteworthy physical facilities available for postgraduate students at the Institute are as follows:

- Classrooms are adequately equipped with comfortable sitting arrangements, whiteboards and multimedia. Periodical upkeep is required to ensure smooth functioning of these amenities and up-gradation where required. Moreover, auditoriums

and halls at the institute have the facilities of multimedia projector, computer, speakers, Wi-Fi and wireless microphones. All faculty members are provided with a desktop computer, a laptop and printer in their offices. Faculty offices are also adequately furnished, though IT facilities need further upgradation for better productivity of the faculty.

- The institute has an up-to-date library to meet the academic and research requirements of the students and faculty members. The library is fully computerized in order to provide online search facilities and access to international databases. Recommendations are taken from the faculty members periodically to ensure availability of latest material. The library management also conducts Information Literacy (IL) sessions on an ongoing basis to maximize the use of library resources and services. IL sessions educate the researchers and students about professional writing standards, usage and accessibility of HEC Digital Library. Tutorials are also carried out on thesis and publication referencing software. Moreover, hands-on training, in-class sessions are also organized for searching and browsing scholarly literature, how to avoid plagiarism, and reference/citation management. Moreover, if the students couldn't find anything they would like to access from our online resources, they can use Inter-Library Loan (ILL) to borrow the item from elsewhere.
- A dedicated computer laboratory in the Institute for MPA/MS/PhD programs. Students and faculty have access to the computers and relevant softwares. The information technology components present in most of the courses is supported by the computing infrastructure (including computers and relevant softwares) available in the dedicated computer lab for IAS post-graduate programs. Lecture notes and other resource material is stored on shared network drives and made available to all the students. In addition to this, free internet via WIFI routers is being offered to students and faculty members.
- The Institute has a dedicated operations office for its postgraduate degree programs which is responsible to disseminate the information via various forums (such as notice boards, email, SMS etc.) to the students. With respect to the professional counselling, IAS is pioneer in introducing counselling services via its 'Career Advisory and External Linkages' (CAEL) office. Moreover, as mentioned above an Incharge Evening Programs is also appointed who acts as a liaison manager between the students, faculty and the administration to facilitate the effective flow of information.

## **6. Admission Eligibility Criteria**

- MHA/MBBS/BDS/BS Nursing/D-Pharmacy or an equivalent and relevant degree (16 years of education) from an HEC-recognized institution/university
- Admission Test and Interview as per PU and DPCC rules and regulations

## **7. Duration of the Program**

Total duration of the program: 2 years

Number of Semesters: 4

Total number of credit hours: 30

Nature of the program: Self-supporting program (6PM – 9PM on weekdays)

## 8. Categorization of Courses

Semester	Courses	Category (Credit Hours)					Semester Load
		Core Courses	Basic Courses	Major Electives	Minor Electives	Any Other	
1	3						9
2	3						9
3	2						6
4	2						6
5							
6							
7							
8							
PU	10						30
HEC Guidelines	10-12						30-36
Difference (HEC &) PU	0						0

## 9. Scheme of studies/Semester-wise Workload

#	Code	Course Title	Course Type	Prerequisite	Credit hours
<b>Semester I (Fall)</b>					
1.	HA-501	Health Policy & Management	Core	None	3
2.	RES-501	Research Methods & Design	Core	None	3
3.	HA-502	Healthcare Administration	Core	None	3
<b>Total Credit Hours</b>					9
<b>Semester II (Spring)</b>					
1.	HA-503	Healthcare Finance	Core	Healthcare Administration	3
2.	HA-504	Healthcare Marketing	Core	Healthcare Administration	3
3.	MGT-511	Organizational Behavior	Core	Healthcare Administration	3
<b>Total Credit Hours</b>					9
<b>Semester III (Fall)</b>					
1.	HA-505	HRM in Healthcare	Core	Organizational Behavior	3
2.		Any course to be offered from the list of electives	Elective	As per their course outlines	3
<b>Total Credit Hours</b>					6

Semester IV (Spring)					
1.		Any course to be offered from the list of electives	Elective	As per their course outlines	3
2.		Any course to be offered from the list of electives	Elective	As per their course outlines	3
<b>Total Credit Hours</b>					6

**a. List of Elective Courses in Health Administration**

	Course Code	Course Title	Prerequisites	Credit Hours
1.	RES -502	Quantitative and Qualitative Data Analysis	Research Methods & Design	3
2.	HA-506	Healthcare Economics	None	3
3.	HA-507	Program and Policy Evaluation in Healthcare	Healthcare Policy & Management, Healthcare Administration	3
4.	HA-508	Healthcare Quality Management	Healthcare Administration	3
5.	HA-509	Healthcare Operations Management	Healthcare Marketing	3
6.	HA-510	Innovation and Entrepreneurship in Healthcare	Healthcare Policy & Management, Healthcare Administration	3
7.	HA-511	Information Technology in Healthcare	Healthcare Administration	3
8.	HA-512	Ethics in Healthcare	Healthcare Administration	3

**b. Research Thesis/Project/Internship**

No research thesis is offered in this program.

**10. Criteria for award of degree**

**a. CGPA**

As per PU and DPCC's rules and regulations.

**b. Thesis/Project/Internship**

As 9 b) above.

**c. Any other requirements**

None.



### 11. NOC from concerned Professional Council

Not Applicable

### 12. Faculty

IAS has 21 full-time faculty members of which 17 are PhD. 4 faculty members have MS/MPhil degree and are currently pursuing their PhD. All faculty members contribute to all academic programs within the institute; however, 5 faculty members have been specifically allocated to this program.

<b>Degree</b>	<b>Area/Specialization</b>	<b>Total</b>
PhD	1. Public Management 2. Health Sector Reforms 3. Health Policy	3
MS/MPhil	1. Management 2. Human Resource Management	2
<b>Total</b>		<b>5</b>

### 13. Student-Teacher Ratio

The institute intends to admit 40 students to the program in Fall Semester every year. Although all 21 faculty members contribute to the program, 5 faculty members have been specifically allocated to this program. Hence the student-teacher ratio for this program is 8:1 (40 students: 5 faculty). However, the number of admitted students will depend on HEC and PU DPCC's prescribed student-teacher ratio.

#### 14. Course outlines

<b>Course Code</b>	<b>Course Title</b>	<b>Page No.</b>
<b>Core Courses</b>		
HA-501	Health Policy & Management	09
RES-501	Research Methods & Design	13
HA-502	Healthcare Administration	17
HA-503	Healthcare Finance	21
HA-504	Healthcare Marketing	25
MGT-511	Organizational Behavior	28
HA-505	Human Resource Management in Healthcare	33
<b>Elective Courses</b>		
RES-502	Quantitative & Qualitative Data Analysis	37
HA-506	Healthcare Economics	40
HA-507	Program and Policy Evaluation in Healthcare	43
HA-508	Healthcare Quality Management	46
HA-509	Healthcare Operations Management	49
HA-510	Innovation and Entrepreneurship in Healthcare	52
HA-511	Information Technology in Healthcare	55
HA-512	Ethics in Healthcare	58

## **HA-501      Health Policy and Management**

**COURSE CODE:** HA-501

**SEMESTER:** 1st

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** None

### **Learning Outcomes**

This course is an introduction to major health policy issues and examines the role of federal, state and local governments in the health system. An important focus of the course is an assessment of the role of policy analysis in the formation and implementation of national and provincial health policy. The role of the legal system with respect to adverse medical outcomes, economic rights, and individual rights is also discussed. Proposals for health policy reforms at the national and local level are examined throughout the course.

Upon successfully completing this course, students will be able to:

- Explain the role of government at all levels in healthcare, and its limitations.
- Describe how the healthcare “system” is organized (or not) and the implications for health policy.
- Explain how healthcare is financed (where the money comes from) and the implications for health policy.
- Analyze challenges of disparities in healthcare, their causes, and opportunities for reform.
- Analyze the challenges of rising healthcare costs and opportunities for reform.
- Assess issues related to the uninsured and describe implications at the federal, state, and local level.
- Demonstrate how to present data to policy makers and managers to effectively inform policy decisions.
- Analyse different policies and health care systems globally

### **Contents**

#### **Unit-1:** Introduction: The Paradox of Excess and Deprivation

- 1.1. Too much care
- 1.2. Too little care
- 1.3. The public’s view of the healthcare system
- 1.4. Understanding the crisis

#### **Unit-2:** What is planning, and why plan?

- 2.1. Approaches to Planning
- 2.2. The policy context
- 2.3. Planning for health

#### **Unit-3:** Information for Planning

- 3.1. Situational Analysis

- 3.2. Setting priorities
- 3.3. Costs and costing

**Unit-4: Healthcare Financing**

**Unit-5: How HealthCare Is Organized—I: Primary, Secondary, and Tertiary Care**

- 5.1. Models of organizing care
- 5.2. Balancing the different levels of care
- 5.3. The functions and values of primary care
- 5.4. Care coordination and gatekeeping

**Unit-6: How HealthCare Is Organized—II: Health Delivery Systems**

- 6.1. The traditional structure of medical care
- 6.2. The seeds of new medical care structure
- 6.3. Vertical and horizontal integration
- 6.4. The rise of other models of integrated health systems

**Unit-7: The Health Care Workforce and the Education of Health Professionals**

- 7.1. Physician's education
- 7.2. Physician assistant's education
- 7.3. Nurses' education
- 7.4. Pharmacists
- 7.5. Social Workers
- 7.6. Supply, demand, and need

**Unit-8: Resource Allocation and Budgeting**

**Unit-9: Mechanisms for Controlling Costs**

- 9.1. Regulatory strategies
- 9.2. Financing controls
- 9.3. Competitive strategies
- 9.4. Payment controls
- 9.5. Utilization controls

**Unit-10: Quality of Healthcare**

- 10.1. Components of quality of healthcare delivery
- 10.2. Traditional quality assurance: Licensure, accreditation, and peer review
- 10.3. Continuous quality improvement
- 10.4. Public reporting of quality

**Unit-11: Prevention of Illness**

- 11.1. The first epidemiologic revolution
- 11.2. The second epidemiologic revolution
- 11.3. Models of prevention

**Unit-12: Long-Term Care**

- 12.1. Who pays for long-term care?
- 12.2. Who provides long-term care?
- 12.3. Improving long-term care

**Unit-13: Medical Ethics and Rationing of Health Care**

- 13.1. Principles of medical ethics

- 13.2. Ethical dilemmas, old and new
- 13.3. What is rationing?
- 13.4. Commodity scarcity
- 13.5. Rationing by medical effectiveness and cost-effectiveness

**Unit-14:** Programs, projects, implementation, and monitoring

**Unit-15:** Healthcare Reform and National Health Insurance

**Unit-16:** Conclusion: Tensions and Challenges

### Teaching-Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

### Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

### Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

## Textbooks and Suggested Readings\*

- Grumbach, K., & Bodenheimer, T. (2020). *Understanding health policy: A clinical approach*. McGraw-Hill Companies, Incorporated.
- Abraham, C., Nishihara, E., & Akiyama, M. (2011). Transforming healthcare with information technology in Japan: A review of policy, people, and progress. *International Journal of Medical Informatics*, 80(3), 157-170.
- Berg, S. Primary Healthcare Policy Research: Including Variables Associated with the Social Determinants of Health Matters. Comment on " Universal Health Coverage for Non-communicable Diseases and Health Equity: Lessons from Australian Primary Healthcare". *International Journal of Health Policy and Management*, 10(10), 1-3.
- Eboreime, E. A., Idika, O., Omitiran, K., Eboreime, O., & Ibisomi, L. (2019). Primary healthcare planning, bottleneck analysis and performance improvement: An evaluation of processes and outcomes in a Nigerian context. *Evaluation and Program Planning*, 77, 101712.
- Greaney, A. M., & Flaherty, S. (2020). Self-care as care left undone? The ethics of the self-care agenda in contemporary healthcare policy. *Nursing Philosophy*, 21(1), e12291.
- Herlitz, A., & Horan, D. (2016). Measuring needs for priority setting in healthcare planning and policy. *Social Science & Medicine*, 157, 96-102.
- Khashoggi, B. F., & Murad, A. (2020). Issues of healthcare planning and GIS: a review. *ISPRS International Journal of Geo-Information*, 9(6), 352-361.
- Van Weel, C., Alnasir, F., Farahat, T., Usta, J., Osman, M., Abdulmalik, M., ... & Kassai, R. (2018). Primary healthcare policy implementation in the Eastern Mediterranean region: Experiences of six countries. *European Journal of General Practice*, 24(1), 39-44.
- Nishtar, S. (2010). *Choked pipes: Reforming Pakistan's mixed health system*. Oxford University Press.
- Green, A. (2014). *An Introduction to Health Planning for Developing Health Systems*. Oxford: OUP Oxford.
- Green, A. (2004). *An introduction to health planning in developing countries*. Oxford: Oxford Univ. Press.

\* The suggested readings may include but are not limited to the above-mentioned reading list. The instructors may add more relevant/current books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.

## **RES-501      Research Methods & Design**

**COURSE CODE: RES-501**

**SEMESTER: 1**

**PROGRAM: MS Health Administration**

**CREDIT HOURS: 3**

**PREREQUISITES: None**

### **Learning Outcomes**

Successful participants at the conclusion of this course should be able to:

- Demonstrate knowledge and understanding of the principal methods of data collection used by social scientists;
- Plan and use one or more of these methods in developing an empirical research project;
- Critically reflect on the appropriateness and effectiveness of different methods in different circumstances;
- Discuss the essential challenges associated with different methods of data collection with peers and others, both orally and in writing; and
- Display appropriate levels of responsibility in working alone and in collaboration with others, notably in the application of ethical and other professional guidelines

### **Contents**

#### **Unit-1: The nature and process of social research**

- 1.1. What is 'social research'?
- 1.2. Why do social research?
- 1.3. The steps of the process of social research

#### **Unit-2: Research designs**

- 2.1. The experimental design
- 2.2. The cross-sectional design
- 2.3. The longitudinal design
- 2.4. The case study design
- 2.5. The comparative design

#### **Unit-3: Planning and preparing for research**

- 3.1. Working with your supervisor
- 3.2. Working with available resources
- 3.3. Managing time
- 3.4. Framing suitable research questions
- 3.5. Writing your research objectives
- 3.6. Preparing the rest of the proposal

#### **Unit-4: Reviewing the literature**

- 4.1. Sources of the literature
- 4.2. In-text citations
- 4.3. Arranging the literature
- 4.4. Creating the story

#### **Unit-5: Ethics in social research**

- 5.1. Codes of ethics
- 5.2. Famous and infamous examples of unethical conduct in research
- 5.3. Key ethical principles

**Unit-6: The nature of quantitative research**

- 6.1. Measurement, causality, generalization, and replication
- 6.2. The main steps of quantitative research
- 6.3. Reliability and validity
- 6.4. Criticisms of quantitative research

**Unit-7: Sampling in quantitative research**

- 7.1. Population and sampling
- 7.2. Sampling frame
- 7.3. Calculating Sample Size
- 7.4. Sampling Techniques

**Unit-8: Quantitative Research Methods**

- 8.1. Self-administered questionnaires
- 8.2. Structured interviewing
- 8.3. Structured observation

**Unit-9: The nature of qualitative research**

- 9.1. The main steps in qualitative research
- 9.2. The relationship between theory and research in qualitative research
- 9.3. Some common criticisms of qualitative research
- 9.4. The main differences between qualitative and quantitative research

**Unit-10: Sampling in qualitative research**

- 10.1. The different levels of sampling
- 10.2. The different types of sampling
- 10.3. The sampling of contexts as well as people
- 10.4. The use of more than one sampling technique in qualitative research

**Unit-11: Qualitative Research Methods**

- 11.1. Ethnography and participant observation
- 11.2. Interviewing in qualitative research
- 11.3. Focus groups
- 11.4. Documents as sources of data

**Unit-12: Mixed methods research**

**Teaching-Learning Strategies**

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.



## Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

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## Textbooks and Suggested Readings\*

Clark, T., Foster, L., Sloan, L., Bryman, A., & Vacchelli, E. (2021). *Bryman's social research methods*. Oxford: Oxford University Press.

Creswell, J. W., & Creswell, J. D. (2020). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.

Bordens, K. S., & Abbott, B. B. (2022). *Research design and methods: A process approach*. McGraw Hill LLC.

Burkholder, G. J. (2020). *Research design and methods: An applied guide for the scholar-practitioner*. SAGE.

Maxwell, J. (2020). *Qualitative research design: An interactive approach*. Sage Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.

Harris, D. J. (2020). *Literature Review and Research Design: A guide to effective research practice*. Routledge.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

*\* The suggested readings may include but are not limited to the above-mentioned reading list. The instructors may add more relevant/current books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

## **HA-502      Healthcare Administration**

**COURSE CODE:** HA-502

**SEMESTER:** 1st

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** None

### **Learning Outcomes**

This course is a concise, beginners-friendly, introductory healthcare administrations course that covers a wide variety of healthcare settings: public, private and third sector. Filled with examples to engage the reader's imagination, the important issues in healthcare management, such as ethics, cost management, strategic planning and marketing, information technology, and human resources, are all thoroughly covered.

Upon successfully completing this course, students will be able to:

- Learn concepts and theories in health care management
- Develop skills in using materials tools and/or technology central to health care management
- Learn to understand perspectives and values of health care management
- Develop the basic management skills and ability to work productively with others
- Learn to select, use, and critically analyze current healthcare management research and literature
- Integrate health care management theory with real world situations
- Develop the ability to work productively with others in diverse teams.

### **Contents**

#### **Unit-1: An Overview of Management and Organizations**

- 1.1. What do Managers Do?
- 1.2. Characteristics of Organizations

#### **Unit-2: Leadership**

- 2.1. Theories of Leadership
- 2.2. Types of Leadership

#### **Unit-3: Management and Motivation**

- 3.1. Concepts of Motivation
- 3.2. Motivation and Job Performance

#### **Unit-4: Organizational Behavior and Management Thinking**

- 4.1. Individuals' Attitudes and Behaviors in the Workplace
- 4.2. Team's Behavior
- 4.3. Organizational Structure and Culture

#### **Unit-5: Introduction to Healthcare Administration**

**Unit-6: Strategic Planning**

- 6.1. What is Strategic Planning?
- 6.2. The Process of Strategic Planning
- 6.3. Why Do Strategic Planning Matter in Healthcare?

**Unit-7: Healthcare Marketing**

- 7.1. Healthcare Products
- 7.2. Marketing Mix
- 7.3. Service Marketing

**Unit-8: Quality and Performance Improvement Basics**

- 8.1. Principles of Quality Management
- 8.2. Continuous Process Improvement
- 8.3. Kaizen and Six Sigma

**Unit-9: Health Information Systems and Technologies**

- 9.1. Data Collection
- 9.2. Data Processing
- 9.3. Data Reporting
- 9.4. Use of Information
- 9.5. Latest Technologies

**Unit-10: Financing Health Care and Health Insurance**

- 10.1. Government's role
- 10.2. Financing it is important for the productivity
- 10.3. Health Insurance

**Unit-11: Managing Costs and Revenues**

- 11.1. Fixed and Variable Costs
- 11.2. Revenue Streams
- 11.3. Financial Statements

**Unit-12: Managing Health Care Professionals**

- 12.1. Understanding their needs
- 12.2. Managing Resources

**Unit-13: Strategic Management of Human Resources**

- 13.1. Recruitment and Selection
- 13.2. Training
- 13.3. Performance assessment and development
- 13.4. Compensation

**Unit-14: Teamwork**

- 14.1. What Makes a Good Team?
- 14.2. The dynamics of Working in a Team
- 14.3. Team Performance

**Unit-15: Addressing Health Disparities: Cultural Proficiency**

- 15.1. Understanding Diversity
- 15.2. Embracing Different Cultures

**Unit-16: Law and Ethics**

- 16.1. Federal Laws
- 16.2. Local Laws
- 16.3. Principles of Ethics

**Unit-17: Health Care Regulation and Compliance**

- 17.1. The Importance of Documentation
- 17.2. Implementing the Policies

**Unit-18: Special Topics and Emerging Issues in Healthcare Administration****Unit-19: Healthcare Administration Case Studies and Guidelines****Teaching-Learning Strategies**

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

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			research proposal development, fieldwork and report writing etc.
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### Textbooks and Suggested Readings\*

- Buchbinder, S. B., Shanks, N. H., & Kite, B. J. (2021). *Introduction to Health Care Management* (4<sup>th</sup> edition). Jones & Bartlett Learning.
- Wolper, L.F. (2011). *Health Care Administration: Managing Organized Delivery Systems* (Latest Edition). Jones and Bartlett Publishers.
- Decker, P. J., Durand, R., Bruder, P., Love, D., & Walters, A. (2018). Competencies of Healthcare Administration. In *Current Topics in Management* (pp. 235-251). Routledge.
- Gupta, J. D. (2018). *Hospital Administration and Management: A Comprehensive Guide* (2<sup>nd</sup> edition). Jaypee Brothers Medical Publishers Pvt. Ltd.
- Keskinocak, P., & Savva, N. (2020). A review of the healthcare-management (modeling) literature published in manufacturing & service operations management. *Manufacturing & Service Operations Management*, 22(1), 59-72.
- Olivero, E., Bert, F., Thomas, R., Scarmozzino, A., Raciti, I. M., Gualano, M. R., & Siliquini, R. (2019). E-tools for hospital management: an overview of smartphone applications for health professionals. *International Journal of Medical Informatics*, 124, 58-67.
- Pfannstiel, M. A., & Rasche, C. (2019). *Service Design and Service Thinking in Healthcare and Hospital Management*. Springer International Publishing.
- Si, S. L., You, X. Y., Liu, H. C., & Huang, J. (2017). Identifying key performance indicators for holistic hospital management with a modified DEMATEL approach. *International Journal of Environmental Research and Public Health*, 14(8), 934.
- Zhu, Y., Zhao, Y., Dou, L., Guo, R., Gu, X., Gao, R., & Wu, Y. (2021). The hospital management practices in Chinese county hospitals and its association with quality of care, efficiency and finance. *BMC Health Services Research*, 21(1), 1-8.
- Nishtar, S. (2010). *Choked pipes: Reforming Pakistan's mixed health system*. Karachi: Oxford University Press.
- Green, A. (2014). *An Introduction to Health Planning for Developing Health Systems*. Oxford: OUP Oxford.
- Green, A. (2004). *An introduction to health planning in developing countries*. Oxford: Oxford Univ. Press.

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## **HA-503      Healthcare Finance**

**COURSE CODE: HA-503**

**SEMESTER: 2**

**PROGRAM: MS Health Administration**

**CREDIT HOURS: 3**

**PREREQUISITES: HA-502**

### **Learning Outcomes**

This course introduces financial management in the context of the healthcare organization and the broader healthcare environment. The core finance topics are covered -- working capital, resource allocation, and financial analysis -- with a focus on the unique aspects of healthcare financial management. The objectives of healthcare financial management, the tax status of healthcare organizations, and third-party payers and payment methodologies are explained.

The learning objectives of this courses are to:

- Discuss the importance and challenges of sound financial management in healthcare today.
- Demonstrate a working knowledge of the key principles and techniques of financial management
- Assess the financial health of an organization by reviewing key metrics and reports.
- Identify all factors to consider in a major capital financing project.
- Develop a comprehensive health care business plan supported by a thorough financial analysis.

### **Contents**

#### **Unit-1: Introduction to Healthcare Finance**

- 1.1. Defining Healthcare Finance
- 1.2. The Role of Finance in Health Services Organizations
- 1.3. The Structure of the Finance Department
- 1.4. Healthcare Settings
- 1.5. Regulatory and Legal Issues
- 1.6. Current Challenges

#### **Unit-2: Healthcare Business Basics**

- 2.1. Concept of a Business
- 2.2. Legal Forms of Businesses
- 2.3. Alternative Forms of Ownership
- 2.4. Organizational Goals
- 2.5. Tax Laws

#### **Unit-3: Paying for Health Services**

- 3.1. Basic Insurance Concepts
- 3.2. Third-Party Payers

- 3.3. Managed Care Organizations
- 3.4. Alternative Reimbursement Methods
- 3.5. The Impact of Reimbursement on Financial Incentives and Risks
- 3.6. Medical Coding: The Foundation of Fee-for-Service Reimbursement

**Unit-4: Estimating Costs in Healthcare Organizations**

- 4.1. The Basics of Managerial Accounting
- 4.2. Cost Classification 1: Fixed Versus Variable Costs
- 4.3. Cost Classification 2: Direct Versus Indirect (Overhead) Costs
- 4.4. Cost Allocation
- 4.5. Service Line Costing

**Unit-5: Pricing Decisions and Profit Analysis**

- 5.1. Healthcare Providers and the Power to Set Prices
- 5.2. Price-Setting Strategies
- 5.3. Target Costing
- 5.4. Profit Analysis
- 5.5. Breakeven Analysis
- 5.6. Marginal Analysis

**Unit-6: Planning and Budgeting in Healthcare Organizations**

- 6.1. Strategic Planning
- 6.2. Operational Planning
- 6.3. Introduction to Budgeting
- 6.4. Budgeting Decisions
- 6.5. Budget Types
- 6.6. Variance Analysis

**Unit-7: Managing Financial Operations of Healthcare Organizations**

- 7.1. The Revenue Cycle and Receivables Management
- 7.2. Cash Management
- 7.3. Supply Chain Management
- 7.4. Monitoring Operations

**Unit-8: Business Financing and the Cost of Capital**

- 8.1. Setting Interest Rates
- 8.2. Deb Financing
- 8.3. Equity Financing
- 8.4. The Choice Between Debt and Equity Financing
- 8.5. The Choice Between Long-Term Debt and Short-Term Debt
- 8.6. Cost of Capital

**Unit-9: Capital Investment Decision Basics**

- 9.1. The Role of Financial Analysis in Capital Investment Decisions
- 9.2. Overview of Capital Investment Financial Analysis
- 9.3. Creating the Timeline
- 9.4. Breakeven Analysis
- 9.5. Discounted Cash Flow Analysis
- 9.6. Return on Investment
- 9.7. Project Scoring
- 9.8. The Post-audit



**Unit-10: Project Cash Estimation and Risk Analysis for Healthcare Organizations**

- 10.1. Cash Flow Estimation
- 10.2. Risk Analysis
- 10.3. Incorporating Risk into the Decision Process
- 10.4. An Overview of the Capital Investment Decision Process
- 10.5. Capital Rationing

**Unit-11: Reporting Profits of Healthcare Organizations**

- 11.1. Financial Accounting
- 11.2. Historical Foundation
- 11.3. Financial Statement Regulation and Standards
- 11.4. Reporting Methods
- 11.5. Income Statement Basics
- 11.6. Revenues
- 11.7. Expenses
- 11.8. Operating Income
- 11.9. Nonoperating Income
- 11.10. Net Income
- 11.11. Net Income Versus Cash Flow
- 11.12. Income Statements of Investor-Owned Firms

**Unit-12: Reporting Assets, Financing, and Cash Flows of Healthcare Organizations**

- 12.1. Balance Sheet Basics
- 12.2. Assets
- 12.3. Liabilities
- 12.4. Equity (Net Assets)
- 12.5. Fund Accounting
- 12.6. The Statement of Cash Flows

**Unit-13: Assessing Financial Condition of Healthcare Organizations**

**Teaching-Learning Strategies**

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

**Assignments- Types and Number with calendar**

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## Assessment and Examinations

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## Textbooks and Suggested Readings\*

Reiter, K. L. & Song, P. H. (2018). *Gapenski's Fundamentals of Healthcare Finance* (3<sup>rd</sup> Edition). Health Administration Press.

Nowicki, M. (2017). *Introduction to the Financial Management of Healthcare Organizations* (7<sup>th</sup> Edition), Health Administration Press.

Birgham, E.F., & Houston, J.F. (2015). *Fundamentals of Financial Management* (13<sup>th</sup> Edition), South-Western Cengage Learning.

Van Horne, J.C. & Wachowicz Jr. J. (2008). *Fundamentals of Financial Management* (13<sup>th</sup> Edition), Pearson Higher Education.

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## **HA-504      Healthcare Marketing**

**COURSE CODE: HA-504**

**SEMESTER: 2<sup>nd</sup>**

**PROGRAM: MS Health Administration**

**CREDIT HOURS: 3**

**PREREQUISITES: HA-502**

### **Learning Outcomes**

This course introduces healthcare professionals to marketing fundamentals and applications in their healthcare organizations, and connects marketing principles to innovation, operations and strategy in the healthcare industry.

Healthcare administrators are challenged by healthcare marketing for a variety of reasons due in part to the differences between marketing services versus tangible goods or products. Healthcare clinical services need to be marketed to numerous internal and external stakeholders including patients, physicians, the community and the government. Therefore, issues of patient satisfaction, patient's retention, and physician and other medical staff satisfaction are critical to any healthcare organization's marketing program.

Upon successfully completing this course, students will be able to:

- Apply healthcare marketing principles to the marketing planning process.
- Recognize the internal and external factors that influence consumer decision making related to healthcare.
- Apply the essential components of marketing strategy formulation in the healthcare environment.
- Identify the environmental forces on organizational strategy and their implications related to healthcare marketing decisions.
- Determine the effect that marketing has on a health care organization's long-term success.
- Describe the role of the internet and multimedia can have in formulating healthcare marketing strategies.
- Work effectively in teams to design a healthcare marketing plan.

### **Contents**

#### **Unit-1: The Origin and Evolution of Marketing in Healthcare**

- 1.1. The History of Marketing
- 1.2. The Introduction of Marketing in Healthcare
- 1.3. The Evolution of Healthcare Marketing
- 1.4. Why Healthcare Is Different from Other Industries?

#### **Unit-2: Basic Marketing Concepts**

- 2.1. Defining Fundamental Concepts and Terms
- 2.2. Marketing Functions
- 2.3. Marketing Techniques
- 2.4. Marketing Approaches
- 2.5. Healthcare Products and Audiences
- 2.6. The Four Ps of Marketing

**Unit-3: Marketing and the Healthcare Organization**

- 3.1. Unique Attributes of Healthcare
- 3.2. Factors Affecting the Acceptance of Healthcare Marketing
- 3.3. The Range of Marketing Experiences

**Unit-4: The Nature of Healthcare Markets**

- 4.1. Defining Markets
- 4.2. Delineating Market Areas
- 4.3. Profiling Markets
- 4.4. From Mass Market to Micromarket
- 4.5. Determining the Effective Market
- 4.6. The Changing Nature of Healthcare Markets

**Unit-5: Healthcare Consumers and Consumer Behavior**

- 5.1. Who Are Healthcare Consumers?
- 5.2. The Variety of Healthcare Customers
- 5.3. International Healthcare Consumer
- 5.4. Consumer Decision-Making

**Unit-6: Healthcare Products**

- 6.1. Product Mix
- 6.2. Ways to Conceptualize Products
- 6.3. Common Healthcare Products

**Unit-7: Factors in Health Services Utilization**

- 7.1. Conceptualizing Demand
- 7.2. Factors Influencing Demand
- 7.3. Measuring Utilization
- 7.4. Predicting Demand

**Unit-8: The Changing Environment for Healthcare Marketing**

- 8.1. The Medical Model of Health
- 8.2. An Evolving Environment
- 8.3. The Role of Marketing
- 8.4. The Failure of the Healthcare Paradigm
- 8.5. The Population Health Paradigm

**Unit-9: Marketing Strategies**

- 9.1. What Is Strategy?
- 9.2. The Strategic Planning Process
- 9.3. Developing the Strategy
- 9.4. Selecting a Strategy

**Unit-10: Traditional Marketing Techniques**

- 10.1. The Promotional Mix
- 10.2. Media Options
- 10.3. Social Marketing
- 10.4. Integrated Marketing

**Unit-11: Contemporary Marketing Techniques**

- 11.1. The New Approaches

- 11.2. Internal Marketing
- 11.3. Consumer Engagement

**Unit-12: Social Media and Healthcare Marketing**

- 12.1. The Basics of Social Media
- 12.2. A Healthcare Consumer's Tool
- 12.3. A Modern Marketer's Medium
- 12.4. Healthcare Consumers' Use of Social Media
- 12.5. Patient-Oriented Websites
- 12.6. The Value of Social Media Engagement

**Unit-13: Marketing Management**

- 13.1. The Importance of Marketing Management
- 13.2. Steps in a Marketing Campaign
- 13.3. Participants in the Marketing Management Process
- 13.4. Departments in the Marketing Function
- 13.5. The Marketing Budget
- 13.6. Return on Investment.

**Unit-14: Marketing Research**

- 14.1. The Scope of Marketing Research
- 14.2. Steps in the Marketing Research Process

**Unit-15: Marketing Planning**

- 15.1. The Nature of Marketing Planning
- 15.2. Levels of Planning
- 15.3. The Marketing Planning Process

**Unit-16: Marketing Data**

- 16.1. The Data Challenge
- 16.2. Data Dimensions
- 16.3. Data Generation Methods

**Unit-17: The Future of Healthcare Marketing- A Look Ahead**

**Teaching-Learning Strategies**

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## Textbooks and Suggested Readings\*

- Thomas, R.K. (2020). *Marketing Health Services* (4<sup>th</sup> edition). Health Administration Press.
- Elrod, J. K., & Fortenberry, J. L. (2020). Integrated marketing communications: a strategic priority in health and medicine. *BMC Health Services Research*, 20(1), 1-5.
- Glligan, C., & Lowe, R. (2016). *Marketing and Healthcare Organizations*. CRC Press (Taylor and Francis Group)
- Lim, W. M. (2021). A marketing mix typology for integrated care: the 10 Ps. *Journal of Strategic Marketing*, 29(5), 453-469.
- Purcarea, E. V. L. (2019). The impact of marketing strategies in healthcare systems. *Journal of Medicine and Life*, 12(2), 93-96.
- Thomas, R. K. (2008). *Health Services Marketing: A Practitioner's Guide*. Springer Science & Business Media.

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## **MGT-511 Organizational Behavior**

**COURSE CODE:** MGT-511

**SEMESTER:** 2nd

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** HA-502

### **Learning Outcomes**

On completion of this course, the student will be able to:

- An understanding of the major areas of Organizational Behavior including work attitudes, motivation, interpersonal behavior, communication, work teams, decision making, and leadership.
- Working in groups, students will demonstrate the ability to apply major concepts covered in the field of Organizational Behavior to situations regularly encountered by managers.
- Students will demonstrate an understanding of the importance of managing in an ethically and socially responsible manner

### **Contents**

#### **Unit-1: What is Organizational Behavior?**

- 1.1. The Importance of Interpersonal Skills
- 1.2. What Managers Do?
- 1.3. Enter Organizational Behavior
- 1.4. Complementing Intuition with Systematic Study
- 1.5. Disciplines That Contribute to the OB Field

#### **Unit-2: Diversity in Organizations**

- 2.1. Diversity
- 2.2. Biographical Characteristics
- 2.3. Ability
- 2.4. Implementing Diversity Management Strategies

#### **Unit-3: Attitudes and Job Satisfaction**

- 3.1. Attitudes
- 3.2. Job Satisfaction
- 3.3. Implications for Managers

#### **Unit-4: Emotion and Moods**

- 4.1. What are Emotions and Moods?
- 4.2. Emotional Labor
- 4.3. Affective Events Theory
- 4.4. Emotional Intelligence
- 4.5. OB Applications of Emotions and Moods

#### **Unit-5: Personality and Values**

- 5.1. Personality

5.2. Values

5.3. Linking an Individual's Personality and Values to the Workplace

**Unit-6: Perception and Individual Decision Making**

6.1. What is perception?

6.2. Making Judgements about Others

6.3. The Link Between Perception and Individual Decision Making

6.4. Influences on Decision Making: Individual Differences and Organizational Constraints

**Unit-7: Motivation Concepts**

7.1. Defining Motivation

7.2. Early Theories of Motivation

7.3. Contemporary Theories of Motivation

7.4. Integrating Contemporary Theories of Motivation

**Unit-8: Motivation: From Concepts to Applications**

8.1. Motivating by Job Design: The Job Characteristics Model

8.2. Employee Involvement

8.3. Using Rewards to Motivate Employees

**Unit-9: Foundations of Group Behavior**

9.1. Defining and Classifying Groups

9.2. Stages of Group Development

9.3. Group Properties

9.4. Group Decision Making

**Unit-10: Leadership**

10.1. What Is Leadership?

10.2. Trait Theories

10.3. Behavioral Theories

10.4. Contingency Theories

10.5. Leading for the Future

**Unit-11: Power and Politics**

11.1. A Definition of Power

11.2. Contrasting Leadership and Power

11.3. Bases of Power

11.4. Dependence: The Key to Power

11.5. Power Tactics

11.6. Politics: Power in Action

**Unit-12: Conflict and Negotiation**

12.1. Transitions in Conflict Thoughts

12.2. The Conflict Process

12.3. Negotiation

**Unit-13: Foundations of Organizational Structure**

13.1. What is Organizational Structure?

13.2. Common Organizational Designs

13.3. New Design Options



#### 13.4. Why Do Structures Differ?

#### **Unit-14: Organizational Culture**

14.1. What is Organizational Culture?

14.2. What Do Cultures Do?

14.3. Creating and Sustaining Cultures

14.4. How Employees Learn Culture?

#### **Unit-15: Organizational Change and Stress Management**

15.1. Forces for Change

15.2. Planned Change

15.3. Resistance to Change

15.4. Approaches to Manage Change

15.5. Work Stress and Its Management

### **Teaching-Learning Strategies**

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

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### **Textbooks and Suggested Readings\***

- Borkowski, N., & Meese, K. A. (2020). *Organizational behavior in health care*. Jones & Bartlett Learning.
- Pearce, J. L. & Sowa, J. E. (2019) *Organizational Behavior: Real Research for Public and Nonprofit Managers*. Irvine, CA: Melvin & Leigh Publishers
- Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2002). *Managing human behavior in public & nonprofit organizations*. Thousand Oaks, Calif: Sage.
- Uhl-Bien, M., Piccolo, R. F., & Schermerhorn Jr, J. R. (2020). *Organizational behavior*. John Wiley & Sons.
- Wagner, J. A., & Hollenbeck, J. R. (2020). *Organizational behavior: Securing competitive advantage*. Routledge.

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## **HA-505 Human Resource Management in Healthcare**

**COURSE CODE:** HA-505

**SEMESTER:** 3rd

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** MGT-511

### **Learning Outcomes**

This elective course presents the techniques and practices behind effective management of people, the healthcare professional's most important asset. It provides the concepts and practical tools necessary for meeting the unique challenges in today's healthcare environment.

Upon successfully completing this course, students will be able to:

- Understand the challenges faced by HR department in healthcare organizations
- Understand the importance of sophisticated and strategic human resource management in hospitals
- Apply the principles of human resource management in hospitals
- Design or help design better recruitment and selection techniques
- Link performance with rewards and benefits
- Learn how to negotiate with employees and to be able to understand their perspective
- Understand the rapid changes in human resource management discipline and practice.

### **Contents**

#### **Unit-1: Strategic Human Resources Management**

- 1.1. Environmental Trends
- 1.2. SHRM Model
- 1.3. Organizational Mission and Corporate Strategy
- 1.4. A Strategic perspective on Human Resources

#### **Unit-2: Employment Law, Employee Relations, and Healthcare Organizations**

- 2.1. Employment Laws in the country
- 2.2. Employment Laws in 21<sup>st</sup> Century
- 2.3. The Relationship between Employment Laws and Employee Relations

#### **Unit-3: Healthcare Professionals**

- 3.1. Professionalization
- 3.2. Considerations for Human Resource Management
- 3.3. Changing Nature of Healthcare Profession

#### **Unit-4: Credentialing of Healthcare Providers**

- 4.1. Elements of Credentialing/Privileging Process
- 4.2. Concerns and Issues of Credentialing and Privileging

**Unit-5: Diversity, Inclusion, and Belonging**

- 5.1. Definition of Diversity and Inclusion
- 5.2. Prejudice in the Workplace
- 5.3. Diversity in Healthcare Leadership

**Unit-6: Job Analysis and Job Design**

- 6.1. The Job Analysis Process
- 6.2. Job Design
- 6.3. Specialization in Healthcare

**Unit-7: Recruitment, Selection, and Retention**

- 7.1. Recruitment Process
- 7.2. Selection Process
- 7.3. Retention of the Talent
- 7.4. Managing Turnover

**Unit-8: Performance Management**

- 8.1. The Role of Performance Management in Improving the Organizational Performance
- 8.2. Establishing the Standards and Appraisal Criteria

**Unit-9: Compensation Practices, Planning, and Challenges**

- 9.1. The Strategic Role of Compensation Policies
- 9.2. Determining the Monetary Value of the Jobs
- 9.3. Compensation Decisions and Dilemmas

**Unit-10: Employee Benefits**

- 10.1. Overview of Employee Benefits
- 10.2. Designing an Employee Benefits Plan
- 10.3. Managerial Implications

**Unit-11: Organizational Development and Learning**

- 11.1. Organizational Development: Objectives and Services
- 11.2. Competencies Needed
- 11.3. Employee Engagement
- 11.4. Performance Improvement Consultation
- 11.5. Succession Planning

**Unit-12: Managing with Organized Labor**

- 12.1. Overview of Unionization
- 12.2. The Labor Relations Process

**Unit-13: Workforce Planning in a Rapidly Changing Healthcare System**

- 13.1. The Link Between Macro Level Policy and Micro Level Workforce Outcomes
- 13.2. Estimating the Supply of Healthcare Professionals
- 13.3. Estimating the Demand of Healthcare Professionals

**Unit-14: The Nurse Workforce in Healthcare Organizations**

- 14.1. Types of Nursing Personnel
- 14.2. Determining Nurse Staffing Requirements

**Unit-15:** Human Resources Management Practices for Quality and Patient Safety

- 15.1. Quality and Process Improvement
- 15.2. Common Quality Improvement Strategies
- 15.3. Common Themes and Tools

**Unit-16:** Burnout, Well-being, and Workplace Vitality

**Unit-17:** Human Resources Metrics

**Unit-18:** Current challenges of HRM in healthcare

### **Teaching-Learning Strategies**

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### **Assessment and Examinations**

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### **Textbooks and Suggested Readings\***

- Sampson, C. J., & Fried, B. J. (2021). *Human Resources in Healthcare: Managing for Success* (5<sup>th</sup> edition). Health Administration Press
- Niles, N. J. (2013). *Basic Concepts of Healthcare Human Resource Management*. Jones & Bartlett Publishers.
- McConnell, C.R (2019). *Human Resource Management in Health Care: Principles and Practice* (3rd Edition). Jones & Bartlett Learning
- Flynn, W. J., Valentine, S. R., & Meglich, P. (2021). *Healthcare Human Resource Management*. Cengage Learning.
- Dessler, G. (2020). *Human Resource Management* (16<sup>th</sup> edition). Pearson Education Inc.

*\* The suggested readings may include but are not limited to the above-mentioned reading list. The instructors may add more relevant/current books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

## **RES 502      Quantitative & Qualitative Data Analysis**

**COURSE CODE:** RES-502

**SEMESTER:** 2<sup>nd</sup> or later

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** RES-501

### **Learning Outcomes**

This course is a follow up course to Research Methods & Design. In this course the students are expected to learn how to deal with data that comprises of multiple variables that they have gathered in the course of data collection in light of understanding a phenomenon. Different techniques of multivariate analysis will be learnt on the basis of their dependence or interdependent relationship. The course comprises of both Quantitative and Qualitative data analysis techniques.

On completion of this course, students should be able to:

- Understand various quantitative and qualitative techniques for analyzing data.
- Develop appreciation for the diversity of methodological approaches.
- Demonstrate knowledge and recognition of the uniqueness and distinctiveness of quantitative & qualitative data analysis.
- Conduct their research projects and theses with greater independence and confidence.
- Understand how to perform the analysis using appropriate software.
- Be able to interpret the results in a research context.
- Summarize, interpret and explain a multivariate data set using key statistics and graphical displays.
- Understand that qualitative research often involves an iterative process.
- Induce from qualitative data explanations of a social science phenomenon and articulate them clearly.

### **Contents**

#### **Unit-1: Introduction to Data Analysis**

1.1. Planning and Mapping

1.2. Link to research question and instrument development.

#### **Unit-2: Quantitative Data Analysis**

2.1. Introduction

2.2. Why study Quantitative Data Analysis?

2.3. Objectivity and Specificity

#### **Unit-3: Introduction to SPSS**

3.1. Data collection and entry into SPSS

3.2. Examining and screening your Data

#### **Unit-4: Univariate and Bivariate techniques**

#### **Unit-5: Validity and Reliability Analysis**

- 5.1. Concepts
- 5.2. Basics of Factor Analysis
- 5.3. EFA and CFA
- Unit-6: Difference of Means**
  - 6.1.t-test
  - 6.2. ANOVA
- Unit-7: Regression Analysis**
  - 7.1. Mediation
  - 7.2. Moderation Analysis
- Unit-8: SEM using AMOS**
  - 8.1.Measurement Model
  - 8.2. Structural Model
- Unit-9: Qualitative Analysis**
  - 9.1. Introduction
  - 9.2. Basic Concepts
  - 9.3. Difference between quantitative and qualitative data analysis
- Unit-10: Qualitative Data Analysis using NVivo**
  - 10.1. How to use the NVivo software for multiple research objectives
  - 10.2. How to report the results?
- Unit-11: Coding and Memos**
  - 11.1.The basics of coding in qualitative research
  - 11.2. Analytical Memos
- Unit-12: Ethical issues in analysis**
  - 12.1. Common ethics in analysis
  - 12.2. Data Management
  - 12.3. Tempering
- Unit-13: Thematic Analysis**

### **Teaching-Learning Strategies**

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

### **Assignments- Types and Number with calendar**

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.



## Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

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## Textbooks and Suggested Readings\*

- Hair, J.F., Black, W. C., Babin, B. J., Anderson, R. E. & Tatham, R. L. (2019). *Multivariate Data Analysis*. 8th Edition. Pearson Prentice Hall.
- Fields, A. (2019). *Discovering Statistics Using IBM SPSS Statistics*. 5th Edition. Sage Publishers.
- Bernard & Ryan (2010). *Analyzing Qualitative Data: Systematic Approaches*. Sage Publishers.
- Creswell, J. W. & Cheryl, N. P. (2018). *Qualitative inquiry & research design: choosing among five approaches* (4<sup>th</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Flick, U. (2014). *The SAGE handbook of qualitative data analysis*. Los Angeles, Sage Publications, Inc.
- Miles, M. B., Huberman, M. & Saldaña, J. (2020). *Qualitative data analysis: a methods sourcebook*. London: Sage Publications, Inc.
- Saldaña, J. (2016). *The coding manual for qualitative researchers*. London: Sage Publications, Inc.

\* The suggested readings may include but are not limited to the above-mentioned reading list. The instructors may add more relevant/current books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.

## **HA-506      Healthcare Economics**

**COURSE CODE:** HA-506

**SEMESTER:** 3rd

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** None

### **Learning Outcomes**

Healthcare managers confront many difficult and complex questions. Economics for Healthcare Managers provides the economic tools managers need to simplify and improve decision making. This course provides a framework for understanding pricing, regulation, costs, market demand, profitability, and risk issues that all healthcare managers face.

Upon successfully completing this course, students will be able to:

- Interpret research in Applied Health Economics for healthcare decision making
- Display a critical understanding of the clinical implications of research and its impact upon healthcare delivery and service development
- Apply evidence-based practice into care
- Read and critique economic evaluations
- Understand the economic forces at work in specific environments
- Make optimum choices in terms of benefits and outcomes

### **Contents**

**Unit-1:** Why Health Economics?

**Unit-2:** An Overview of the Healthcare Financing System

**Unit-3:** Describing, Evaluating, and Managing Risk

**Unit-4:** Understanding Costs

**Unit-5:** The Demand for Healthcare Products

**Unit-6:** Elasticities

**Unit-7:** Forecasting

**Unit-8:** Supply and Demand Analysis

**Unit-IX:** Maximizing Profits

**Unit-9:** Pricing

**Unit-10:** Asymmetric Information and Incentives

**Unit-11:** Economic Analysis of Clinical and Managerial Interventions

**Unit-13:** Profits, Market Structure, and Market Power

**Unit-14:** Government Intervention in Healthcare Markets

**Unit-15:** Regulation

## Unit-16: Strategic Behavior

### Teaching-Learning Strategies

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### Assignments- Types and Number with calendar

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### Assessment and Examinations

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### Textbook and Suggested Readings\*

- Lee, R. H. (2019). *Economics for Healthcare Managers* (2<sup>nd</sup> Edition). Health Administration Press.
- Glied, S., & Smith, P.C. (2013). *The Oxford Handbook of Health Economics*. Oxford University Press.
- McPake, B., Normand, C., Smith, S., & Nolan, A. (2020). *Health economics: an international perspective*. Routledge.

- Platt, M., & Goodman, A. C. (Eds.). (2021). *Handbook on Teaching Health Economics: Best Practices*. Edward Elgar Publishing.
- Wendel, J., Serratt, T. D., & O'Donohue, W. (2018). *Understanding Healthcare Economics Managing your Career in an Evolving Healthcare System* (2<sup>nd</sup> Edition). CRC Press (Taylor & Francis Group).
- Donaldson, C., & Mitton, C. (2020). Health economics and emergence from COVID-19 lockdown: the great big marginal analysis. *Health Economics, Policy and Law*, 1-5.

*\* The suggested readings may include but are not limited to the above-mentioned reading list. The instructors may add more relevant/current books & research articles to the course outline to effectively achieve the learning objectives of the course while keeping the students abreast of the latest research and trends in the field.*

## **HA-507      Program and Policy Evaluation in Healthcare**

**COURSE CODE:** HA-507

**SEMESTER:** 4<sup>th</sup>

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** HA-501, HA-502

### **Learning Outcomes**

The role of a modern health administrator includes expertise in evaluation. Evaluations may be conducted for both internal and external purposes. While evaluations are conducted for a wide range of reasons, there are two fundamental questions driving most evaluations: (1) Is a specific program causing desired outcomes? And (2) Why or why not? Evaluations produce information that explain program performance and allow informed decisions to be made. Evaluation is a key management tool for funders, administrators, planners, policymakers and other health officials. This course will introduce students to health program evaluation theory and practice. This course will provide a thorough foundation in basic evaluation approaches.

This course deals with the application of research methods to judge the success of health programs, thus the focus is on health programs and health services, although the concepts are equally relevant to other sectors.

Upon successfully completing this course, students will be able to:

- Explain concepts, strategies, and techniques for evaluating health programs
- Discuss political, administrative, ethical and cultural issues in evaluating health programs
- Describe examples of evaluation research in health services as well as other sectors
- Develop an evaluation plan for an existing program that addresses a particular health problem
- Assess the adequacy of proposals and program evaluations designed by others
- Assess effectiveness of programs for continuous improvement and responsiveness

### **Contents**

**Unit-1:** Context of Health Program Development and Evaluation

**Unit-2:** Relevance of Diversity and Disparities to Health Programs

**Unit-3:** Community Health Assessment for Program Planning

**Unit-4:** Characterizing and Defining the Health Problem

**Unit-5:** Program Theory and Interventions Revealed

**Unit-6:** Program Objectives and Setting Targets

**Unit-7:** Process Theory for Program Implementation

**Unit-8:** Monitoring Implementation Through Budgets and Information Systems

**Unit-9:** Implementation Evaluation: Measuring Inputs and Outputs

**Unit-10:** Program Quality and Fidelity: Managerial and Contextual Considerations

**Unit-11:** Planning the Intervention Effect Evaluations

**Unit-12:** Choosing Designs for Effect Evaluations

**Unit-13:** Sampling Designs and Data Sources for Effect Evaluations

**Unit-14:** Quantitative Data Analysis and Interpretation

**Unit-15:** Qualitative Methods for Planning and Evaluation

**Unit-16:** Program Evaluators' Responsibilities

### **Teaching-Learning Strategies**

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### **Assessment and Examinations**

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			research proposal development, fieldwork and report writing etc.
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**Textbooks and Suggested Readings\***

Issel, L. M., Wells, R., & Williams, M. (2021). *Health Program Planning and Evaluation: A Practical Systematic Approach to Community Health*. Jones & Bartlett Learning.

Costa, D. M., & Magalhães, R. (2020). Evaluation of health programs, strategies, and actions: a dialogue with critical realism. *Saúde em Debate*, 43, 189-203.

Grembowski, D. (2016). *The Practice of Health Program Evaluation*. Sage Publications.

Schneider, C. H., Milat, A. J., & Moore, G. (2016). Barriers and facilitators to evaluation of health policies and programs: Policymaker and researcher perspectives. *Evaluation and program planning*, 58, 208-215.

Sheingold, S., & Bir, A. (Eds.). (2019). *Evaluation for Health Policy and Health Care: A Contemporary Data-driven Approach*. SAGE Publications.

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## **HA-508      Healthcare Quality Management**

**COURSE CODE:** HA-508

**SEMESTER:** 3rd

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** HA-502

### **Learning Outcomes**

The COVID-19 pandemic exposed the flaws in patient care delivery in many healthcare organizations. Hospitals scrambled to deal with inadequate supplies of ventilators and personal protective equipment while simultaneously combating the inefficiencies inherent in their existing systems. Outpatient areas struggled to deliver care in an environment that was safe for both workers and patients. The pandemic was a reminder that a focus on comprehensive quality management is vital to the daily work of healthcare providers and those they treat.

Improving quality management processes is the first step toward providing better healthcare. Everyone—from senior leaders and department managers to supervisors and frontline workers—can benefit from these enhancements, leading to greater job performance and, ultimately, safer patient care.

Upon successfully completing this course, students will be able to:

- Understand the attributes of quality most important to healthcare stakeholders, including purchasers and consumers Legislative mandates, regulatory agencies, and accreditation groups that influence healthcare quality activities
- Learn how to use common quantitative and qualitative process improvement tools
- Learn how to collect and analyze data to identify improvement priorities
- Discover patient safety and risk management activities that reduce medical errors
- Understand resource management initiatives that balance quality patient care and costs
- Find out the organizational factors that influence the quality process

### **Contents**

**Unit-1:** Focus on Quality

**Unit-2:** Quality Management Building Blocks

**Unit-3:** Measuring Performance

**Unit-4:** Evaluating Performance

**Unit-5:** Continuous Improvement

**Unit-6:** Performance Improvement Tools

**Unit-7:** Improvement Project Teams

**Unit-8:** Improving Patient Safety

**Unit-9:** Achieving Reliable Quality and Safety

**Unit-10:** Managing the Use of Healthcare Resources



## Unit-11: Managing Quality in Population Health Care

## Unit-12: Organizing for Quality

### Teaching-Learning Strategies

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### Textbooks and Suggested Readings\*

Spath, P. L. (2018). *Introduction to Quality Management in Healthcare* (3<sup>rd</sup> edition). Health Administration Press.

Aggarwal, A., Aeran, H., & Rathee, M. (2019). Quality management in healthcare: The pivotal desideratum. *Journal of Oral Biology and Craniofacial Research*, 9 (2), 180-182.

- Al Khamisi, Y. N., Khan, M. K., & Munive-Hernandez, J. E. (2019). Knowledge-based lean six sigma system for enhancing quality management performance in the healthcare environment. *International Journal of Lean Six Sigma*, 10 (1), 211-233.
- Alzoubi, M. M., Hayati, K. S., Rosliza, A. M., Ahmad, A. A., & Al-Hamdan, Z. M. (2019). Total quality management in the health-care context: integrating the literature and directing future research. *Risk Management and Healthcare Policy*, 12, 167-175.
- Gardner, J. W., Linderman, K. W., & McFadden, K. L. (2018). Managing quality crossroads in healthcare: An integrative supply chain perspective. *Quality Management Journal*, 25 (1), 2-17.
- Maritz, R., Scheel-Sailer, A., Schmitt, K., & Proding, B. (2019). Overview of quality management models for inpatient healthcare settings. A scoping review. *International Journal for Quality in Health Care*, 31(6), 404-410.
- Ramori, K. A., Cudney, E. A., Elrod, C. C., & Antony, J. (2021). Lean business models in healthcare: a systematic review. *Total Quality Management & Business Excellence*, 32 (5-6), 558-573.
- Spath, P. L. (2021). *Applying Quality Management in Healthcare: A Systems Approach* (5<sup>th</sup> Edition). Health Administration Press.
- Wackerbarth, S. B., Bishop, S. S., & Aroh, A. C. (2021). Lean in healthcare: time for evolution or revolution? *The Journal for Healthcare Quality (JHQ)*, 43 (1), 32-38.

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## **HA-509      Healthcare Operations Management**

**COURSE CODE:** HA-509

**SEMESTER:** 3rd

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** HA-502, HA-504

### **Learning Outcomes**

This comprehensive, practice-oriented course illustrates how healthcare organizations can gain a competitive edge through superior operations. Underscoring the importance of a strategic perspective, the course describes how to attain excellence in the four competitive priorities: quality (laying the foundation for performance), cost, timeliness, and flexibility. It stresses the benefits of aligning the entire operations system within the parameters of a business strategy. The course equips students with a conceptual mental model of healthcare operations in which all concepts and tools fit together.

Upon successfully completing this course, students will be able to:

- Explore the challenges and opportunities for improving healthcare operations
- Develop an understanding of the systems of care and how they translate into operational strategies and activities
- Understand the relationship between business strategy and operations (or the lack thereof)
- Explore methods and tools for problem solving and decision making in healthcare operations
- Learn about the application of process improvement methods in healthcare
- Understand the concepts in balancing patient flow
- Develop an appreciation for the management of the healthcare supply chain
- Explore the challenges in driving operations change in an organization.

### **Contents**

**Unit-1:** Healthcare: Past, Present and Future

**Unit-2:** Strategy

**Unit-3:** Project Management

**Unit-4:** Quality Management

**Unit-5:** Statistical Process Control

**Unit-6:** Six Sigma and Lean

**Unit-7:** Process Analysis and Design

**Unit-8:** Capacity and Demand

**Unit-9:** Scheduling Staff, Patients, and Jobs

**Unit-10:** Forecasting Demand

**Unit-11:** Supply Chain Management

**Unit-12:** Cost: Basic Concepts

**Unit-13:** Anticipating and Adapting to Change

**Unit-14:** Health IT: An enabler of Flexibility

**Unit-15:** Accreditation, Awards and the Highly Reliable Organizations

### **Teaching-Learning Strategies**

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3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

### **Textbooks and Suggested Readings\***

- Karuppan, C. M., Waldrum, M. R., & Dunlap, N. E. (2019). *Operations Management in Healthcare: Strategy and Practice*. Springer Publishing Company.
- Zayed, S. B., Gani, A. B., Gadelrab, H. F., & Othman, M. K. B. (2020). *Operational Management in Emergency Healthcare* (Vol. 297). Springer Nature.
- Kahraman, C., & Topcu, Y, I. (Eds.) (2018). *Operations Research Applications in Health Care Management*. Springer International Publishing
- Denton, B. T. (2013). *Handbook of Healthcare Operations Management*. Springer Publishing.
- Mclaughlin, D.B., & Olson, J.R. (2017). *Healthcare Operations Management* (3<sup>rd</sup> Edition). Health Administration Press.

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## **HA-510 Innovation and Entrepreneurship in Healthcare**

**COURSE CODE:** HA-510

**SEMESTER:** 3<sup>rd</sup>

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** HA-501, HA-502

### **Learning Outcomes**

Entrepreneurship in the Healthcare sector has received increased attention over the last two decades, both in terms of scholarly research and number of innovative enterprises. Entrepreneurial activities and innovations have emerged from and will continue to be driven by several actors along the healthcare value chain but especially from non-traditional healthcare players.

Upon successfully completing this course, students will be able to:

- Describe the key concepts of entrepreneurship and innovation in health.
- Critically evaluate potential and existing solutions to problems in human health from an entrepreneurial and innovative perspective.
- Develop an innovation plan.
- Evaluate cultural and ethical issues in human health entrepreneurship.
- Demonstrate oral and written communication, interpersonal and leadership skills.

### **Contents**

**Unit-1:** Entrepreneurship in Healthcare: Past Contributions and Future Opportunities

**Unit-2:** Delivering value in the healthcare sector through the lens of hybrid organizing

**Unit-3:** Competition and institutional forces in healthcare

**Unit-4:** Beyond Competition: Exploring Collaboration for Entrepreneurship in Healthcare Organizations

**Unit-5:** The Role of Incubators and Accelerators in Healthcare Innovation

**Unit-6:** Understanding Healthcare Innovation through a Dynamic Capabilities Lens

**Unit-7:** Open Service Innovation for Healthcare Organizations

**Unit-8:** How Corporate Entrepreneurs Use Interfirm Collaboration in the Search for Emerging Knowledge in Biotech Innovation

**Unit-9:** Entrepreneurial Opportunities in Healthcare: A Cognitive Perspective

**Unit-10:** The Antecedents of Healthcare Social Entrepreneurship

## Teaching-Learning Strategies

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

## Assignments- Types and Number with calendar

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

## Assessment and Examinations

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

## Textbooks and Suggested Readings\*

- Wilden, R., Garbuio, M., Angeli, F., & Mascia, D. (2018). *Entrepreneurship in Healthcare*. Routledge.
- Amini, Z., Arasti, Z., & Bagheri, A. (2018). Identifying social entrepreneurship competencies of managers in social entrepreneurship organizations in the healthcare sector. *Journal of Global Entrepreneurship Research*, 8(1), 1-14.
- Arshad, H., Radić, M., & Radić, D. (2018). Patterns of frugal innovation in healthcare. *Technology Innovation Management Review*, 8(4), 28-37.

- Chandra, A. (2020). Innovation and Entrepreneurship in Health Care. In *The Role of Innovation and Entrepreneurship in Economic Growth*. University of Chicago Press.
- Göldner, M. (2021). *Patients and Caregivers as Developers of Medical Devices: An Empirical Study on User Innovation in the Healthcare Sector*. Springer Nature.
- Kemperman, J., & Geelhoed, J. (2017). *Brilliant Business Models in Healthcare*. Springer.
- Mukherjee, K. (2021). Healthcare startups and ecosystems: Insights from an emerging market economy. Centre for Health Policy, Planning and Management School of Health Systems Studies, TISS, Mumbai, India.
- Piron, C. (2017). Key Conditions for Successful Serial Entrepreneurship in Healthcare. *Healthcare Papers*, 16(3), 52-57.
- Wulfovich, S., & Meyers, A. D. (Eds.). (2020). *Digital health entrepreneurship*. Springer.

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## **HA-511      Information Technology in Healthcare**

**COURSE CODE:** HA-511

**SEMESTER:** 3<sup>rd</sup>

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** None

### **Learning Outcomes**

Though healthcare is largely technology driven, the deployment of health information technology (HIT) has occurred in waves rather than a steady flow, and usually in response to government mandates. This emergent HIT strategy has culminated in highly complex and dynamic systems crafted over many years using products from multiple vendors. Healthcare organizations are now focused on big data aggregated from myriad data-producing applications both in and beyond the enterprise. Healthcare leaders must position themselves to leverage the new opportunities that arise from HIT's ascendance and to mine the vast amount of available data for competitive advantage.

Upon successfully completing this course, students will be able to learn how IT enhances medical care through:

- Improved economies of scale,
- Greater technical efficiencies in the delivery of care,
- Advanced tools for patient education and self-care,
- Network-integrated decision support tools for clinicians, and
- Opportunities for e-health delivery over the internet.

### **Contents**

**Unit-1:** Connecting the Strategic Dots: Does Health Information Technology Matter?

**Unit-2:** External Environment

**Unit-3:** Leadership: The Case of the Healthcare Chief Information Officer

**Unit-4:** Health Information Technology Governance and Decision Rights

**Unit-5:** Health Information Technology Infrastructure, Standards, and Security

**Unit-6:** Health Information Technology Service Management

**Unit-7:** Health Information Technology Selection and Contract Management

**Unit-8:** Applications: Electronic Health Records

**Unit-9:** Applications: Management and Financial Systems

**Unit-10:** Health Information Technology Project Portfolio Management

**Unit-11:** Analytics

**Unit-12: Health Information Technology Value Analysis**

**Unit-13: Concluding Comments: Likely Trends and High-Impact Factors**

**Teaching-Learning Strategies**

All courses included in the program make use of interactive teaching and learning strategies which engage students to promote critical and reflective thinking, research and evaluation skills that will help them become better learners and enhance their skill set. Students will use personal and social capability to collaboratively work with others in learning activities, appreciate their own strengths and abilities and those of their peers, enabling them to develop a range of interpersonal skills such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

**Assignments- Types and Number with calendar**

The instructor may assign assignments, class tasks, research projects or presentations throughout the course to supplement the lectures and class discussions. The assignments will be graded and will contribute toward the formative assessment of the course. The instructor may decide upon the nature and calendar of the assignments to be completed during the course. The detailed course plan will be shared with the students in the first week of the semester.

**Assessment and Examinations**

The assessment and examinations of all the courses will be conducted according to the following criteria:

S. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	After 7-8 weeks, students will have to appear for the midterm exam/assessment as per the nature and requirement of the course.
2.	Formative Assessment	25%	Throughout the semester, students will be evaluated in terms of their class attendance, class participation, performance in assignments, quizzes, group projects and presentations. The instructor may use any of the above or assign some additional tasks as per the nature and requirement of the course.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on the term paper, research proposal development, fieldwork and report writing etc.

**Textbooks and Suggested Readings\***

Glandon, G.L., Detlev H. Smaltz, D.H., & Slovinsky, D. (2020). *Information Technology for Healthcare Managers* (Ninth Edition). Health Administration Press.

Agbo, C. C., & Mahmoud, Q. H. (2020). Blockchain in Healthcare: Opportunities, Challenges, and Possible Solutions. *International Journal of Healthcare Information Systems and Informatics (IJHISI)*, 15(3), 82-97.

- Arshad, A., Noordin, M. F., & Othman, R. (2017). A synthesis on swot analysis of public sector healthcare knowledge management information systems in Pakistan. *IJACSA International Journal of Advanced Computer Science and Applications*, 8(8), 130-136.
- Avgar, A., Tambe, P., & Hitt, L. M. (2018). Built to learn: How work practices affect employee learning during healthcare information technology implementation. *Mis Quarterly*, 42(2), 645-660.
- Bidgoli, H. (2018). Successful Integration of Information Technology in Healthcare: Guides for Managers. *Journal of Strategic Innovation and Sustainability*, 13(3), 22-37.
- Chen, Q. (2019). Toward realizing self-protecting healthcare information systems: Design and security challenges. In *Advances in Computers* (Vol. 114, pp. 113-149). Elsevier.
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- Khoumbati, K., Abbasi, M., Shah, S. G. S., & Stergioulas, L. K. (2018). Integration of public sector healthcare information systems with private sector healthcare providers in Pakistan: challenges, opportunities and solutions. In *Emerging markets from a multidisciplinary perspective* (pp. 233-240). Springer, Cham.
- Litchfield, A., & Khan, A. (2019). A review of issues in healthcare information management systems and blockchain solutions. In *International Conference on Information Resources Management* (Vol. 1). Association for Information Systems (AIS).
- Wager, K. A., Lee, F. W., & Glaser, J. P. (2017). *Healthcare Information Systems: a Practical Approach for Healthcare Management*. John Wiley & Sons.
- Yamin, M., & Alharthi, S. (2020). Measuring impact of healthcare information systems in administration and operational management. *International Journal of Information Technology*, 12(3), 767-774.

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## **HA-512 Ethics in Healthcare**

**COURSE CODE:** HA-512

**SEMESTER:** 3<sup>rd</sup>

**PROGRAM:** MS Health Administration

**CREDIT HOURS:** 3

**PREREQUISITES:** HA-502

### **Learning Outcomes**

This course provides an overview of foundational ethical principles for healthcare administration and will present a methodology for your employment to resolve contemporary healthcare ethics questions with healthcare settings, specifically working within the context of emerging healthcare trends and legislation.

Upon successfully completing this course, students will be able to:

- Describe how the ethical principles/virtues of autonomy, justice, trust, caring beneficence, and nonmaleficence apply to the delivery of healthcare
- Recognize the importance of and bring to bear ethical principles, virtues, values and theory in professional discourse
- Use a foundation in moral philosophy to make and support ethical decisions as a healthcare leader
- Apply an ethical decision-making process to various contemporary and complex health care issues
- Influence decision-making among peers; use and model self-reflection, listening, empathy, and awareness as an ethical leader

### **Contents**

**Unit-1:** Theory of Healthcare Ethics

**Unit-2:** Principles of Healthcare Ethics

**Unit-3:** The Moral Status of Gametes and Embryos: Storage and Surrogacy

**Unit-4:** The Ethical Challenges of the New Reproductive Technologies

**Unit-5:** Ethics and Aging

**Unit-6:** Healthcare Ethics Committees: Roles, Memberships, Structure, and Difficulties

**Unit-7:** Ethics in the Management of Health Information Systems

**Unit-8:** Technological Advances in Health Care: Blessing or Ethics Nightmare?

**Unit-9:** Ethics and Safe Patient Handling and Mobility

**Unit-10:** Spirituality and Healthcare Organizations

**Unit-11:** A New Era of Health Care: The Ethics of Healthcare Reform

**Unit-12:** Health Inequalities and Health Inequities

**Unit-13:** The Ethics of Epidemics

**Unit-14:** Ethics of Disasters: Planning and Response

**Unit-15:** Domestic Violence: Changing Theory, Changing Practice

**Unit-16:** Ethics in Healthcare: Looking Toward the Future

### **Teaching-Learning Strategies**

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### **Textbooks and Suggested Readings\***

Morrison, E. E., & Furlong, B. (Eds.). (2018). *Health Care Ethics: Critical Issues for the 21<sup>st</sup> Century*. Jones & Bartlett Learning.

- Brown, J. P. (2020). Ethical dilemmas in healthcare. In *Safety Ethics* (pp. 67-82). Routledge.
- Chadwick, R., Ten Have, H., & Meslin, E. M. (2011). *The Sage handbook of health care ethics*. Sage Publications.
- Čartolovni, A., Stolt, M., Scott, P. A., & Suhonen, R. (2021). Moral injury in healthcare professionals: a scoping review and discussion. *Nursing Ethics*, 28(5), 590–602.
- Connolly, C. J. D. (2018). The Just War Tradition: A Model for Healthcare Ethics. In *HEC Forum* (Vol. 30, No. 2, pp. 133-152). Springer Netherlands.
- Dalton-Brown, S. (2020). The ethics of medical AI and the physician-patient relationship. *Cambridge Quarterly of Healthcare Ethics*, 29(1), 115-121.
- Hansson, S. O. (2018). The ethics of making patients responsible. *Cambridge Quarterly of Healthcare Ethics*, 27(1), 87-92.
- Iseron, K. V. (2020). Healthcare ethics during a pandemic. *Western Journal of Emergency Medicine*, 21(3), 477-489.
- Papanikitas, A., & Spicer, J. (2017). Teaching and learning ethics in primary healthcare. In *Handbook of Primary Care Ethics* (pp. 225-232). CRC Press.
- Perry, F. (Ed.). (2020). *The Tracks We Leave: Ethics and Management Dilemmas in Healthcare* (3<sup>rd</sup> Edition). Health Administration Press.
- Runciman, B., Merry, A., & Walton, M. (2017). *Safety and ethics in healthcare: a guide to getting it right*. CRC Press.
- Stolt, M., Leino-Kilpi, H., Ruokonen, M., Repo, H., & Suhonen, R. (2018). Ethics interventions for healthcare professionals and students: A systematic review. *Nursing Ethics*, 25(2), 133-152.

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