Policy and
Procedures Handbook

Master of Health Administration
Students

2012-2013

Department of Health Policy and Administration
118 Keller Building
The Pennsylvania State University
University Park, PA 16802

http://www.hhdev.psu.edu/hpa

(814) 863-2859
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Statement of Nondiscrimination

The Pennsylvania State University is committed to the policy that all persons shall have equal access to programs, facilities, admissions, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by state or federal authorities. It is the policy of the University to maintain an academic and work environment free of discrimination, including harassment. The Pennsylvania State University prohibits discrimination and harassment against any person because of race, religious creed, sex, sexual orientation, gender identity or veteran status. Discrimination or harassment against faculty, staff or students will not be tolerated at The Pennsylvania State University.

Direct all inquiries regarding the nondiscrimination policy to the Affirmative Action Director, The Pennsylvania State University, 328 Boucke Building, University Park, PA 16802-5901; (814) 863-0471.
Introduction

Health services meet critical human needs and are a leading force in our nation's economy. Today, industry leaders, health insurance groups, hospitals, physicians, and other providers are working together to build large networks and strategic alliances that deliver coordinated, cost-effective, high-quality care. The health care system of the future will focus on greater efficiency and quality through improved technology, organization, and management. Penn State’s MHA degree program is designed to help prepare tomorrow’s leaders who can direct health service organizations in this increasingly complex and dynamic environment.

Our MHA curriculum grounds students by developing a comprehensive understanding of management and health services, while providing the flexibility for students to explore specific career interests within the broader healthcare field. The program provides an excellent academic foundation for today’s health care executive and offers a strategic advantage in this highly competitive industry.

Vision, Mission, and Value Statements

The Vision of the MHA program is to lead a community of professionals who, through lifelong learning, dedicate themselves to improving quality, affordability, and access to health care services.

The Mission of the MHA program is to prepare health administration professionals by educating them at career appropriate levels about the management, organization, financing, delivery, and performance of the health care system. We will prepare students through traditional and emerging instructional methods and practical field experiences, enhanced by research in the field, so that graduates may become effective managers and leaders in the health services organizations.

We Value the enrichment that both practitioner experience and faculty research bring to the learning experience for students; we value the development of student knowledge, skills, and attitudes in ethical leadership, critical thought, and oral and written communications; we value service and outreach to the professional community, enhancing the student experience through the vibrant synergy among the academy, our alumni, and the industry. We embrace the Penn State principles regarding academic integrity and civility.
Health Policy and Administration Full-time Faculty

**Rhonda Belue, Ph.D.** (Cornell University), Associate Professor of Health Policy and Administration. Dr. Belue’s teaching and research interests are in health disparities in families and children, evaluation methodology, and medical decision-making.

**S. Diane Brannon, Ph.D.** (Cornell University), Professor of Health Policy and Administration and Professor-in-Charge of the M.H.A. Program. Dr. Brannon’s teaching and research interests are in organizational and managerial factors in nursing homes which influence outcomes of care.

**Chris Calkins, Ph.D.** (The Pennsylvania State University), Outreach Assistant Professor and Executive Director, World Campus Master of Health Administration program. Dr. Calkins’ teaching and research interests focus on consumer decision making in healthcare, health services marketing and strategic planning, and policy issues.

**Jonathan Clark, Ph.D.** (Harvard University), Assistant Professor of Health Policy and Administration. Dr. Clark's teaching and research interests center on strategy, innovation and organizational design in the hospital industry.

**Joe Dionisio, CPA, B.S.** (Point Park College), Professor of Practice and Director of External Relations and MHA Professional Development. Mr. Dionisio's teaching interests include healthcare financial management, finance, managing organized delivery systems and leadership.

**Marianne Hillemeier, Ph.D.** (University of Michigan), Associate Professor of Health Policy and Administration and Demography. Dr. Hillemeier’s teaching and research focuses on the extent and causes of racial/ethnic health disparities among children and adolescents.

**Kyoungrae Jung, Ph.D.** (University of Minnesota), Assistant Professor of Health Policy and Administration. Dr. Jung’s teaching and research interests include consumer information, provider incentives and quality of care.

**Deirdre McCaughey, Ph.D.** (University of Manitoba), Assistant Professor of Health Policy and Administration. Dr. McCaughey’s teaching and research interests include workplace safety, employee stress and well-being, and knowledge transfer/utilization in health services.

**Patricia Miranda, Ph.D.** (University of Michigan), Assistant Professor of Health Policy and Administration. Dr. Miranda’s teaching and research interests focus on social and cultural determinants of population health, health disparities, vulnerable populations, Latino populations, and cancer prevention.

**Jessica Mittler, Ph.D.** (Harvard Graduate School of Arts and Science), Assistant Professor of Health Policy and Administration. Dr. Mittler’s teaching and research interests include quality and access to care, market dynamics, organization and individual behavior, managed care, and program and policy evaluation.
John Moran, Ph.D. (Pennsylvania State University), Associate Professor of Health Policy and Administration. Dr. Moran’s teaching and research interests include the economic impact of cancer, vulnerable populations, health insurance, and causal inference.

Dennis Scanlon, Ph.D. (University of Michigan), Professor of Health Policy and Administration and Professor-in-Charge of the M.S. and Ph.D. programs. Dr. Scanlon’s teaching and research interests relate to consumer information and health care markets, health insurance and HMO plan performance and measurement of quality.

Dennis Shea, Ph.D. (Rutgers University), Professor and Department Head of Health Policy and Administration. Dr. Shea’s teaching and research focus on health policy for aging populations, financing for mental health, long-term care, prescription drug coverage and socioeconomic disparities in health care access for the elderly.

Mark Sciegaj, Ph.D., (Brandeis University), Associate Professor of Health Policy and Administration and Associate Director of the Penn State Smart Spaces Center. Dr. Sciegaj’s teaching and research interests include issues of consumer-directed care in community long-term care services and support, workforce development, policy implementation, program evaluation, and multi-cultural issues in health and aging.

Pamela Farley Short, Ph.D. (Yale University), Professor of Health Policy and Administration and Director of Center for Health Care and Policy Research. Dr. Short’s teaching and research interests are concerned with the financing of health care through public and private health insurance, the implementation and evaluation of national coverage reforms, and the personal and social costs of cancer. Her research emphasizes the causes and consequences of changes in individuals’ health, health insurance, and employment over time.

Karen Volmar, M.P.H., J.D. (Boston University). Associate Professor of Health Policy and Administration and Executive Director, M.H.A. program. Ms. Volmar’s teaching and research interests are in health policy, managed care, health law, human resources, and comparative health systems.
MHA Degree Requirements

The MHA program is designed to be completed in 21 months of full-time study, although it may be completed on a part-time basis. A minimum of 49 credits is required for completion of the degree. Students take 46 credits of required courses as listed on pages 6 through 8. In addition, 3 credits of electives are selected in consultation with an advisor.

Graduate Residency

During the summer between the first and second academic years, MHA students are required to obtain and carry out a ten-week graduate administrative residency. It is the student’s responsibility to identify and arrange the administrative residency, in consultation with the executive director of the MHA program. Information regarding prior administrative residency sites and potential preceptors is available. Graduate students who have already completed their administrative residency and faculty members are other good resources for information about administrative residency opportunities.

Students are responsible for paying tuition for the required graduate administrative residency (HPA 595 - 1 credit). Students must review and comply with the provisions outlined in the MHA Administrative Residency Manual before beginning the administrative residency process and must file all required paperwork with the course instructor. Students are required to give updated contact information to the Graduate Staff Assistant. Administrative Residency Manuals are available from the course instructor and online at:
MHA Course Schedule

Note: This is a typical schedule for this biennium. Course offerings may change. Students should work in conjunction with their advisors to ensure completion of all degree requirements.

SEMESTER 1

HPA 447  FINANCING HEALTH CARE (3) Analysis of financial flows, third party payments, and reimbursement practices in the health services sector.

HPA 503  HEALTH SERVICES ORGANIZATIONAL BEHAVIOR (3) A systematic application of the principles of organizational behavior to understanding professional roles in health services organizations.

HPA 520  INTRODUCTION TO HEALTH SERVICES ORGANIZATION AND DELIVERY (3) Introduction to health systems, health services organization, and health care delivery focused on trends, problems and issues.

HPA 822  CLINICAL ISSUES FOR HEALTH SERVICES MANAGEMENT (3) An introduction to current clinical issues in health services organizations focusing on the role of managers.

SEMESTER 2

HPA 524  MANAGEMENT OF HEALTH SERVICES ORGANIZATIONS (3) A systematic study of the roles of health services managers and the organizational and environmental context within which they work.

HPA 897A* HEALTH DATA ANALYSIS (3) Exposure to and application of the skills, framework, and theory used by health care managers to deliver excellence in health care services. *Course to be HPA 528 pending University approval.

HPA 836  HEALTH LAW (3) The legal process as it applies to the health administrator, health organization, medical provider, and patient. Prerequisite: HPA 520.

HPA 835  FINANCIAL MANAGEMENT IN HEALTH SERVICES ORGANIZATIONS (3) Examination of the financial environment of health services organizations; financial aspects of management decision making; emphasis on revenue sources, budgeting, and cost control. Prerequisite: HPA 447

SUMMER

HPA 595  RESIDENCY (1-18)
SEMESTER 3

HPA 523 MANAGERIAL EPIDEMIOLOGY (3) Introduction to the principles and methods of managerial epidemiology and its application to health care. Prerequisite: HPA 520

HPA 551 QUALITY IMPROVEMENT IN HEALTHCARE (3) Examination of major approaches to performance improvement in contemporary healthcare systems.

HPA 805 CHANGE LEADERSHIP IN HEALTH SERVICES ORGANIZATIONS (3) Exploration of diagnostic and intervention strategies employed in planned change in health services organizations and programs. Prerequisite: HPA 524

HPA 850 HEALTH CARE MARKETING (3) Introduction to the theory, concepts, skills, and principles of marketing applied to health related organizations and networks. Prerequisite: HPA 520

SEMESTER 4

HPA 855 INFORMATION SYSTEMS IN HEALTH SERVICES ADMINISTRATION (3) Foundations of information systems for supporting clinical services, quality improvement, and administrative functions in health services management. Prerequisite: HPA 520

HPA 545 INTRODUCTION TO HEALTH ECONOMICS (3) Survey of the application of economics to the roles of markets and government in health care.

HPA 556 STRATEGY DEVELOPMENT IN HEALTH SERVICES ORGANIZATION (3) Integration of prior coursework in the program to develop a strategic plan for a health services organization. Prerequisites: HPA 523, HPA 524, HPA 835.

ELECTIVES (3) Credits

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<td>TOTAL CREDITS</td>
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Grading Scale and Proper Citation

The MHA Committee has endorsed the use of a uniform grading scale for all classes in the MHA curriculum offered by the Department of Health Policy and Administration. While this scale does not apply to courses that apply for elective credit taught by other departments, students should be aware that HPA faculty teaching MHA courses use this scale.

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<td>A-</td>
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In all research papers, it is expected that students follow the most recent edition of the American Psychological Association *Publication Manual* in citation of references, quotation of sources and in all technical aspects of the paper. See http://www.apastyle.org/ for additional information.

Core Competencies

The MHA program curriculum is designed to support student development of the MHA program’s core competencies. The MHA Program core competencies are a subset of the National Center for Healthcare Leadership Competency model chosen by the MHA committee as those competencies necessary for early careerists to enter managerial roles in the health care setting. The NCHL competency model was created through research by the Hay Group with practicing health leaders and managers across the administrative, nursing and medical professions, and early, mid, and advanced career stages.

Core Competencies

*Penn State MHA Program*

COMMUNICATION SKILLS AND INTERPERSONAL EFFECTIVENESS

Competencies associated with giving and receiving information between an individual and other individuals or groups. Also competencies associated with developing and maintaining effective working relationships with others.

1. **Collaboration: Level 1. Conducts work in a cooperative manner:** Be a part of a team; works together as opposed to working separately or competitively.

   **Level 2. Expresses Positive Attitudes and Expectations of Team Members:** Expresses positive attitudes and expectations of others in terms of their abilities, expected contributions, etc. Speaks of team members in positive terms, either to the team member directly or to a third party; develops effective working interactions with teammates.
2. Communication Skills: Level 1. Uses Generally Accepted English Grammar. Level 2. Prepares Effective Written Business Cases or Presentations: Uses accurate and complete presentation of facts; uses logical presentation of arguments pro and con; develops well-reasoned recommendations; prepares concise executive summary. Level 3. Makes Persuasive Oral Presentations: Uses clear and understandable voice that is free of extraneous phrases (i.e., “uhm” and “you know”); uses effective audiovisual media (presentation software, exhibits, etc.); stays on the topic; engages in non-defensive Q & A; stays within time allotment.

3. Impact and Influence: Level 1. Expresses Logical Intention but takes No Action: Communicates intentions; Expresses concern with reputation, status, appearance, etc., but does not take any specific actions. Level 2. Takes a Single Action to Persuade: Uses direct persuasion in a discussion or presentation; Appeals to reason, data, others’ self-interest; Uses concrete examples, visual aids, demonstrations, etc.; Makes no apparent attempt to adapt presentation to the interest and level of the audience. Level 3. Takes Multiple Actions to Persuade: Takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience; includes careful preparation of data for presentation; makes two or more different arguments or points in a presentation or a discussion; uses multiple points of view and delivery alternatives. Level 4. Calculates Impact of Actions or Words: Analyzes the needs, interests, and expectations of key stakeholders; Anticipates the effect of an action or other detail on people’s image of the speaker; Prepares for others’ reactions; Tailors messages to interests and needs of audience; Aligns persuasion actions for targeted effects or impact; Takes a well-thought-out dramatic or unusual action in order to have a specific impact.

4. Interpersonal Understanding: Level 3. Commits to Understanding Others: Takes time to get to know people beyond superficial or job-related information; Genuinely seeks to understand people as individuals and their points of view; Use insights gained from the knowledge of others to know “where they are coming from” or why they act in certain ways.

5. Organizational Awareness: Level 1. Uses Formal Structure: Uses the formal structure or hierarchy of an organization to get things done; Understands chain of command, positional power, rules and regulations, policies and procedures, etc. Level 2. Applies Understanding of Informal Structure: Uses the informal structure of an organization when the formal structure does not work as well as desired; Recognizes key actors, decision influencers, etc.; Applies this knowledge when formal structure does not work as well as desired. Level 3. Adapts Actions to Climate and Culture: recognizes norms and values of an organization including the unspoken guidelines about what people are and are not comfortable doing, and what is and is not possible at certain times or by certain people in certain positions, adopts the “language and feel” of the organization, uses formats and terminology that reflect the environment.

6. Relationship Building: Level 1. Develops or Sustains Informal Contacts: Makes or sustains informal contacts with others that extend beyond formal work relationships; Is approachable and able to engage in “small talk” and informal conversations. Level 2. Builds Friendly Rapport with Associates: maintains friendly relations and rapport with work contacts; attends events with associates and other business contacts that provide informal mingling and contact such as business meals, sporting events, and other outings; finds
things that one has in common with associates and uses them to build friendly relations.

7. **Self Confidence: Level 1. Acts Confidently within Job or Role.** Works without needing direct supervision; Appears confident in person; Presents self well.  
   **Level 2. States Acts Confidently at the Limits or Slightly Beyond the Limits of Job or Role:** Makes decisions without asking others; makes decisions even when others disagree; acts outside formal role or authority; and acts in uncertain circumstances.  
   **Level 3. States Confidence in Own Abilities:** Sees self as among the top performers in an organization; Explicitly states confidence in own judgment or abilities; Communicates self-assuredness to take on new roles, responsibilities, and challenges.  
   **Level 4. Takes on Challenges:** Seeks challenging assignments and is excited by a challenge; Looks for and gets new responsibilities; Speaks up when he or she disagrees with management or others in power; but disagrees politely, stating own view clearly and confidently – even in a conflict.

**CRITICAL THINKING, ANALYSIS AND PROBLEM-SOLVING**
Competencies related to the appropriate use of information, data, and judgment to inform sound management decisions.

1. **Analytic Thinking: Level 1. Breaks Down Problems:** Breaks problems into simple lists of tasks or activities without assigning values; Lists terms with no particular order or set of priorities.  
   **Level 2. Identifies Basic Relationships:** Identifies the cause-and-effect relationship between two aspects of a situation; separates situations into two parts: pro and con; sorts out a list of tasks in order of importance.  
   **Level 3. Recognizes Multiple Relationships:** Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps.)  
   **Level 4. Develops Complex Plans or Analyses:** Identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them; Uses several analytical techniques to identify potential solutions and weigh the value of each.

2. **Information Seeking: Level 1. Consults Available Resources:** Asks direct questions of the people who are knowledgeable about the situation, such as people who are directly involved; Uses readily available information, or consults other resources.  
   **Level 3. Delves Deeper:** Asks a series of probing questions to get at the root of a situation, a problem, or a potential opportunity below the surface issues presented; Calls on others who are not personally involved, to get their perspective, background information, experience, etc.; Does not stop with the first answer; finds out why something happened; Seeks comprehensive information, including expecting complexity.

3. **Innovative Thinking: Level 1. Applies Basic Rules:** Applies simple rules, common sense, evidence, and past experiences to identify problems; Recognizes when a current situation is exactly the same as a past situation.  
   **Level 2. Recognizes Patterns Based on Life Experience:** When looking at information, sees patterns, trends, or missing pieces/linkages; Notices when a current situation is similar or dissimilar to a past situation, and identifies the similarities and/or differences.
Level 3. Looks Ahead to Take Action Short-Term: Anticipates short-term opportunities, obstacles, and problems; Takes action to create an opportunity, prevent problems, or avoid future crisis, looking ahead within a three-month time frame.

Level 4. Takes Action on Longer-term Opportunities: Anticipates longer-term opportunities, problems, and obstacles; Proactively takes action to create an opportunity or avoid future crisis, looking ahead 4-12 months.

4. Performance Measurement: Level 1. Monitors Indicators of Performance: Uses knowledge of customers, markets and financial and management accounting to track organization performance and financial results; implements basic patient tracking (e.g., registration, invoicing, third-party payer) and operational (e.g., numbers of procedures, equipment usage) measurement systems; reports results in an accurate, timely manner that clearly shows organization performance.

Level 2. Monitors a “Scorecard” of Quantitative and Qualitative Measures: Tracks financial, customer, quality, and employee performance measures; Uses patient and constituent satisfaction scores, as well as demographic and epidemiological statistics to set organizational priorities, plans, and investments; Gathers both quantitative and qualitative information on customer perceptions, market position, and financial viability; Tracks high-incidence procedures and conditions.

Level 3. Uses Evidence-based Approaches to Support Community Wellness: Monitors community wellness; Measures organization success by tracking community wellness and performance against national criteria and priorities; Uses advanced warning measures to enable the movement of people, equipment, and resources; Anticipates community needs; Ensures timeliness, effectiveness, and efficiency of services; Advocates for treatment and other care decisions that are evidence based and patient/customer centered.

5. Process Management and Organization Design: Level 1. Conducts Process Flow Analyses: Uses process mapping and analysis software; maps process steps; identifies key decisions points; determines staffing requirements (numbers, costs and essential knowledge, skills and other attributes), cost implications, and service implications.

Level 2. Benchmarks Good Processes and Practices: Conducts benchmarking and best practices research and interpretation to improve both clinical and non-clinical organizational practices; Understands Customer serve and satisfaction drivers, continuum of care across different delivery sites (e.g., outpatient, acute care, specialty clinic); Defines roles and responsibilities of different caregivers and other providers; Defines roles and responsibilities of administrators and departments; understand legal, accrediting, and regulatory requirements; Understands clinical research requirements and practices; Knows patient and information confidentiality requirements; determines costs and revenue implications.

Level 3. Evaluates Organization Structure and Design: Assess organizing structures (functional, departmental, service line, etc.) and their advantages and disadvantages; Understands basic differences in provider structures (i.e., practice site, teaching hospital, community hospital, clinic, sub-acute provider); Uses organization structure to design and improve performance.

Level 4. Understand the Basics of Organization Governance: Understands governance practices, including board relations, committee structure, and fiduciary, ethics, and clinical review responsibilities; Defines role and responsibilities of foundations and other auxiliary organizations; uses key governing and regulatory organizations such as state, country, and city governments; Uses organization governance to enhance quality, customer satisfaction, and performance.
6. **Strategic Orientation: Level 1. Conducts Environmental Scanning:** Performs analyses that identify the competitive/market, governmental and regulatory, public opinion, scientific, and technological forces that currently and will shape the organization; Identifies the strengths and challenges of the organization vis-à-vis the forces today and into the future; Identifies the required social and economic position of the organization in light of the environmental scan.

**Level 2: Develops Strategy to Address Environmental Forces:** Positions the organization in light of the environmental forces over the next three to five years; Develops strategic goals and plans for the organization that take advantage of its strengths, addresses its shortcomings, builds on opportunities, and attempts to minimize environmental threats; Aligns organizational units and investment strategy (financial, people, technology, materials) to achieve strategy.

**MANAGEMENT AND LEADERSHIP**

Competencies related to the ability successfully pursue organizational goals that involve getting things done through and in collaboration with others.

1. **Accountability: Level 2. Sets Limits:** Establishes high but achievable performance, quality and resource utilization standards; firmly says “no” to unreasonable requests; sets limits for others’ behavior and actions; limits others’ options to force them to make desired resources available.

**Level 3. Demands High Performance:** Imposes new, different, or higher standards of performance with little input from others; Insists on compliance with own orders or requests. Monitors performance against clear standards; Ensures promised results are achieved; Demands high performance, quality, and resources; Issues clear warnings about consequences for non-performance; Shares results with stakeholders.

2. **Change Leadership: Level 1. Identifies Areas for Change:** Publicly defines one or more specific areas where change is needed; identifies what needs to change, but may not completely describe the path to change.

**Level 2. Expresses Vision for Change:** Defines an explicit vision for change (ie., what should be different and how); Modifies or redefines a previous vision in specific terms; Outlines strategies for change.

3. **Financial Skills:**

**Level 1. Explains the Organization’s Financial Markets and Reports:** Uses financial metrics to drive and track the organization’s success; Explains income statement, balance sheet, cash flow; Explains indicators of financial health, especially profitability, and accounting entries through general ledger to revenue.

**Level 2. Manages Budgets and Assets:** Develops budgets; demonstrates expense and revenue management (unit or department); manages budget variances, including revisions and corrective actions; explains expense sources and management alternatives with implications; understands sources of revenue including sensitivity analyses; demonstrates capital budgeting and asset management.

**Level 3. Understands Impact of Reimbursement Models:** assesses reimbursement and Payment system alternatives; explains connections between models and behavior of providers and payers; develops incentives; considers impact of reimbursement and payment systems when assessing management alternatives.

**Level 4. Evaluates Financial Analyses and Investments:** analyzes rate of return, net present value, cash flow analyses, and risk-return trade-offs and cost-benefit analyses; analyses population disease, utilization data. Understands basics of insurance rating and actuarial risk.
4. **Human Resources Management: Level 1. Is Familiar with Basic Employment Processes and Law:** Demonstrates basic knowledge of employment management principles, policies, and law in relation to hiring, promotion, or dismissal; Applies human resources policies and procedures; Applies equal opportunity and federal contract compliance (EEOC/OFCCP), the disabilities act (ADA), fair labor standards (FLSA) and employee income, security, and refinement regulations (ERISA); Demonstrates an understanding of union/labor principles and practices (e.g., contracting, negotiations, grievance process, mediation)

**Level 2. Uses Alternative Compensation and Benefit Programs:** Conducts job analysis, evaluation, and grading; Uses compensation surveys; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments.

5. **Information Technology Management: Level 1. Recognizes the potential of information systems in process and patient service improvement:** Is familiar with current technology for patient tracking (especially registration, billing, and records management), financial automation and reporting, and reimbursement management; Is open to automation of paper-based processes.

6. **Project Management: Level 1. Prepares a Detailed Project Plan.** The ability to use project management software; establish phases and steps with realistic timelines; identifies required knowledge; skills and abilities of team and vendors; selects team; identifies selection and contracting processes and criteria and selects vendor; identifies performance requirements, measurement systems, and tracking and reporting processes; establishes budget.

**PROFESSIONALISM AND ETHICS**

Competencies related to upholding high professional and ethical standards.

1. **Achievement Orientation: Level 1. Wants to do Job Well:** Tries to do the job well or right; Expresses a desire to do better; Expresses frustration at waste or inefficiency; Delivers expected results in line with job requirements.

**Level 2. Creates Own Measure of Excellence:** Sets a standard of personal expectation for excellence in both the quality and quantity of work; tracks and measures outcomes against a standard of excellence – one that is higher and more precise – not imposed by others; focuses on new or more precise ways of meeting goals set by others.

**Level 3. Improves Performance:** Makes specific changes in system or in won work methods to improve performance; Does something better, faster, at lower cost, more efficiently.

**Level 5. Makes Cost Benefit Analyses:** Makes decisions, sets priorities, or chooses goals on the basis of calculated inputs and outputs (e.g., makes explicit considerations of potential profit and risks or return on investment); Analyzes entrepreneurial opportunities in relation to risks, return on investment, and the scope and magnitude of the investments.

2. **Professionalism: Level 1. Acts openly and honestly:** acts consistently and according to organization’s expressed core values; deals with staff, public and government in an open and truthful manner: expresses what he or she believes even when the message may not be welcome; shares information, insights or comments when it would be easier to refrain from doing so.

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Level 3. Maintains Social Accountability: Develops and implements systems for tracking and sustaining commitments to the community and customers; Acknowledges issues and contributing factors; Publicly admits to mistakes; Establishes approaches to handling issues and mistakes with openness, honesty, and fairness.


Ethics: Behave ethically and promote standards of ethical behavior throughout organizations and professional communities.

(Tracked for compliance with the Penn State Scholarship and Research Integrity (SARI) initiative, a portion of which must be fulfilled by classroom exposure/instruction within the discipline of ethical issues specific to that discipline. See below.)

Graduate Program in Scholarship and Research Integrity

The Scholarship and Research Integrity (SARI) program was launched in fall 2009 to provide graduate students with opportunities to identify, examine, and discuss ethical issues relevant to their disciplines. Several thousand students participated the first year, and ultimately every student receiving a master’s or doctoral degree from Penn State will have participated in this training.

In 2011, the SARI program expanded to include all research personnel at PSU. The new name, “SARI@PSU”, reflects the broader scope of the program. It is our hope and expectation that participation by faculty, postdocs, graduate students, and undergraduate researchers will encourage open and intentional dialog about responsible research and scholarship, and that these conversations become an integral part of the academic environment at Penn State.

The SARI@PSU program is composed of two parts: an online training course, and an interactive, discussion-based component. SARI program content is both interdisciplinary and discipline-specific, designed to address common issues in research integrity as well as issues unique to various areas of research and scholarship.

- The online training (Part 1) provides a common language and understanding of the history and principles of the responsible conduct of research
- The discussion-based component (Part 2) provides an opportunity for in-depth exploration of important issues unique to each field of study.

This basic structure can be adapted to create an effective program for scholars at different stages of their careers, from undergraduate researchers, to graduate students and junior faculty, to senior faculty members with years of experience. Participation by faculty and students alike will help foster a rich environment for the discussion and practice of scholarly integrity.
University Component

The University wide component consists of online based training through the Collaborative Institutional Training Initiative (CITI) program. For MHA students, the CITI requirement is met by completion of the responsible conduct of research in the Social and Behavioral Science or Biomedical Sciences courses.

Departmental Component

The departmentally delivered component of the CHHD SARI program is intended to provide RCR instruction aimed at specific academic disciplines and/or domains of research. This component takes advantage of course content and program requirements already in existence in some HHD graduate programs. To qualify for SARI credit hours, a course must explicitly include RCR material in its content as reflected by the course syllabus. The number of hours devoted to RCR instruction must also be explicitly stated. Students wishing to use SARI approved course content to satisfy their SARI requirement will at the time of instruction procure, complete, and return a brief college form from the departmental graduate administrator, Beverly Fahr. The form, the same as that used for college-wide workshops, will specify the course in question, the total hours and dates of RCR content delivery and the signatures of student and course instructor to verify delivery and attendance.

The following MHA graduate courses have been approved for use in the CHHD SARI program: HPA 835 (1 hour), HPA 836 (4 hours), HPA 528 (1 hour), HPA 855 (4 hours).

The professors in charge of graduate education in each academic unit are responsible for proper documentation, oversight and system compliance. Records documenting student participation will be maintained by departmental graduate education administrative assistants. Beginning fall 2009, each student record/progress checklist will include the ten-hour SARI requirement. Records of online participation will be made available to departmental administrators by the ORP. Signed forms for verifying attendance at college-wide workshops will be distributed to the departmental homes of those students attending to be entered into student records. SARI hours from approved departmental coursework will be documented internally using the same form.
Electives

Students are encouraged to explore the many opportunities available through The Pennsylvania State University. The following represents a non-exhaustive list of “pre-approved” electives. Students may enroll without the prior consent of an advisor; however, it is always best to consult with an advisor to determine the appropriateness of any elective course.

Elective courses taken in the MHA curriculum must be approved 400-, 500-, or 800-level courses and must be relevant to the MHA degree.

HPA Department MHA Electives

HPA 401 (IL) Comparative Health Systems (3) Comparative analysis of health services in selected developed and developing countries.

HPA 410 Principles of Public Health Administration (3) The rationale for, and the patterns of, public health service at all levels of government in the United States.

HPA 420 Principles of Managed Care (3) Survey of managed health care, including history, typology, current issues, management challenges, and impacts on patients, providers, and special populations.

HPA 433 Administration of Hospital and Health Service Systems (3) Analysis of administrative structures and interorganizational arrangements among hospitals and other health care organizations.

HPA 442 Long-Term Care Management (3) Management and policy issues for institutional, community, and home settings for chronic care services.

HPA 460 Human Resource Management in Health Care Organizations (3) Foundations of human resource management applied to health care organizations, including hospitals, long-term care facilities, and community health organizations.

HPA 497B Physician Practice Management (3) This course is a comprehensive examination of physician practice management topics and the role physicians play in the US health care industry past, present and the future.

HPA 510 Health Services Financing and Policy (3) Introduction to health policy focusing on health services financing, insurance and other current health policy topics.

HPA 596 (CSP D 596) Individual Studies (1-9) Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

HPA 597 Special Topics (1-9) Formal courses given on a topical or special interest subject which may be offered infrequently.
Non-HPA Electives

When considering non-HPA electives, students should consider how the course will relate to their career intentions and plans of study. *Note: Many of the courses listed below have prerequisites. Students should consult the university’s official course listing to understand the applicability of prerequisites to these courses.* Students should consult with the course instructor to obtain permission to waive the prerequisite, if one applies.

**Ethics/Bioethics**
BIOET 501 PERSPECTIVES AND METHODS IN BIOETHICS (3) This course explores a variety of theories and methods in bioethics and applies them to a selection of current topics.

BIOET 503 ETHICS AND THE RESPONSIBLE CONDUCT OF BIOMEDICAL RESEARCH (3) Provides an understanding of ethical issues arising in the responsible conduct of biomedical research and frameworks for critically analyzing them.

LER 460 HUMAN RESOURCE ETHICS (3) Each student is expected to learn several frameworks used to make moral judgments. The students are expected to develop proficiency in applying these frameworks to common human resources questions and in recognizing settings where moral judgment is required.

PHIL/STS 432 MEDICAL AND HEALTH CARE ETHICS (3) Examines ethical, political, and social issues in the research, implementation, and practice of medicine, medical technologies, and healthcare.

STS 589 ETHICS AND VALUES IN SCIENCE AND TECHNOLOGY (3) Study interrelationships of 20th century technological change and human values with emphasis on social and ethical aspects of technological progress.

**Financial Management**
ACCT 470 (IL) INTERNATIONAL ACCOUNTING (3) Study of international accounting issues with emphasis on need, use, and interpretation of financial accounting required in global business environment.

FIN 531 FINANCIAL MANAGEMENT (3) Effective Date: SP2006 An intensive examination of techniques available to aid the financial manager in decision-making.

FIN 550 FINANCIAL ANALYSIS AND VALUATION (2) Builds upon and reinforces the theoretical and institutional finance frameworks learned in introductory business finance.

FIN 553 FINANCIAL MODELING (1) Develops technical financial modeling skills applying spreadsheets and simulation modeling software.
Gerontology / Long-Term Care
SOC 435 (HD FS) SOCIAL GERONTOLOGY (3) An analysis of the demographic, social, and cultural factors affecting the aged population in American society.

SOC 535 SOCIOLOGY OF AGING (3) Current research and methodological issues in the sociological study of aging.

Health and Human Development
NURS 464 (US;IL) DYING AND DEATH (3) Explores attitudes toward death and dying; concept of grief; responsibilities to the dying person and the family.

HDFS 527 SOCIAL EPIDEMIOLOGY (3) Application of epidemiological methods to issues in the study of human development.

PSY 445 (HD FS) DEVELOPMENT THROUGHOUT ADULTHOOD (3) Processes of development and change of behavior from early adulthood through old age, emphasizing theory, method, and empirical research.

SOC 521 FAMILY DEMOGRAPHY (3) Current family demographic research on nuptiality, divorce, household composition, female employment, migration, and fertility.

Information Systems / Management Information Systems
INFSY 535 OBJECT-ORIENTED DESIGN AND PROGRAM DEVELOPMENT IN BUSINESS (3) Overview of key concepts in object design and the application of these concepts in business software development.

INFSY 540 INFORMATION TECHNOLOGY AND KNOWLEDGE MANAGEMENT (3) Information systems management, enterprise models of information technology, information technology and knowledge management.

INFSY 560 DATA COMMUNICATIONS SYSTEMS AND NETWORKS (3) Hardware and software concepts relevant to current communications and networking technology. The importance of telecommunications is emphasized.

MIS 442 OBJECT ORIENTED BUSINESS SYSTEMS (3) Object-oriented concepts, such as object, instance, class, inheritance, polymorphism; application of these methodologies; and design patterns to business system analysis.

Labor and Employment Relations
LER 401 THE LAW OF LABOR-MANAGEMENT RELATIONS (3) Development of Anglo-American law regulating collective bargaining, with emphasis on American labor-management relations under Wagner, Taft-Hartley, and other acts.

LER 424 EMPLOYMENT COMPENSATION (3) Development and management of employment compensation systems.
LER 425 EMPLOYEE BENEFITS (3) The examination of employee benefits programs used by employers to meet the welfare needs of employees and their families.

LER 426 STAFFING AND TRAINING STRATEGIES IN ORGANIZATIONS (3) This course focuses on the theory and practice of human resource staffing and training in organizations.

LER 434 COLLECTIVE BARGAINING AND CONTRACT ADMINISTRATION (3) Survey of the collective bargaining process, including underlying theories, current practice, administration of the collective agreement, and likely future trends.

LER 472 WORK-LIFE ISSUES (3) Exploration of the changing roles of work and family.

Marketing and Planning
GEOG 458 PRACTICAL APPLICATIONS IN GEOGRAPHIC INFORMATION SYSTEMS (3) Application of GIS tools with the objective of developing sufficient competence to permit use of these techniques in applied settings.

Organizational Development / Organizational Environment
CEDEV 500 COMMUNITY & ECONOMIC DEVELOPMENT AND LEADERSHIP (3) Understanding principles and strategies of community and economic development in relation to general systems theory, community decision-making, and leadership strategies and roles in group and community settings.

PSY 441 INDUSTRIAL MOTIVATION AND WORK SATISFACTION (3) Survey of theory and research with respect to attitudes, morale, and motivation of employees and management.

PSY 451 LEADERSHIP IN WORK SETTINGS (3) Review of research and application of behavior principles in the areas of management and supervision.

WF ED 450 CULTURAL DIVERSITY IN THE WORKPLACE (3) Provides opportunities for students to explore different cultures and mores that are changing the dynamics of the workplace.

MGMT 520 TEAM FACILITATION (2) To gain an in-depth understanding of team dynamics and develop skills for facilitating teams to achieve effective performance.

OISM 455 (BA) SIMULATION MODELS OF BUSINESS PROCESSES (3) Building computer simulation models to understand business processes and to test ideas about how the processes can be modified.

Public Health / Public Policy
BBH 503 BIOBEHAVIORAL SYSTEMS IN HEALTH AND DEVELOPMENT: PROCESSES AND INTEGRATION (3) Examination and integration of basic processes for understanding individuals as dynamic biobehavioral complex systems functioning through continual interactions.
BBH 504 BEHAVIORAL HEALTH INTERVENTION STRATEGIES (3) Evaluation of intervention strategies from a biobehavioral health context. Theories of change processes as they pertain to health are analyzed.

BBH 551 WORLD HEALTH PROMOTION (3) Analysis of the various health problems that affect humans throughout the world; emphasis will be placed on personal health issues.

CAS 557 HEALTH COMMUNICATION (3) Provides experience in making decisions about planning, implementing, and evaluating communication in community-based health campaigns to achieve health promotion/education.

GEOG 419 (US) URBAN SOCIAL ISSUES: STRUCTURES, PROBLEMS, AND POLICIES (3) Review urban social structure, social problems in urban areas, and policies aimed at alleviating those problems in North American cities.

Other courses may be approved with the consent of either your advisor or the executive director of the MHA program.
Transfer of Credits from Another Institution

The guidelines for transferring credits can be viewed at: http://www.gradsch.psu.edu/current/transfercredits.html Forms for transfer of credit can be obtained from the Office of Graduate Enrollment Services, 114 Kern Building, and when completed, the forms must be submitted to the Graduate Staff Assistant at 604 Ford Building. After admission to the Graduate School, and with the approval of the major field, a maximum of nine (9) credits relevant to the graduate program of study that were not used to satisfy undergraduate requirements may be applied toward an advanced degree. The time limitation on the completion of a master's degree program applies to these as well as to other credits.

- A maximum of ten (10) credits of high-quality graduate work done at a regionally accredited institution or recognized degree-granting institution may be applied toward the requirements for a master's or doctoral degree. However, credits earned to complete a previous master's degree, whether at Penn State or elsewhere, may not be applied to a second master's or doctoral degree at Penn State.
- Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser, the program head or graduate officer, and the Graduate School.
- Transfer credits must meet the following criteria:
  - Must have been earned at a regionally accredited institution or a recognized degree-granting institution;
  - Must be of "A" or "B" grade value ("B-" grades are not acceptable; pass-fail grades are not transferable unless substantiated by the former institution as having at least "B" quality);
  - Must appear on an official graduate transcript;
  - Must be earned within the five years prior to the date of registration to a degree program at Penn State.
- If transferring credits from a university/college that is on quarter hours, you must convert the quarter hours to semester hours. In order to convert quarter hours credit to equivalent semester hours credit, multiply the number of quarter hours by two-thirds.

1. The course material must not be duplicative of material contained in the MHA core courses.

2. When credits are transferred, the grade associated with the course is not transferred. Thus transferred credits will have no effect on a student’s GPA.

3. Approval by the MHA Committee is required.
MHA Faculty Advisors

Students will have an appointed faculty advisor from the Department of Health Policy and Administration and are required to meet with their advisors during the program orientation. This faculty advisor should approve and provide counsel on competency development and elective selection. It is only through regular communication that an advisor can understand the student’s needs and interests and help the student focus on his/her professional development.

Although all students have an assigned advisor, graduate students frequently find a faculty member whose interests and background more closely match their own. Development of mentoring relationships with faculty is strongly encouraged. In addition, students may consult at any time with the executive director of the MHA, as well as the director of MHA Professional Development.
MHA Committee

The MHA committee, chaired by the executive director of the MHA program, is comprised of faculty members appointed by the head of the Department of Health Policy and Administration and an elected second-year student. The role of the committee is curriculum development and oversight, program evaluation, CAHME accreditation, and general administration. In addition, the faculty members serve as advisors for the graduate students and are responsible for end-of-semester reviews of each student’s progress and decisions regarding retention in the program. The elected student representative to the MHA committee is responsible for representing the needs of fellow students in the planning and evaluation activities of the committee. The student member is privy to all business of the committee with the exception of admissions and retention decisions or other business that includes confidential academic information about fellow students.

Faculty and staff, committee members for the 2012-2013 academic year include:

<table>
<thead>
<tr>
<th>Name</th>
<th>How We Can Help</th>
<th>Office Address</th>
<th>Phone</th>
<th>e-mail</th>
</tr>
</thead>
<tbody>
<tr>
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<td>863-2902</td>
<td><a href="mailto:JRC24@psu.edu">JRC24@psu.edu</a></td>
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<tr>
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<td><a href="mailto:SMR38@psu.edu">SMR38@psu.edu</a></td>
</tr>
</tbody>
</table>
MHA Board of Visitors

Established in 2009, and comprised of area leaders in the health care industry, as well as Program alumni in industry leadership positions, the Board of Visitors (BoV) was created to serve the Department of Health Policy and Administration and the MHA Program, by providing consultative expertise regarding current developments in the healthcare industry. Program support is provided by Board members through sharing knowledge in their areas of expertise; identifying challenges confronting future industry leaders; communicate practices that could strengthen the program; helping identify and recruit outstanding students for the Program; and support the building of networks and industry relationships with the program and its students.

Student Complaints

Students should take the following steps when the occasional problem arises between a student and a faculty member. The first course of action should be to discuss the concern with the faculty member in question. As in most professional situations, dealing directly with problem situations involving the behavior of others is the recommended course. After making every effort to resolve the concern directly with the faculty member, the student should bring the concern to Ms. Karen Volmar, the executive director of the MHA program. In the event that Ms. Volmar is not available, the student may bring the concern to Dr. Dennis Shea, the head of the HPA Department. Whenever possible, disagreements between the student and faculty member should be dealt with in the department. If the problem is not resolved at this level, it is recommended that the student meet with the associate dean for graduate studies of the College of Health and Human Department to discuss the problem.

For additional information, students should refer to the hard copy of the Graduate Degree Program Bulletin or online at http://www.psu.edu/bulletins/whitebook/frontend/appendix2.htm.

Grades and Academic Integrity

Grades within the A, B, and C range denote graduate credit, whereas D and F are failing grades for graduate students. A final 3.0 grade point average along with a passing grade of C or better in all core courses is required for graduation.

In addition to the quality grades listed above, a DF (deferred) may appear on a student's transcript. If work is incomplete at the end of a semester for a reason beyond the student's control, the instructor may report DF in place of a grade. The DF will appear temporarily on the student's record and must be removed within nine weeks of the beginning of the succeeding semester, unless a special extension is granted by the associate dean of the Graduate School. If the work is not completed within the specified period of deferral and the instructor does not report a passing grade, the graduate recorder automatically records an “F.”

A corrected grade may be submitted by an instructor for a grade previously submitted only in cases where a mistake was made in calculating or recording a grade. It is inappropriate to attempt to negotiate an improved grade by doing extra work or taking another exam after a course grade has been assigned.
Academic integrity is the pursuit of scholarly activity free from fraud and deception. Academic dishonesty includes cheating, plagiarizing, fabricating of information or citations, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Major violations of academic integrity may result in a grade of “F” for the course and a referral to Judicial Affairs for possible disciplinary sanctions. Information on academic integrity is contained in Policies and Rules, published by Penn State Office of Student Life and available online at [www.psu.edu/ufs/policies/](http://www.psu.edu/ufs/policies/). Information on the College of Health and Human Development Academic Integrity Policies and Procedures are outlined at [http://www.hhdev.psu.edu/policies/academicintegrity/procedures.html](http://www.hhdev.psu.edu/policies/academicintegrity/procedures.html).

**Registration**

Students are responsible for scheduling their classes. The most current information on courses that will be offered in any specific semester is at [http://soc.our.psu.edu/soc](http://soc.our.psu.edu/soc). It gives the number of the class, the hours at which the class will meet, the location of the class, and in some cases the instructor’s name.

Students may register for courses using any or all of the following options:

- In-Person registration at the Registrar’s Office (112 Shields Building)
- World Wide Web (eLion URL is [https://elion.oas.psu.edu/](https://elion.oas.psu.edu/))

Additional registration policies may be reviewed on-line at [www.psu.edu/ufs/policies/](http://www.psu.edu/ufs/policies/)

**Financial Assistance**

Financial resources are necessary to pursue any graduate program. MHA students in the HPA program can seek financial assistance through the Office of Student Aid and through the Fellowships Office - 314 Kern, 865-2514. Graduate assistantships may be available through the Health Policy and Administration Department. The process for aid consideration is decentralized; it is necessary to file applications with each office. The deadlines for submitting applications vary with each area. Early application for financial aid is recommended as early applicants are the most likely to receive favorable consideration. It is often necessary to apply by early February for the succeeding year. It is best to apply for all sources of aid simultaneously, not sequentially. Filing sequentially may lead to missed deadlines if the first choice is unsuccessful.

**Communication**

The MHA program communicates with students in a number of ways. Electronic messages are sent to students to communicate information on the MHA program, class assignments, and other course-related information. Students are also assigned a mailbox in 118 Keller Building to disseminate important information and instructions of a non-confidential nature. It is the responsibility of each student to regularly check his or her Penn State email and mailbox.
Tuition

All estimated bills must be filed and any payment due must be made to the Bursar by the due date in order to avoid a late fee and to secure courses that were scheduled during advance registration. **Important:** Even if you have a scholarship which covers all or part of your bill, you must process your semester bill through E-Lion (https://elion.oas.psu.edu/) indicating that you have an assistantship through the Department of Health Policy and Administration leaving a (0) balance. **NOTE:** THIS MUST BE DONE EVERY SEMESTER.

Transcripts

Official transcripts can be obtained from the Office of the University Registrar, Transcript/Verification Department, 112 Shields Building, University Park, PA 16802-1271, either in writing, in person at the Registrar Counter (Photo ID required) in 112 Shields Building or online at http://www.registrar.psu.edu/web_transcript_static/web_transcript.html. There is a $9 fee for each official transcript. Complete the Official Transcript Form (http://www.registrar.psu.edu/student_forms/officialtranscript.pdf) or send a letter with the following information:

- Complete legal name and any former names
- PSU ID number or social security number
- Date(s) of attendance/graduation
- Date of birth
- list each level(s) of transcripts requested (graduate, undergraduate, or medical)
- Complete name and address of where the transcripts are to be mailed*
- Number of copies
- Daytime telephone number
- Email address(es)
- The student's signature
- $9.00 fee per transcript set (set includes all levels of course work), must be included with request.
- Any request that does not have payment enclosed or credit card information listed, **will not be processed,** and will be returned to the sender.
- Pay by check (payable to Penn State), VISA, MasterCard, Discover or American Express (credit card number, expiration date, daytime phone number must be listed) or money order. Returned checks due to insufficient funds will result in a service charge of $25.00.
- Sent within one to three business days from receipt of request.


Unofficial transcripts are available to currently enrolled students at no charge from 112 Shields Building. Unofficial transcripts will not be mailed.
Graduation

It is a student's responsibility to file an Intent to Graduate form with the University Registrar during the advance registration, regular registration, or drop/add times of the semester immediately preceding the student's planned graduation date. It is important to activate an intent to graduate within the deadline; otherwise, the student will not graduate until the next semester. If a student does not plan to attend the graduation ceremonies, a Graduate in Absentia form should be filed in the Registrar's office no later than one week prior to commencement. The Registrar’s office will mail the student’s diploma directly to the home address listed on file in the Registrar’s office.

Professionalism and Personal Growth

This Section sets forth the principles that underlie the professional expectations, responsibilities and conduct of students embarking on a career in Health Administration as well as the ethical standards which apply as a Penn State student and future careerist in Health Administration. The ideals contained in this section, while not by any means exhaustive, are foundational for balancing the increasingly complex issues in today’s Healthcare Industry in a principled manner, such that members of the Health Administration community know that in order to maintain high professional standards they must make a lifelong commitment to ethical behavior in themselves, encouraging it in all others, students, employers, and colleagues of every sort.

Every Student, as well as all Faculty and Staff, of The Pennsylvania State University are expected to adhere to all applicable laws relevant to non-discrimination, sexual or gender harassment, academic dishonesty, etc., as discussed above. Please view: http://studentaffairs.psu.edu/conduct/codeofconduct/.

Intellectual growth is foundational to developing a successful career in health care administration. Additionally, students are encouraged to develop a sense of professionalism that supplements intellectual growth with development of interpersonal skills and enhances their representation of themselves. Thus, students are expected to adhere to the following:

1. Demonstrate a dedication to lifelong learning by studying, applying and advancing knowledge to improve the practice of management within an ever changing Health Care Industry. Students may begin by:
   a. Engaging with the MHA course material and curriculum with honesty and integrity
   b. Joining one or more of the health care organizations listed below, and,
   c. Regularly reading one or more of the publications noted below in the Publications section

2. Demonstrate a dedication to building and maintaining professional relationships at all levels, with faculty and fellow students, within professional associations, as well as within one’s future employment environs.

3. To be appropriately – professionally – attired throughout their academic careers, particularly when on “field trips” to health care organizations and when attending colloquia at which outside guests are presenting. Please refer to the MHAA Dress Code Policy for more specific guidance on appropriate dress.

4. Demonstrate a dedication to high professional standards of integrity, honesty in one’s own professional interactions as well as a willingness to hold others to the same high standard.

5. Demonstrate a dedication to participation in activities which contribute to improvement of one’s local community and the betterment of public health and access to medical care for all people.
Graduate Student and Professional Organizations

American College of Healthcare Executives (ACHE)
This organization, with more than 30,000 members, is the nation’s largest professional society for healthcare executives. Its focus is helping members realize career potential through provision of career services, a credentialing program, educational offerings, books and journals on health care management and research, and public policy initiatives. The annual Congress on Health Management held in the spring each year offers students valuable networking opportunities for internships and job hunting. Student membership includes the Journal of Healthcare Management and Healthcare Executive. Information about scholarships available for students with financial need and for minority students is available through the academic and professional coordinator. Applications for membership are available from the graduate program secretary or on-line at www.ache.org.

American College of Health Care Administrators (ACHCA)
This is a professional organization of long-term care administrators. State chapters provide continuing education conferences and an annual national convocation is generally held in the spring. Student membership includes the ACHCA Update 2 and a newsletter featuring current issues in the field, as well as announcements of local and national programs. Membership offers networking opportunities for graduate students interested in long-term care. Applications for membership are available on-line at www.achca.org.

Medical Group Management Association (MGMA)
This organization is devoted to advancing the art and science of medical group practice management to improve the health of communities. The organization acts as a source of excellence and innovation, providing quality and timely services and resources for medical practice management and leadership. It promotes improved health and health care for patients and communities, customer-focused, results-oriented services, diverse membership, team-oriented leadership, and professionalism through ethical behavior and social responsibility. The association offers books and manuals, software products, information exchanges, educational programs, and professional credentialing services through the American College of Medical Practice Executives. Applications for membership are available online at www.mgma.org.

Healthcare Financial Management Association (HFMA)
This is the leading organization for more than 32,000 financial management professionals in the health care industry. HFMA helps its members meet the challenges of the ever-changing health care environment by providing professional development and networking opportunities and communicating information and technical data. HFMA has 70 chapters across the United States and Puerto Rico. Student membership includes a subscription to Healthcare Financial Management and monthly newsletters on current issues in the field. Applications are available on-line at www.hfma.org.

Publications

Students should subscribe to, or at least read regularly, the following magazines:

- Modern Healthcare
- Healthcare Executive
- Journal of Healthcare Management
- Healthcare Financial Management
## HPA Staff

<table>
<thead>
<tr>
<th>NAME</th>
<th>E-MAIL ADDRESS</th>
<th>OFFICE LOCATION</th>
<th>PHONE</th>
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</tr>
<tr>
<td>Steve Bumbarger</td>
<td><a href="mailto:svb4@psu.edu">svb4@psu.edu</a></td>
<td>604-C Ford</td>
<td>863-2860</td>
<td>Departmental Finance and Accounting Assistant</td>
</tr>
<tr>
<td>Tom Knarr</td>
<td><a href="mailto:tmk17@psu.edu">tmk17@psu.edu</a></td>
<td>601-J Ford</td>
<td>865-6900</td>
<td>Writing Coach</td>
</tr>
</tbody>
</table>
Independent Study (596) and Thesis Research (600/610) Agreement
Department of Health Policy and Administration

SECTION I

This form must be submitted to the Graduate Programs Staff Assistant for each semester (and each course) that a student enrolls in HPA 596, HPA 600, or HPA 610. All such forms must be received before or within the first two weeks of the semester. After that deadline, students will not be permitted to enroll for independent study/research without permission of the professor-in-charge of the graduate program.

<table>
<thead>
<tr>
<th>NAME (please print)</th>
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<tbody>
<tr>
<td>Last</td>
</tr>
<tr>
<td>Date Filed</td>
</tr>
</tbody>
</table>

**Signature of Professor in Charge** (if filed after second week of semester)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Number of Credits</td>
</tr>
</tbody>
</table>

**Grading method** (place an “X” in the appropriate blank):

Does the student expect to receive an “R” _____ or a letter grade ______ at the end of the semester?

**Hours:** The number of credits should be commensurate with the work required. University policy recommends a minimum of 40 hours of in- and out-of-class work per credit during a 15-week semester. Thus, a three-credit independent study is expected to require eight hours per week.

**Approval:** The actual project is based on negotiation by the student and the instructor (see next page). The instructor and student must sign this form after the completion of both pages.

<table>
<thead>
<tr>
<th>Instructor's signature:</th>
<th>Student’s Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
Independently Study (596) and Thesis Research (600/610) Agreement  
Department of Health Policy and Administration

**SECTION II**

This short form must be completed to identify the work to be completed for independent study or thesis research credit. The student and instructor should jointly discuss and agree upon these requirements and expectations and then describe them below.

**Briefly describe the independent study or thesis research:**

---

**Student-faculty meetings (provide information below):**

<table>
<thead>
<tr>
<th>Number of meetings (per week/month/semester)</th>
<th>Length of meetings (30 minutes/60 minutes/90 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**List or describe any readings or texts that will be required. If the readings are to be identified by the student as part of the course, describe the process for identifying and selecting the readings:**

---

**Briefly explain the grading policy for the course. Describe the criteria and standards (including the schedule outlined below) that will be used to grade the student and, if appropriate, the relative weights of each criterion:**

---

**Schedule (please list major milestones and dates below):**

1. 
2. 
3. 
4. 
5. 

---

30