Executive Master of Healthcare Leadership (EMHCL)

Program Director: Kassak, Kassem

The Executive Master of Healthcare Leadership (EMHCL) is designed for professionals who have significant responsibility in the healthcare sector, including those from health care delivery, pharmaceutical and product manufacturing, healthcare consulting, health management systems, insurance, patient advocacy, public health, and policy and regulatory institutions. The program seeks to identify a highly qualified and diverse student cohort. Candidates representing a broad range of experience in the healthcare industry are chosen for each cohort to ensure a rich peer-to-peer learning experience.

Admission Requirements

An applicant is considered for admission to the program if he/she meets the minimum admission requirements outlined under the Admissions section of this catalogue. Applicants to the program will be evaluated based on their academic and professional achievements with a minimum of a Bachelor degree recognized by AUB, previous record of professional experience (a minimum of five years), letters of recommendation (academic and professional), and a personal statement. Applicants must be currently employed in a managerial post and demonstrate leadership potential and prospects for academic and professional success. They must also meet the English Language Proficiency Requirement (ELPR) as stipulated in the Admissions section of this catalogue.

Applicants who fail to meet the ELPR may be eligible to take the University Preparatory Program (UPP) Graduate Course or enroll in other intensive English courses depending on their test scores. Their enrollment will be contingent upon passing these courses. Furthermore, applicants will be interviewed as part of the selection process. The decision on admission to the program will be based on a thorough study of their application, supporting documents, and the interview.

Program Outline

Curriculum

The EMHCL curriculum consists of 21 courses, totaling 45 credit hours distributed across three healthcare themes: Foundation, Advanced Managerial Functioning, and Reform.

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Theme I: Foundation</td>
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<tr>
<td>EHCL 300 Managing Healthcare Organizations</td>
<td>3</td>
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<tr>
<td>EHCL 301 Communication and Behavioral Change for Health</td>
<td>2</td>
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<tr>
<td>EHCL 303 Health Economics</td>
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Program Delivery

The EMHCL program is delivered in a highly interactive modular format and takes approximately 18 months to complete. The program is offered through 15 residential sessions and non-residential blended learning. Each of the 15 sessions consists of five on-campus days. The 15 sessions total 75 on-campus days.

The program totals 45 credit hours. Each credit hour consists of 12.5 hours of class instruction corresponding to 1.5 on-campus days. Each on-campus day consists of eight class hours of instruction.

Credit Hour Equivalence to On-campus Days

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<tr>
<th>Credit Hours (per course)</th>
<th>Equivalent Teaching Days</th>
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<tr>
<td>1</td>
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Academic Rules and Regulations

Graduation Requirements
All recommendations for graduation are made by vote of the faculty on the recommendation of the Graduate Studies Committee.

To be eligible for graduation in the EMHCL program, a student must accomplish the following:
• Pass all required courses with minimum grade of 70
• Earn a cumulative average of at least 80
• Successfully complete a minimum of 45 credit hours

Probation
Students are evaluated for potential placement or removal of probation upon their completion of every nine credit hours (minimum) in the program.

Placement on probation
A student is placed on probation if one of the following occurs:
• S/he fails in any graduate course taken for credit (passing grade is 70)
• S/he fails to obtain a minimum average of 80 on at least 9 credit hours

A student with an admission score (cumulative and major averages) of at least 75, but less than 80, will be admitted on probation.

Removal of probation
A student who is placed on probation because of grade and/or average is required to complete a three week make-up plan mutually agreed upon with the EMHCL Program Director. After, completion of the make-up plan, the student is re-evaluated for potential removal of probation. The student should attain a minimum grade of 70 in every registered course. The evaluated average should be at least 80.

A student admitted on probation will be removed from probation, if after the completion of at least nine credits hours; s/he has passed all courses and attained an average of 80.

Dismissal from the Program
A student on probation may be dismissed upon the recommendation of the EMHCL Program Director and the Graduate Studies Committee if one of the following occurs:
• Failure to be removed from probation after the completion of the three week make-up plan
• Determination by the EMHCL Program Director and the Graduate Studies Committee that the student has not made satisfactory academic progress, or has behaved in contempt of the norms and values upheld by FHS or AUB

Policy on Transfer of Credits
A transfer of credits may be considered when a course is satisfactorily completed with a minimum grade of 80, or equivalent, at a recognized university, faculty, or program. The transferred
credits are accepted in lieu of credits earned in a comparable course in or outside FHS. Request for transfer of credits for EMHCL students is only possible if the student completed the course in which transfer is sought within the previous five years from the date of transfer request.

The number of credits that can be transferred cannot exceed nine credits of comparable courses.

For courses taken at FHS, a transfer of credit may be considered for all passed courses.

**Procedure for Transfer of Credits**

To exempt or transfer courses, the candidate should petition the FHS Graduate Studies Committee and attach the following official documents after consulting with the EMHCL Director:

- A letter of request for exemption and/or transfer
- The official catalogue of the transferring institution
- A detailed description of course content and syllabus
- An official statement of records/grades earned for the course(s)

Transferring programs, departments, and universities must be considered to have comparable standards to those of AUB.

The EMHCL Director should seek the opinion of the course instructor(s) and the department faculty in writing, and then submit the recommendation of the department, along with the supporting documents, to the FHS Graduate Studies Committee for final approval.

**Course Descriptions**

**EHCL 300  Managing Healthcare Organizations**  3 cr
The course addresses the main components, resources and functions of health care systems. It is designed for an experienced audience to identify organizational and health system problems and apply systems thinking in resolving them. Furthermore, the course introduces the various management theories and management processes that pertain to the healthcare service sector. Topics covered include strategic management, human resources management, information management and material management. This course equips future leaders of healthcare organizations with the necessary managerial skills needed to reach and implement decisions about future activities.

**EHCL 302  Epidemiology in Health Care**  1.5 cr
This course presents ways in which epidemiology can support in the planning and delivery of health services, its management and evaluation. It also discusses the challenges facing the health care system and their impact on access and utilization of health services.

**EHCL 303  Health Economics**  2 cr
A course that covers the application of the principles of microeconomics to the health field, utilization of the techniques of microeconomics to the study of prices and markets in the health field, and developing competence in cost analysis and cost projections. Prerequisites: HMPD 251 or any undergraduate course in Economics.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>EHCL 304</td>
<td>Statistical Tools and Analysis</td>
<td>2 cr</td>
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<td>This course introduces basic statistical experimentation methods in addition to general concepts of estimation and inferences. Simple and multiple regression, single factor and multifactor analysis of variance, multiple comparisons, goodness of fit tests, nonparametric procedures, and power of tests are covered. Statistical software packages, such as SPSS are also introduced.</td>
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<td>EHCL 305</td>
<td>Research Methods and Application</td>
<td>3 cr</td>
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<td>The first component of this course presents an overview of the principles of quantitative and qualitative research methods. The second component aims at imparting to students some practical research skills. By becoming familiar with the research process, future healthcare leaders are equipped to critically appraise published research and communicate their research findings.</td>
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<td>EHCL 306</td>
<td>Evidence Based Management</td>
<td>1.5 cr</td>
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<td>This course acquaints participants with evidence-based approaches in health care organizations including how information and knowledge can cure organizational ills and dysfunctions and how to gain competitive advantage with evidence. It covers decision-making models and challenges of why leaders and managers do not use evidence in making decisions. The course provides guidance on how to become evidence-based organizations and evidence-based leaders/managers (intuitive versus rational decision making) and also how to overcome decision inertia.</td>
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<td>EHCL 307</td>
<td>Leadership</td>
<td>3 cr</td>
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<td>This course describes the concept of leadership in healthcare organizations, identifies traditions through which leadership has been analyzed, considers the role of organizational culture, explains the larger set of roles leaders may play in health care organizations while discussing the evidence from recent research literature on leadership in healthcare organizations.</td>
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<td>EHCL 308</td>
<td>Marketing in Healthcare</td>
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<td>This course addresses the principles of marketing and their application to the healthcare sector. It also sheds the light on how these marketing principles need to respond to the changing environmental forces that are shaping the healthcare service sector. Through the employment of case studies, healthcare leaders learn how to identify and prioritize marketing challenges facing their organizations and develop creative strategies for solving these problems.</td>
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<tr>
<td>EHCL 309</td>
<td>Financial Accounting and Management</td>
<td>2 cr</td>
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<td>This course covers the most important principles and applications of healthcare finance including both accounting and financial management. It discusses the basic foundations of financial management and demonstrates how future healthcare leaders can apply financial management theory and principles to make better decisions that promote the financial well-being of their organizations.</td>
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<tr>
<td>EHCL 310</td>
<td>Health Informatics and Information Technology</td>
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<td>This course explores the theoretical framework of Health Informatics and Information Technology and examines critical issues and challenges within the field as well as opportunities for improving the management of healthcare through information technology. Topics include electronic health records, telemedicine, human computer interfaces, and e-Health among others.</td>
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EHCL 311  Human Resources Management  2 cr
This course highlights how to effectively deal with personnel management by focusing on the importance and impact of human resources on healthcare organizations. Topics to be discussed include: strategic HR management, planning, attracting and selecting human resources, placing, developing and evaluating HR, retention, HRH migration, and brain drain.

EHCL 312  Performance Improvement and Innovation  1.5 cr
This course focuses on the principles and current practices of performance improvement in healthcare settings. It incorporates human technology and service excellence in improving performance within health care settings and ensuring that innovative improvement is an integrated part of organizational and individual behavior. Healthcare leaders also explore the use of various quality improvement tools including, but not limited to: FOCUS-PDCA, balanced scorecards, and reengineering, among others.

EHCL 313  Data and Decision Making (Use of IT)  1.5 cr
In an unstable and politically charged healthcare environment, the availability and understanding of objective and reliable data is crucial for determining healthcare needs and customer expectations as well as institutional service strategies. This course examines the generation of valid and reliable data and its functional use in decision-making.

EHCL 314  Advanced Program Planning and Evaluation  2 cr
This course aims to prepare healthcare leaders to become more competent planners and evaluators by applying the concepts and tools of planning and evaluation to real situations facing healthcare agencies, hospitals, and ministries of health. The opportunities and challenges that healthcare leaders would face in planning and evaluating effective healthcare intervention programs are also covered.

EHCL 315  Strategic Planning and Management  2 cr
This course imparts to healthcare leaders the skills needed to develop strategic plans to position their organization for long-term success. Major attention is placed on the management framework for identifying, communicating, crafting, and managing strategic goals throughout a healthcare organization.

EHCL 316  Organizational Restructure and Reform  1.5 cr
This course is designed to help future healthcare leaders develop a deeper understanding of the differences in organizational structures and the mechanisms and processes of coordination among different structures. It helps develop the capacity to influence the behavior of others in present-day health organizations. Emphasis is placed on small group relationships, communication networks, and the human side of the organization.

EHCL 317  Ethics and law  1.5 cr
This course examines the ethical and legal principles which health leaders in Lebanon and the region need to take into consideration when making systems decisions. The course draws a distinction between public health ethics and medical ethics and it provides tools for ethical decision-making in healthcare.
EHCL 318  **Policy, Politics and Decision Making**          2 cr
This course provides a comprehensive perspective of 'systems thinking' with regard to policy development and analysis processes. It introduces the participants to the field of health policy analysis and relevant concepts and methods in understanding the policy development cycle. Discussion includes the relationship between policy and politics, how politics can impede reform efforts, and how policy analysts can influence policy makers and politicians during the policy process. The course is based on case studies debating policy issues at the national, regional and international levels.

EHCL 319  **Communicating with Policy Makers**          3 cr
This course discusses the main tools to communicate with policy makers including evidence informed policy, priority setting, and policy dialogues. It provides skills on how to prepare policy briefs and effective tips on how to communicate evidence (both published and tacit) with policy makers. Participants work on key questions that can be used to guide those preparing and using policy briefs to support evidence-informed policymaking.

EHCL 320  **Practicum and Capstone in Leadership**          4 cr
This course offers the healthcare leader the chance to put into practice the theories and knowledge acquired in previous courses. Students need to identify and develop a healthcare project that puts their leadership skills and competencies into practice.