Doctor of Health Administration (DHA) with a specialization in General Health Administration

Effective October 9, 2017
Doctor of **Health Administration (DHA)** with a specialization in **General Health Administration**

**Capella’s DHA curriculum** is designed around the National Center for Healthcare Leadership (NCHL) Competency Model™ and features a real-world, action-oriented approach, including: evidence-based case studies, simulation exercises, consulting projects, presentation, and more.

**Practice real-life leadership** scenarios in a fail-safe, virtual health care environment during your coursework—then use those skills in your integrated capstone and practicum course to lead at the top of your field.

**Capella’s DHA program** uses simulations and group problem solving to strengthen the interprofessional collaboration and communication skills needed by health care leaders.

The DHA General Health Administration specialization is designed for health administration practitioners who want to develop applied research and leadership competencies in health administration. The curriculum presents a breadth of health administration topics, including contemporary leadership roles, strategic vision and planning, evidence-based leadership, national and global perspectives of health policy, and policy advocacy and analysis. Upon successful completion of this specialization, learners are prepared to pursue senior-level leadership and management positions in the health care industry.
## Career Information

### RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Community care facility for the elderly
- Federal government health care facility
- Insurance company
- Health system
- Health care consulting firm
- Health plan
- Ambulatory health care service
- Outpatient care center
- Home health care service
- Hospital
- Health clinic
- Nursing or residential care facility
- Medical and diagnostic laboratory
- Accountable Care Organization (ACO)
- Wellness and Health Promotion organizations
- Behavioral Health Social Service provider organizations

### RELATED JOB TITLES TO EXPLORE*†

- Health care consultant
- Department or division director
- Chief executive officer
- Practice manager/director
- Hospital unit manager
- Chief nursing officer
- Clinic director
- Hospital business manager
- Health services manager/director
- Chief operations officer
- Nursing home director
- Program manager/director
- Health information manager/director
- Chief financial officer
- Chief information officer
- Director of Health Care Quality
- Director of Consumer Engagement/Experience
- Chief Compliance Officer
- Clinical Utilization Manager

### SPECIALIZATION OUTCOMES

- Promote organizational directional strategies
- Lead organizational priorities to achieve strategic vision
- Communicate effectively as a health care scholar and practitioner
- Drive organizational culture of accountability through outcomes-driven leadership
- Use evidence-based research methods to problem solve and produce performance-improving results
- Model health care professionalism through application of ethics, sound professional practices, social accountability, and community stewardship

*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

†Some positions require licensure and/or other designations. We encourage you to research requirements for your job target and career goals.
Curriculum

- 16 required courses
- Total program credits: 76 quarter credits

PRACTICUM REQUIREMENT(S)
Minimum of 100 supervised practicum hours.

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NHS8002</td>
<td>Collaboration, Communication, and Case Analysis for Doctoral Learners</td>
<td>4 credits</td>
</tr>
<tr>
<td>DHA8004</td>
<td>Innovative Business Practices in Health Care</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8007</td>
<td>Strategic Financial Management in Health Care</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8008</td>
<td>Health Care Policy Processes</td>
<td>6 credits</td>
</tr>
<tr>
<td>NHS8040*</td>
<td>21st-Century Health Care Leadership</td>
<td>4 credits</td>
</tr>
<tr>
<td>NHS8050</td>
<td>Preparing for the Professional Doctorate in Nursing and Health Sciences</td>
<td>4 credits</td>
</tr>
<tr>
<td>NHS8060*</td>
<td>Scholarly Methods in Nursing and Health Sciences</td>
<td>4 credits</td>
</tr>
<tr>
<td>NHS8070*</td>
<td>Evaluation and Interpretation of Data in Health Care</td>
<td>4 credits</td>
</tr>
<tr>
<td>NHS8700*</td>
<td>Keystone: Determining Readiness for the Professional Doctorate</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Choose three from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHA8020</td>
<td>Health Policy in the United States</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8022</td>
<td>Global Health Policy</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8024</td>
<td>Policy Advocacy and Analysis</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8032</td>
<td>Strategic Vision and Planning in Health Care</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8034</td>
<td>Evidence-Based Leadership in Health Care</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8036</td>
<td>Health Care Leadership Excellence in a Consumer-Driven Market</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8040</td>
<td>Health Data Analytics in Quality</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8042</td>
<td>Performance Management and Process Improvement</td>
<td>6 credits</td>
</tr>
<tr>
<td>DHA8044</td>
<td>Patient Safety, Accreditation, and Regulation in Health Care</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

Learners must register for DHA9971 a minimum of four times to fulfill their program requirements.

DHA9971 Doctoral Capstone .......................... 4 quarter credits each

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with this course.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.
Required Course Descriptions

NHS8002  Collaboration, Communication, and Case Analysis for Doctoral Learners  
4 QUARTER CREDITS
This course prepares learners for doctoral-level coursework in the School of Nursing and Health Sciences. Throughout the course, learners analyze and evaluate how the scholar-practitioner model provides guidance for developing competencies in effective and ethical health care leadership, including professional and interprofessional collaboration, communication, inclusion, and decision making. Must be taken during the learner’s first quarter. Cannot be fulfilled by transfer.

DHA8004  Innovative Business Practices in Health Care  
6 QUARTER CREDITS
Learners in this course examine various innovative health care practices, including creating a culture of accountability for personal, departmental, and organizational performance. Learners evaluate their abilities as change leaders and assess their readiness to accept responsibility for their organizational performance. Learners also demonstrate the skills needed to communicate effectively, take initiative, and reflect industry standards in the workplace. For DHA learners only.

DHA8007  Strategic Financial Management in Health Care  
6 QUARTER CREDITS
The focus of this course is appropriate use of financial information in the health care organization’s decision-making process. Learners examine fundamental components of organizational stewardship, including information management; short- and long-term investment planning; and ethical, professional, and social accountability. Learners also demonstrate the skills needed to develop and implement short- and long-term organizational projects in the health care environment and garner the stakeholder support necessary for achieving the financial goals and objectives of the health care organization. For DHA learners only. Cannot be fulfilled by transfer.

DHA8008  Health Care Policy Processes  
6 QUARTER CREDITS
In this course, learners develop an understanding of health care policy processes and examine the ways health care policy can affect organizational and community wellness; the ways interpersonal and professional skills, policy-related relationships, and credible sources of evidence can influence health care policy decisions and change; and the ways appropriate use of health care ethics create equitable solutions to disparities in health care policy.

DHA8020  Health Policy in the United States  
6 QUARTER CREDITS
In this course, learners evaluate the impact of and connection between U.S. health policy and services delivered from a results-based, community impact perspective. Learners examine innovations in and challenges and opportunities associated with U.S. health policy development and implementation, including those related to assessing community needs; building coalitions; and measuring the success of evidence-based, health care policy solutions. Learners also study ethics and social accountability relative to domestic health policy.

DHA8022  Global Health Policy  
6 QUARTER CREDITS
In this course, learners evaluate global health policy from a results-based, sociopolitical perspective. Learners examine innovations in and challenges and opportunities associated with global health policy development and implementation, the importance of global industry models in global health policy, and the strategic communication skills needed to influence global health care policy change. Learners also study ethics and social accountability relative to global health policy.
DHA8024  Policy Advocacy and Analysis  6 QUARTER CREDITS
This course focuses on health care policy development and analysis from an advocacy perspective. Learners examine the respective influences of health care advocacy and health care policy and the ways each influences the other. Learners also develop an understanding of the importance of adopting a community orientation and demonstrate the skills needed to build coalitions to advance health care policy agendas, evaluate the short- and long-term policy objectives of the health care environment, and align health care policies with specific organizational priorities to improve the overall health care environment.

DHA8032  Strategic Vision and Planning in Health Care  6 QUARTER CREDITS
Learners in this course focus on developing a strategic orientation to evaluate short- and long-term operational and organizational performance goals. Learners analyze organizational systems, processes, and designs from a strategic perspective and examine various methods of strategic planning, including the use and upgrading of information management systems as a means of improving organizational outcomes within the health care environment. Learners also demonstrate the interpersonal communication and strategic decision-making skills health care administrators use to influence and optimize results.

DHA8034  Evidence-Based Leadership in Health Care  6 QUARTER CREDITS
In this course, learners demonstrate the evidence-based leadership skills needed to apply health care management research to organizational processes to derive practical solutions to health care leadership issues. Learners examine the formal and informal influence strategies used to change individual and organizational behavior and the leadership strategies used to promote collaboration, optimize workforce performance, and promote positive health care organizational outcomes.

DHA8036  Health Care Leadership Excellence in a Consumer-Driven Market  6 QUARTER CREDITS
This course focuses on the skills needed to excel as a health care leader in a consumer-driven market. Learners examine the four cornerstones of the Dye-Garman model for exceptional leadership in health care. Learners develop their leadership skills, focusing on cultivating self-awareness; embracing a compelling vision; developing an energizing style for working with people; and applying masterful execution of using knowledge, influence, and power.

DHA8040  Health Data Analytics in Quality  6 QUARTER CREDITS
In this course, learners become familiar with regulatory and policy forces in health care that result in the demand for improved quality and clinical outcomes. Learners examine a variety of technical specifications, statistical procedures, and data sources to drive improvement. In addition, learners create and present quality dashboards to identify opportunities for improvement that drive change in a systematic, strategic way.

DHA8042  Performance Management and Process Improvement in Health Care  6 QUARTER CREDITS
Learners in this course gain an understanding of the importance of strategic planning and organizational assessments as they relate to quality improvement in health care. Learners become familiar with identifying and creating priorities for quality improvement resulting in organizational action plans and projects needed to meet external demands relative to competition. Learners develop an understanding of the use of decision support, risk adjustments, data interpretation, and benchmarking to develop Quality Performance Improvement (QPI) teams and to monitor organizational performance.
DHA8044  Patient Safety, Accreditation, and Regulation in Health Care
In this course, learners evaluate the different types of accreditation processes and the importance of ongoing compliance. Learners examine the role the quality professional has when working with federal, state, and/or local agencies and identify benefits and outcomes of continuous readiness. Throughout the course, learners determine mechanisms and tools to evaluate the success of health care organizations’ safety activities and demonstrate how to coordinate and integrate risk management into the organization’s health care safety strategy. Finally, learners propose how to link health care safety goals to those of the organization’s strategic plan to create and sustain an organizational-wide safety culture.

NHS8040  21st-Century Health Care Leadership
This course focuses on the role of health care and public health leaders to foster change and develop relationships to improve health outcomes in diverse settings and communities. Learners gain knowledge of the challenges confronting health care and public health care leaders in the 21st century. Learners also analyze leadership theories and models, interprofessional collaboration, and ethical principles and standards. Prerequisite(s): Completion of or concurrent registration in NHS8002. Cannot be fulfilled by transfer.

NHS8050  Preparing for the Professional Doctorate in Nursing and Health Sciences
In this course, learners prepare for the practice change project that serves as the culmination of the professional doctorate. Learners compare a Doctor of Philosophy (PhD) with a professional doctorate; identify a clinical or organizational problem or opportunity for improvement within a health care or public health setting; and apply literature search techniques to identify research related to the practice/process problem. Cannot be fulfilled by transfer.

NHS8060  Scholarly Methods in Nursing and Health Sciences
In this course, learners differentiate between qualitative, quantitative, and mixed methods research approaches as they relate to nursing and health sciences. Throughout the course, learners evaluate research source quality, credibility, bias, and relevance to practice and identify theoretical underpinnings and conceptual frameworks within health care or public health settings. Prerequisite(s): NHS8050. Cannot be fulfilled by transfer.

NHS8070  Evaluation and Interpretation of Data in Health Care
In this course, learners explore underlying concepts and reasoning related to the collection and evaluation of qualitative and quantitative data in health care research. Learners apply appropriate statistical techniques and practice interpreting frequently encountered statistical outcomes. In addition, learners assess the quality of statistical and qualitative research methods reported in peer-reviewed health care literature. Prerequisite(s): NHS8060. Cannot be fulfilled by transfer.

NHS8700  Keystone: Determining Readiness for the Professional Doctorate Project
In this course, learners focus on synthesizing the knowledge and skills gained during their program. Learners state the case for their planned practice change project to demonstrate their readiness to enter the professional doctorate project process. In addition, learners identify strategies to secure a supervisor/preceptor and project site. Grading for this course is S/NS. Prerequisite(s): NHS8070. Cannot be fulfilled by transfer.

DHA9971  Doctoral Capstone
This course provides learners with resources, guidance, and support as they complete the required milestones toward completion of a doctoral capstone. Learners apply scholarly research within a particular professional context to advance their knowledge in the science and practice of the profession and solve organization, institutional, or community concerns. Department consent is required for registration. Grading for this course is S/NS. Learners must register for this course a minimum of four times to fulfill their program requirements. Cannot be fulfilled by transfer.
## Recommended Course Sequence

Learners enrolled in this DHA specialization have a recommended sequence.

### YEAR 1

<table>
<thead>
<tr>
<th>Q1</th>
<th>COURSES</th>
<th>CAPSTONE MILESTONES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NHS8002</td>
<td>Collaboration, Communication, and Case Analysis for Doctoral Learners</td>
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<td></td>
<td>NHS8040</td>
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<tr>
<td></td>
<td>DHA8007</td>
<td>Strategic Financial Management in Health Care</td>
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### YEAR 2

<table>
<thead>
<tr>
<th>Q5</th>
<th>COURSES</th>
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<tbody>
<tr>
<td></td>
<td>DHA8008</td>
<td>Health Care Policy Processes</td>
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<tr>
<td>Q6</td>
<td>Required course</td>
<td></td>
</tr>
<tr>
<td>Q7</td>
<td>Required course</td>
<td></td>
</tr>
<tr>
<td>Q8</td>
<td>Required course</td>
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### YEAR 3

<table>
<thead>
<tr>
<th>Q9</th>
<th>COURSES</th>
<th>CAPSTONE MILESTONES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>NHS8050</td>
<td>Preparing for the Professional Doctorate in Nursing and Health Sciences</td>
</tr>
<tr>
<td>Q10</td>
<td>NHS8060</td>
<td>Scholarly Methods in Nursing and Health Sciences</td>
</tr>
<tr>
<td>Q11</td>
<td>NHS8070</td>
<td>Evaluation and Interpretation of Data in Health Care</td>
</tr>
<tr>
<td>Q12</td>
<td>NHS8700</td>
<td>Keystone: Determining Readiness for the Professional Doctorate</td>
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### YEAR 4

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<th>Q13</th>
<th>COURSES</th>
<th>CAPSTONE MILESTONES</th>
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<tbody>
<tr>
<td></td>
<td>DHA9971</td>
<td>Doctoral Capstone: Paper</td>
</tr>
<tr>
<td>Q14</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
</tr>
<tr>
<td>Q15</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
</tr>
<tr>
<td>Q16</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
</tr>
</tbody>
</table>

Learners begin their first two capstone milestones within their keystone course.

Capstone milestone completion time varies based on learner progress.
Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans’ educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.

Tuition and Fees

This tuition estimate is effective July 10, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

<table>
<thead>
<tr>
<th>TUITION/FEE</th>
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<tbody>
<tr>
<td>Tuition per credit*</td>
<td>$735</td>
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<tr>
<td>Resource kit per quarter</td>
<td>$175</td>
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</tbody>
</table>

*Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with DHA9971.

Digital course materials covered by the quarterly resource kit fee offer advantages such as immediate mobile access to books; fast, easy full-text search of materials; digital note-taking; and peer collaboration through note sharing.

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at 1.888.CAPELLA (227.3552) to discuss your financial aid opportunities.
Academic Leadership

F. Patrick Robinson, PhD, RN, FAAN
Dean
Dr. Patrick Robinson serves as the dean of the School of Nursing and Health Sciences at Capella University. Prior to joining Capella, Dr. Robinson served as Senior Vice President of Academics for Orbis Education, Dean of Curriculum and Instruction at Chamberlain College of Nursing, Executive Assistant Dean of the University of Illinois at Chicago College of Nursing, and Chair of the Department of Health Management and Risk Reduction at the Niehoff School of Nursing at Loyola University Chicago. Additionally, Dr. Robinson is a fellow of the American Academy of Nursing (FAAN). He holds a BSN and MSN from Indiana University, a PhD in Nursing Science from Loyola University Chicago and has completed a post-doctoral fellowship in biobehavioral nursing research at the University of Illinois at Chicago.

Christy Davidson, DNP, RN
Associate Dean and Director of Nursing
Dr. Christy Davidson serves as associate dean and director of nursing for Capella University’s School of Nursing and Health Sciences. Dr. Davidson has been with Capella since 2010, and has been a registered nurse for almost 18 years, having previously served as a staff nurse, clinical nurse specialist, legal nurse consultant, and nurse manager. Her areas of specialty and interest include women’s and children’s health, leadership and management, and quality improvement. Dr. Davidson holds a DNP in Leadership from the University of South Alabama and holds both an MSN in Adult Health and a BSN from the University of Mobile.

Ben Spedding, DHA
Faculty Chair
Dr. Ben Spedding serves as the Faculty Chair for Public Health and Health Care Leadership in the School of Nursing and Health Sciences. Dr. Spedding has taught at Capella since 2011 in the School of Undergraduate Studies (psychology program), where he most recently functioned in the interim faculty chair role. In 2013, he joined the School of Public Service Leadership as a faculty mentor for doctoral students. He has been recognized twice with the Stephen Shank award. He has served in various faculty roles since 2004 and has over 20 years of experience working in the nonprofit health care and social services arenas. His professional expertise includes responding to the health care industry's demand for determining new methods of organizing, delivering, and purchasing services. Ben states, “I enjoy teaching, knowing that it assists in the development of the next generation of leaders and helps to prepare students for their roles in society as lifelong learners.”
Move Forward with Capella University

WORKING SCHOLARS
Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY
Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE
Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others’ ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.

Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/doctonal/DHA_General_gedt.html.