Doctor of Health Administration (DHA) with a specialization in Health Care Quality and Analytics

Effective October 9, 2017
Doctor of Health Administration (DHA) with a specialization in Health Care Quality and Analytics

The DHA Health Care Quality and Analytics specialization is designed for health administration practitioners who want to develop advanced competencies focused on health care quality and data analytics. The curriculum emphasizes proficiency in quality improvement, risk assessment, communication, legal issues, and strategies that contribute to performance management, process improvement, and building a culture of safety. Upon successful completion of this specialization, learners are prepared to pursue senior-level positions in quality and safety where they will assure accountability and reliability in quality and safety improvement initiatives in a variety of health care settings.

A University on Top of IT Trends in Health Care

With the constant and pervasive expansion of data and technology across the health care delivery spectrum, health care systems require professionals at all levels to understand how to integrate the business needs and information management capabilities of the organization. Consumer-focused, values-based care demands that high quality cost-effective services be offered consistently across the continuum of care, which requires the foundational and transactional support that information management can provide. Evolving trends within the industry around such topics as Electronic Health Records (EHR’s), meaningful use, and the use of big data and predictive analytics to inform best practices and treatment decisions requires Capella to continually dialogue with our strategic business partners and apply agile design methods within our curriculum development work to stay on top of this dynamic field.

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.

This guide is intended to provide an overview of the specialization and is subject to change. Your enrollment counselor can provide updates, details, and Capella’s official University Catalog that specifies your program requirements.
### Career Information

Capella’s Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.

**This specialization is offered in the GuidedPath delivery model.**

### RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Ambulatory health care service
- Community care facility for the elderly
- Federal government health care facility
- Health care consulting firm
- Insurance company
- Medical and diagnostic laboratory
- Nursing or residential care facility
- Outpatient care center
- Managed care facility
- Health clinic
- Health system
- Home health care service
- Hospital

### RELATED JOB TITLES TO EXPLORE

*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.

- Department or division director
- Administrative director
- Quality assurance manager
- Chief financial officer
- Chief executive officer
- Chief operations officer
- Clinic director
- Health care consultant
- Health information manager/director
- Health services manager/administrator/director
- Health care analyst
- Compliance manager
- Hospital director
- Practice manager/director
- Program manager/director
- Health manager/director
- Medical director
- Executive director
- Hospital business manager
- Hospital unit manager

### SPECIALIZATION OUTCOMES

- Evaluate organizational data and policies for evidence of compliance with health care regulatory and accreditation standards
- Lead an organizational culture of safety
- Evaluate how proposed policies align with organizational directional strategies
- Drive quality and performance improvement activities through the use of data analytics
- Develop strategic organizational priorities for safety, risk management, quality, and performance and improvement
- Communicate effectively as a health care scholar and practitioner
Curriculum

TRANSFER CREDIT

A maximum of 18 quarter credits may be transferred and applied to your program’s requirements if you have an MHA and/or previous doctoral coursework.

ADMISSION REQUIREMENTS

Master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution

Grade point average of 3.0 or higher on a 4.0 scale

By completing 100 hours of practicum as a part of your capstone, you are able to solve a real-life organizational issue, giving you real-world experience leading change.

Learners in this program will need to complete a background check before they can enroll in courses and become eligible for the practicum component of this program.

16 required courses
Total program credits: 76 quarter credits

PRACTICUM REQUIREMENT(S)

Minimum of 100 supervised practicum hours.

CORE 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</td>
</tr>
<tr>
<td>DHA8004</td>
<td>Innovative Business Practices in Health Care</td>
<td>6</td>
</tr>
<tr>
<td>DHA8007</td>
<td>Strategic Financial Management in Health Care</td>
<td>6</td>
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<tr>
<td>NHS8700*</td>
<td>Keystone: Determining Readiness for the Professional Doctorate</td>
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SPECIALIZATION COURSES

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<td>Health Data Analytics in Quality</td>
<td>6</td>
</tr>
<tr>
<td>DHA8042</td>
<td>Performance Management and Process Improvement in Health Care</td>
<td>6</td>
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<tr>
<td>DHA8044</td>
<td>Patient Safety, Accreditation, and Regulation in Health Care</td>
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</table>

CAPSTONE COURSE

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

<table>
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<tr>
<td>DHA9971</td>
<td>Doctoral Capstone†</td>
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*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.
Core 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.

**NHS8040  21st-Century Health Care Leadership**
4 QUARTER CREDITS
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**
4 QUARTER CREDITS
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**
4 QUARTER CREDITS
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  4 QUARTER CREDITS

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  4 QUARTER CREDITS

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.

Specialization Course Descriptions

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  6 QUARTER CREDITS

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.

Capstone Course Description

DHA9971  Doctoral Capstone  4 QUARTER CREDITS EACH

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.

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>COURSES</th>
<th>CAPSTONE MILESTONES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>NHS8002</td>
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<tr>
<th>YEAR 2</th>
<th>COURSES</th>
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<tbody>
<tr>
<td>Q5</td>
<td>DHA8008</td>
<td>Health Care Policy Processes</td>
</tr>
<tr>
<td>Q6</td>
<td>DHA8040</td>
<td>Health Data Analytics in Quality</td>
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<td>Q7</td>
<td>DHA8042</td>
<td>Performance Management and Process Improvement in Health Care</td>
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<tr>
<th>YEAR 3</th>
<th>COURSES</th>
<th>CAPSTONE MILESTONES</th>
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<tbody>
<tr>
<td>Q9</td>
<td>NHS8050</td>
<td>Preparing for the Professional Doctorate in Nursing and Health Sciences</td>
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<td>Q10</td>
<td>NHS8060</td>
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<td>Q11</td>
<td>NHS8070</td>
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<td>Q12</td>
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<th>YEAR 4</th>
<th>COURSES</th>
<th>CAPSTONE MILESTONES</th>
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<tbody>
<tr>
<td>Q13</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
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<tr>
<td>Q14</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
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<tr>
<td>Q15</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
</tr>
<tr>
<td>Q16</td>
<td>DHA9971</td>
<td>Doctoral Capstone</td>
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Learners begin their first two capstone milestones within their keystone course.

Capstone milestone completion time varies based on learner progress.

1. Topic Approval
2. Research Plan Approval
3. Ethics Review/IRB Screening
4. Mentor and Committee Approval
5. School Approval
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.

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

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

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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</table>

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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 course room 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/doctoral/DHA_Health_Care_Quality_gedt.html.

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
https://www.hlcommission.org
800.621.7440

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