



University of Nevada, Las Vegas Executive Master in Healthcare Administration Program Competencies

Students in the Executive Master of Healthcare Administration (EMHA) Program at UNLV are expected to develop their mid-level management competencies, applying advanced program learnings, and evolving to become successful senior-level professionals. Competencies are measured by effective application of available skillsets such as knowledge, skills, attitudes and values (KSAV's) in complex situations. Faculty, advisor, peer and self-assessment processes are built into the program and the capstone to evaluate progress. The student should be able to build on their knowledge of intermediate competencies, and strive for mastery of the competencies (advanced competence). The students in the EMHA program at UNLV will be exposed to 26 competencies covered across four domains in their fourteen core courses. Although the student is not expected to be an expert on each competency, students should be able to demonstrate an overall mastery over each of the domains.

In addition, EMHA 779 (Healthcare Administration Capstone Course) will include a major focus on assessing students' capabilities relative to the highlighted competencies (below), and targeting three selected 'gap' areas for improvement through the completion of the capstone project.

Level of Competency Attainment in EMHA Courses:

Basic Competence: The student is able to demonstrate overall general knowledge and basic skills in regards to the competency. They are able to describe and comprehend the basic principles, content, and/or history related to this competency.

Intermediate Competence: Building on their knowledge of the concepts from under-graduate education and professional experiences, the student can apply their advanced knowledge base of the competency through discussions, assignments, group projects, case studies and class presentations.

Advanced Competence: Through synthesis and application, the student should be able to integrate knowledge and skills into a wide variety of situations, consistently and independently demonstrating a command of the professional function in decision-making to the point of being able to teach others about the competency learned. In this capacity, students can expect group projects, case studies, and real-world projects such as team projects to address challenges within their workplace or within the community.

Program Competencies:

A. Extensive Knowledge of Healthcare Environment

1. Healthcare Issues and Trends (Demonstrate a broad knowledge of the healthcare industry and trends involved in provision, coverage, and access to care)
2. Standards and Regulations (Identify standards, laws, regulatory and accreditation criteria applicable to healthcare organizations; with recognition of ongoing transformation)
3. Population Health (Identify basic theory, concepts and models of health promotion, disease causation and prevention; analyze trends using primary and/or secondary community and health status data)
4. Healthcare Payment System (Develop a strong understanding of the reimbursement process for healthcare in the United States including the private and public sector payers)

B. Advanced Communication and Relationship Skills

1. Effective Written, Oral and Presentation Skills (Be able to communicate in a clear and logical manner within both formal and informal groups of all sizes)
2. Interpersonal Communication and Working Effectively in Teams (Build collaborative relationships, create, participate in, be accountable to, and lead teams)
3. Prudence (Value others' perspectives in decision making and using good judgement in the allocation of resources)

C. Leadership, Professionalism, and Ethics

1. Personal and Professional Ethics (Adhere to ethical personal and business principles; exhibit ethical behaviors; live and communicate organizational values)
2. Diversity and Inclusion (Understand the importance of promoting diversity and inclusion to improve healthcare services)
3. Self-Assessment (Complete self-assessment each semester; evaluate course/project performance; evaluate personal and professional values; participate in continuing education and lifelong learning)
4. Systems Thinking (Broad systems connections - potential impacts and consequences of decisions in a wide variety of situations)
5. Change Management (Proactively planning, managing and implementing change)
6. Execution Capability (Demonstrate a strong action orientation)

D. Business Knowledge and Skills

1. Health Economics (Analysis and application of economic theory and concepts to business decisions)
2. Organizational Dynamics and Governance (Apply organizational theory and behavior to develop, assess, design or redesign healthcare organizations)
3. Problem-Solving and Decision-Making (Formulate questions and apply models to address issues and problems with stakeholder input)
4. Financial Management (Ability to compile and analyze financial data; develop capital, operating and cash flow budgets; analyze investment data; pro forma development)
5. Strategic Planning (Ability to perform environmental analysis; discern competitive strategy; formulate business and marketing strategy based on evidence; course correct in a timely way as needs dictate)
6. Information Management/Understanding and Using Technology Skills (Apply techniques and methods to plan, design, implement and assess information flow and communication; keep abreast of current industry technology to support business needs)
7. Risk Management (Assessment of risk exposure; apply methods to ensure patient, visitor and staff safety; proactive avoidance of/and timely resolution of ethical and legal issues; ability to demonstrate courage in risk taking)
8. Quantitative Skills (Analyze data and interpret quantitative information in decision making process)
9. Healthcare Legal Principles Development, Application and Assessment (Analyze managerial issues related to the law governing healthcare; compliance; fiduciary responsibility)
10. Quality Improvement/Performance Improvement (Define and assess quality and performance to deliver patient centric programs with a focus on the Triple Aim)
11. Project Management (Able to design, plan, implement and assess projects related to performance, structure and outcomes of health services; sensitivity to broad spectrum of and communication with stakeholders)
12. Health policy formulation, implementation and evaluation (Identify policy issues and key stakeholders; design and evaluate policy strategies)
13. Workforce Development Management (Define clinical and nonclinical roles and apply methods and techniques related to the management of healthcare organization employees and professional staff)