

*Department of Health Systems
Administration*



GEORGETOWN UNIVERSITY

*Graduate Student Handbook
2009-2010*

(Last Updated: Sept 3, 2009)

Dear Students,

A warm welcome to our old and new student colleagues.

This promises to be an exciting year. We welcome an incoming class that brings a variety of experiences and a wealth of backgrounds to our learning community. For all students, the key to a successful graduate experience is to take full advantage of everything that the program, Georgetown University, and Washington, DC, have to offer. You will grow professionally in direct proportion to the effort that you put into taking advantage of the opportunities to get to know the members of the faculty, attend program events, participate in HEGU, attend the many health related events in DC, and develop activities that correspond to your own interests. The program includes not only courses, but a learning community and it is important that you be an active contributor to that community.

We will do our part to add value to every day.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Cloonan".

Patricia Cloonan, Ph.D.
Interim Chair and Professor

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Mission, Vision, and Values

Mission

Our mission is to educate the next generation of health care system administrators to lead improvements in the delivery of quality health care and to advance the knowledge needed to make these improvements.

Vision

The program's vision is to be on the cutting edge of health systems education and research, focusing on quality of health care, and consistent with both the university's commitment to social justice and academic excellence and to the initiatives of the Georgetown University Medical Center and MedStar Health.

Values

Students

- We value our students as individuals and the diverse experiences and perspectives they bring to the classroom.

Patients

- We value the patients whom our students will soon help to ensure that they are receiving the care they need in a safe and caring environment.

Academic Excellence

- We value knowledge, understanding, the integration of theory and practice, and finding better ways to challenge our students to be active learners to advance their skills and experience.

Research

- We value exploration and inquiry both for illumination and to improve policies, programs, and institutions.

Critical Thinking

- We value "contemplation in action" as an approach to finding solutions to complex problems.

Communication

- We value clear and concise articulation, prose, and the ability to use information to effect change.

Social Responsibility

- We value individual and societal responsibility and accountability.

Professionalism

- We value professionalism in health services administration practice, including a commitment to a code of personal and organizational ethics, integrity and career-long growth.

Teaching Excellence

- We value effective and innovative approaches to individuals' learning.

Expectations

All students are required to be familiar with and in compliance with all policies and practices articulated in the Graduate Bulletin (<http://grad.georgetown.edu/pages/bulletin.cfm>), the School of

Nursing and Health Studies website (<http://snhs.georgetown.edu/>), the Department of Health Systems Administration Graduate Student Handbook, and the Statement of Mutual Expectations which can be found below.

Statement of Mutual Expectations

The Department of Health Systems Graduate Program is more than a series of courses; it is a total learning experience. In order for students, faculty, and administrators to work cooperatively in this endeavor, certain expectations must be shared and understood.

The faculty and administrators guide and support learning. Faculty provide learning experiences including lectures, workshops, guest speakers, and contact with health care delivery organizations. Faculty promote creativity and individual initiative as well as critical and analytical thinking. Faculty and staff assist students with problem solving when necessary. Office hours and appointments should be maintained on a consistent basis.

Students entering the program are expected to have strong written and oral communication skills. These skills will further be developed and evaluated in all course work. Oral skills are needed for effective class participation. Written assignments are expected to conform to the *Publication Manual of the American Psychological Association* (APA) style. Students should take the initiative to seek assistance in meeting these expectations.

Many instructors provide both required and recommended reading lists. Students must be able to synthesize a great deal of written material to achieve course objectives. The student who does not complete *at least* the required reading is not likely to be able to meet either course or personal objectives. The rapidly occurring changes in health care delivery require professionals to continually seek new information, from newspapers and journals, as well as assigned texts. Students are encouraged to seek information from the many resources available online and in the community. Only by having and demonstrating intellectual curiosity can students be partners in the learning experience.

Each instructor will have an explicit policy on attendance, participation, and the use of electronic devices in the classroom. Both instructors and students are expected to be on time, remain for the duration of the class, stay engaged, and not leave the classroom except for emergencies. If absences are necessary, notify the instructor in advance in order to arrange a means of obtaining missed material.

Written assignments must be submitted on the date due. If extensions are to be granted, arrangements must be made before the due date. Grades will be reduced 10% for each day beyond the due date that the assignment is late unless otherwise specified in the syllabus.

The responsibility for successful learning lies within each student who takes the initiative to seek and share information, and to identify and correct deficits. We expect all partners in learning to come to class prepared to meet class objectives by actively listening to what others are saying and by contributing to class discussion in ways that enhance the group's learning experience. Since a respectful learning environment is essential, disruptive behavior will not be tolerated.

The Program aims to educate professionals and therefore, professional demeanor is expected in class and at internship and practicum sites. If the class has a guest speaker, students should dress in a professional manner. In addition, students are expected to join at least one relevant professional society and the Department's student association called HEGU (Health Executives of Georgetown University).

Competencies

When students complete the program, they should possess the competencies below.

Quality Improvement and Informatics Domain

- Q.1. Use healthcare quality, health outcomes, and other performance measures as management tools
- Q.2. Apply the concepts and techniques in quality/performance improvement and service excellence
- Q.3. Describe the interrelationships among patient safety, risk management, and performance improvement
- Q.4. Analyze the purpose, benefits, applications, and evaluation of clinical information systems
- Q.5. Analyze the purpose, benefits, applications, and evaluation of management information systems
- Q.6. Use information systems to plan and evaluate improvements in quality and patient safety

Policy, Strategy & Community Health Domain

- P.1. Examine and analyze the healthcare policy environment, policy initiatives, current issues, and trends and how these affect health systems and healthcare management
- P.2. Understand the processes of healthcare policy formulation, implementation, and evaluation
- P.3. Develop a strategic and business plan
- P.4. Develop a marketing plan
- P.5. Apply the concepts of population health
- P.6. Conduct a community needs assessment

Leadership & Professionalism Domain

- L.1. Articulate the basic principles of bioethics and personal and organizational ethics
- L.2. Formulate and articulate a professional values system, inclusive of Jesuit values
- L.3. Communicate effectively in oral and written presentations
- L.4. Build effective teams and work effectively as a team member
- L.5. Integrate leadership concepts and approaches, including influencing/motivating others, resolving conflict, and improving job satisfaction
- L.6. Develop strategies to improve relationships with the clinical staff, unions, the board, and employees

Management Skills and Tools Domain

- M.1. Evaluate governance structures and the roles/responsibilities of board members
- M.2. Know how to apply concepts and techniques of the human resource management process (e.g., recruiting, selecting/placing, developing, retaining, appraising, and disciplining employees)
- M.3. Understand the application of law in contemporary management decisions as well as medical-legal issues (e.g., patients' rights, confidentiality, credentialing, contracts, negligence, and malpractice)
- M.4. Apply the basic concepts and tools of project management
- M.5. Evaluate appropriate organizational structures/designs and issues involving mergers, systems integration, and financial arrangements with providers and vendors
- M.6. Know how to apply the basic concepts and approaches of organizational development and change management, including changing physician behavior to improve quality and performance

Analysis & Critical Thinking Domain

- A.1. Integrate the key concepts and approaches in critical thinking, decision analysis, and problem solving
- A.2. Conduct an operational assessment and optimize resources through use of quantitative and qualitative methods
- A.3. Know how to apply micro-economic theory and concepts to healthcare organizations
- A.4. Apply quantitative methods and evidence from research studies to assist in making management decisions and assessing the quality of patient care
- A.5. Apply accounting and financial analysis in making decisions and assessing the financial health of the organization

Note:

The above competencies will be assessed: (1) at the beginning of the program, (2) in each course as appropriate, (3) after the didactic phase, and (4) after completion of the practicum.

General Georgetown University Information

Blackboard

Blackboard is a web-based software package that allows students to see course materials and announcements that faculty have posted. You are able to log in to Blackboard using your NetID and password.

Communications

Tuesday Morning Memo: The Tuesday Morning Memo is a weekly newsletter sent via email for our graduate students and faculty. Reading the Tuesday Morning Memo is required. The Memo includes job/scholarship/fellowship opportunities, department events, city-wide events within the healthcare administration field, and updates from our student group, the Healthcare Executives of Georgetown University (HEGU). Students and faculty members may submit information for the Memo. Requests will be accepted by the Program Coordinator in person or by email with the subject heading "Tuesday Morning Memo". Please note that submissions will be accepted until Friday at 5pm for the following week's Memo.

Bulletin Board: The Department of Health Systems Administration has a Bulletin Board on the 2nd floor in our office area. A copy of the Tuesday Morning Memo will be posted there every week, as well as HEGU updates, scholarship/job opportunities, and articles from newspapers that may be of interest. We recommend that you check the board regularly for new updates.

Email: All major Department, School-wide, and University information is communicated via email. It is absolutely **essential** that you check your Georgetown email account every day. The University uses listserv to generate emails and you will not receive emails to another address. Please do not forward your personal email correspondences to your professional Georgetown account.

Mail: Health Systems Administration graduate students' mail files are located on the 2nd floor in the department office in a filing cabinet labeled Student Mailboxes. Faculty and staff use these files as a means of distributing graded assignments or class work, as well as other communications. All sensitive or confidential information shall be placed in a sealed envelope. Please get in the habit of checking your mail *at least* on a weekly basis. The department has a mailbox in the 2nd floor mailroom and all faculty have individual mail files in the department office area.

ID Badges

You must obtain a Georgetown University ID badge, called the Georgetown One Card (GO Card), at the GO Card Office located in Darnall Hall, which is adjacent to St. Mary's. The GO Card will be

your source of identification for using university services, such as transportation and the library, and for access to the St. Mary's Hall computer lab from 6:30 am to 7:00 pm, Monday through Saturday. In addition, the GO Card can be used as a debit card for making purchases at the university bookstores, vending machines, and at food establishments both on and off campus. Credit can be added at the GO Card office or via the web at <http://GOCard.georgetown.edu>.

Library and Reserve Information

Students are encouraged to establish library accounts at the main campus library, Lauinger Library, as well as the Dahlgren Medical Library. You must have your GO Card to open an account.

Faculty can place articles, personal books, and library books on reserve at both libraries and you must have an active GO Card in order to check out these reserves.

Non-Discrimination Policy

Georgetown University's commitment to diversity is fundamental to its educational mission. Georgetown University does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, disability, or any other basis prohibited by law in the administration of its educational policies or in the provision of access to its programs, facilities, services, and activities.

Students who have concerns about treatment they have experienced are encouraged to discuss those concerns with a representative of the Office of Institutional Diversity, Equity & Affirmative Action (IDEAA). Students wishing to pursue a formal complaint of discrimination in a non-academic matter may do so through the IDEAA (<http://ideaa.georgetown.edu/>) or the Office of Student Conduct (<http://studentconduct.georgetown.edu/>).

If a student believes that there has been discrimination in such academic matters as coursework, grading, class participation, qualifying or comprehensive examinations, or the evaluation of theses, dissertations, or any other degree requirements, the matter should be presented to the Program Director or Chair of the Department on an informal basis. If, after the preliminary investigation by the Program Director or Chair through discussion with the student, the faculty member, and other relevant individuals, the complaint is resolved satisfactorily, no record of the complaint will be placed in the file of the student or the faculty member. If the complaint is not resolved, the student may submit a formal written complaint to the Dean of the Graduate School; a copy of this formal written complaint should also be sent for information purposes to the University's Special Assistant to the President for Institutional Diversity, Equity & Affirmative Action.

Parking and Transportation

Parking and Transportation: Please visit the Georgetown University Office of Transportation Management website at <http://otm.georgetown.edu/> for current information on parking and transportation options.

Resumes

All students are required to present a copy of their resume to the Program Coordinator when they are admitted to the program. Resumes will be kept in the student's permanent file.

Academic Information

Prerequisites

Accounting is the only required prerequisite; it must be taken within five years and successfully completed prior to taking HESY 630 Financial Management in Health Systems. However, the successful applicant will be able to demonstrate capacity for strong quantitative skills through their college transcripts and/or GRE/GMAT test scores. Students who receive a GRE/GMAT waiver but who have not taken a college level quantitative course (e.g. college algebra, calculus, statistics), should plan to submit GRE/GMAT test scores or enroll in such a course to demonstrate their capacity for quantitative skills.

The effective health care administrator is a leader and critical thinker. The attributes for managerial leadership supported by critical thinking will be developed and honed over the course of the program. However, applicants must demonstrate a capacity for strong quantitative skills and strong writing skills prior to entry into the program.

Provisional Admissions

In special situations, the Program will permit a student to be admitted on a provisional basis as a “Special Student”. Special Students are admitted for one semester only. They are permitted to take up to 6 credit hours and must earn a “B” or better in their courses in order to be considered for full degree status by the Graduate School. In most circumstances, if a special student withdraws from a course, they will not be eligible to continue at Georgetown, either as a Special Student or as a degree student.

At the end of the semester, Special Students who have successfully completed their provisional semester (by earning Bs or higher in their courses) and who wish to apply for full-time admission, must send a letter/email to Associate Dean for Graduate Admissions at the Graduate School Admissions Office requesting consideration for full degree status. The chair of the department will then review the student’s final grades for the semester and make a recommendation to the Graduate School.

Suggested Graduate Course Sequence (Full-Time Students)

Fall 1st Year-- Fall 2009 (10 credits)

HESY 621 – Health Policy (2)
HESY 625 – Organizational Leadership (2)
HESY 630 – Financial Management in Health Systems I (3)
HESY 635 – Health Care Management Statistics (3)
HESY 700 - Integrative Case (0)

Spring 1st Year – Spring 2010 (11 credits)

HESY 640 – Human Resource Management (2)
HESY 645 – Quality and Performance Improvement Concepts (3)
HESY 636 – Health Services Research (2)
HESY 650 – Epidemiology and Population Health (2)
HESY 6xx - Elective (2)—see below
HESY 700 - Integrative Case (0)

Summer – Summer 2010 (6 credits)

HESY 655 – Health Care Strategic Planning (2)
HESY 658 – Health Care Marketing (2)
HESY 660 – Health Economics (2)
HESY 700 – Integrative Case (0)

Fall 2nd Year – Fall 2010 (12 credits)

HESY 665 – Health Law (2)

HESY 670 – Health Information Systems (3)
HESY 646 – Quality and Performance Improvement Methods (2)
HESY 632 – Financial Management in Health Systems II (2)
HESY 6 – Elective (2)—see below
HESY 700 - Integrative Case (1)

Spring 2nd Year – Spring 2011 (9 credits)

HESY 675 – Managerial Ethics in Health Care (3)
HESY 701 - Management of Health Care Organizations (6)

Possible Electives:

Hospital Operations	Long-Term Care Mgt. & Admin.
Healthcare Entrepreneurship	Post-Acute Care
Practice Management	Decision Analysis
Behavioral Health	Policy Analysis
Correctional Health	Healthcare Consulting
Clinical Informatics/Databases	Emergency Preparedness
Global Health, Comparative Systems	Community Health Mgt. & Advocacy
VA-Rural Health	Sustainability

Additional Program Requirements

1. Attendance at academic symposia and field trips
2. Community service/civic engagement
3. Membership in the Student Association and in at least one professional healthcare organization
4. Participation in the Executive Mentoring Program

Academic Calendar and Course Schedules

For information regarding registration, academic calendar, academic transcripts, Blackboard, the final exam schedule, and course schedules by semester visit: <http://registrar.georgetown.edu>.

Course Registration

All course registrations are completed online through My Access (<https://myaccess.georgetown.edu/>).

Consortium Registration

The following is from the Graduate School Bulletin: Students enrolled in a Graduate School degree program may enroll for courses through the Consortium of Universities of the Washington Metropolitan Area, provided the courses are not available at Georgetown University.

Consortium registration requires approval of both the Department Chair and the faculty member whose course is requested to be replaced. To have a Consortium course considered for approval, students must first provide the faculty member with a current syllabus of the Consortium course. If the faculty member approves the Consortium course, student must then submit the registration forms to the Department Chair for final approval.

For additional information, students should refer to the Graduate School Bulletin available at: http://grad.georgetown.edu/pages/reg_1.cfm.

Practicum

The practicum is the bridge between academia and the practice arena. Every effort is made to accommodate a student's wishes regarding placement in a host facility. Students may not complete their practicum in their current place of employment. During the practicum experience, students are expected to make a significant commitment to their host facility. Students are required to work 40

hours/week during the Spring semester of the 2nd year in the program. To do this, the Program strongly recommends that students do not have any outside job, even on a part-time basis

HESY 700 and HESY 701 are the practicum courses. Full time students enroll in practicum courses in the fall of their second year and complete the sequence in the spring of the next year. Part time students may enroll in the fall/spring sequence or the summer/fall sequence. The practicum is *not* offered in any other sequence. All students must have a cumulative GPA of 3.0 to be able to register for the practicum. Students are expected to wear formal business attire during their practicum. Students will also make a formal presentation about their practicum site after the completion of HESY 701.

Textbooks and Software

Textbooks for each course will be available at the University Bookstore unless otherwise designated by the professor. Some Health Systems Administration courses require students to purchase relevant software.

You may purchase textbooks from the University Bookstore or any other textbook retailer you choose. For more information about the University Bookstore visit: <http://www.bkstr.com/Home/10001-11006-1?demoKey=d>. For information about software available through the University visit: <http://uis.georgetown.edu/content.html?ID=207>.

Please note: The textbooks used in courses will be a good beginning or an excellent supplement to your professional library. Also, different courses may use the same book.

Advising

Student advising for the Health Systems Administration program is two-fold.

Program Director: Particular attention is directed toward assurances that admission and course prerequisites are met prior to each semester's registration process. To meet with the Program Director, Bernard Horak, please e-mail him at bjh28@georgetown.edu.

Faculty Advisor: Students are assigned to a faculty member who can assist with professional development, career goals, curriculum concerns, and choice of electives. Students will be required to meet with their career advisor each semester. If you feel that you are not best suited for your assigned faculty advisor, please see the Program Director for an advisor change.

Academic Eligibility

Students are required to achieve a cumulative GPA of 3.0 by the end of their first year, and maintain a cumulative GPA of 3.0 for each subsequent semester to remain in the program. Grade point averages are calculated at the end of each semester. Those students who are found to be in academic jeopardy will receive a letter from the Associate Dean of Academic Affairs' office notifying them of their status. A copy of this letter is also sent to the student's advisor. Faculty are available to assist students with decisions regarding their status. Students who are unable to maintain this cumulative grade point average will not be able to continue to register for classes. *All students must have a GPA of 3.0 or above at the time of registration for the practicum.*

Academic Integrity

Integrity: The following is from the Graduate School Bulletin, and reflects the academic integrity standards all students in the Health Systems Administration program are expected to uphold:

“Students in the Graduate School of Arts & Sciences are expected to maintain the highest standards of integrity in pursuit of their education. Academic dishonesty in any form is a serious offense against the academic community in general and against Georgetown University in particular. Students found to have violated standards of academic integrity will be subject to academic penalties. These penalties

may include, but are not limited to, suspension or dismissal from the University and revocation of degrees already conferred.”

Anyone who has reason to believe that a graduate student has engaged in academic misconduct is urged to report such information in writing, along with any supporting evidence, to the Dean of the Graduate School. The student against whom allegations are made will be provided with a copy of the written report and all supporting materials.

Allegations of academic misconduct may be brought to the Dean’s attention at any time in the student’s academic career, even after the student’s graduation, regardless of when the alleged incident occurred. All Health Systems Administration students found to be in violation of the expectations for Academic Integrity may be subject to sanction up to and including dismissal.

For additional information, students should refer to the Graduate School Bulletin available at: http://grad.georgetown.edu/pages/reg_7.cfm.

Appeals Regarding Dismissal

When the Department determines that a student has failed to meet the academic requirements of the program, the Department shall notify the Graduate School of Arts & Sciences. The Graduate School will evaluate the Department’s recommendation, and if it concurs, notify the student in writing that his/her degree candidacy has been terminated. The student shall have the right to request an appeal, consistent with the process outlined in Section III (Academic Regulations and Procedures) of the Graduate Bulletin (see http://grad.georgetown.edu/pages/reg_3.cfm#termination.)

Appeals Contesting Grades

When a student contests a grade received as part of coursework, the following steps are to be taken:

1. The student should first seek an acceptable resolution through a discussion with the instructor of the course. This must be initiated no later than thirty days after the start of the semester following the one in which the disputed grade was assigned.
2. If a satisfactory resolution is not reached, the student should then discuss the matter with the Director of Graduate Studies or program director under whose aegis the course is offered. This discussion must be initiated no later than sixty days after the start of the semester following the one in which the disputed grade was assigned.
3. If a satisfactory resolution is still not reached, the material in question will be sent to a faculty committee established by the department or program in which the course is offered (either a standing committee or an *ad hoc* committee). This committee review must be initiated no later than ninety days after the start of the semester following the one in which the disputed grade was assigned. That committee's decision (to raise, lower, or sustain the grade) shall be final.

In the case of a student pursuing a departmentally-based graduate program who is enrolled in another department's course, the student will be subject to the offering department's appeal procedures. In the case of a student pursuing an interdisciplinary graduate program who is enrolled in a departmental course that is part of the program's curriculum, the Directors of Graduate Studies for the program and the department will establish a mutually agreed upon faculty committee on an *ad hoc* basis.

Requests for a change of grade will not be approved if the new grade results from additional work performed after the initial grade had been assigned.

Exit Interviews

All students must participate in an exit interview prior to graduation. The purpose of the interview is to gather student input regarding the structure of the program, its objectives, and feedback about individual courses.

Course Evaluations

Mid-semester:

The Health Systems Administration Program conducts a confidential mid-semester course evaluation for each course. All students are expected to participate. The Program Coordinator or a graduate assistant will conduct the evaluation and will compile the results and comments for the chair and faculty member’s review. The faculty will then have the opportunity to discuss the results of the evaluation with the class and make any necessary adjustments.

**GEORGETOWN UNIVERSITY
SCHOOL OF NURSING & HEALTH STUDIES
HEALTH SYSTEMS ADMINISTRATION PROGRAM**

MIDTERM COURSE EVALUATION FORM

Objective: The objective of this evaluation is for you to provide your evaluation of the content of the class sessions, the professor's presentation/teaching style, the reading materials, and assignments you have experienced in this course to date. Your feedback will be useful for the purposes of improving the second half of this course, and also to improve the course in subsequent years. Thank you for your constructive evaluation and suggestions.

Content of Class Sessions (General): Please check the boxes below that represent your evaluation of the general content of the class sessions.

CONTENT:	Unsatisfactory	Poor	Satisfactory	Very Good	Excellent
Balance between theory & application					
Balance between breadth & depth of topics					
Challenging concepts					
Quantity of new material					
Relevance to my interests					
Clearly stated learning objectives					
Relevance to course objectives					

In class use or discussion of text readings: ____ Too Little ____ Right Amount ____ Too Much (please check one)

Please add any comments/suggestions about **content** of the class sessions. Are there any content areas that are unclear to you and that you would like to revisit this semester?

Are there specific topics you would like to cover before the end of the semester?

Class Presentation/Teaching Style: Please evaluate the following aspects of the professor's in-class teaching style.

LECTURE PRESENTATION STYLE:	Unsatisfactory	Poor	Satisfactory	Very Good	Excellent	<i>Not Reported</i>
Enough opportunity for class participation						
Information presented is clear						
Information presented is integrated						
Varied						
Classroom discussion is well-managed						

Concern for Students:

	Unsatisfactory	Poor	Satisfactory	Very Good	Excellent
Approachability for assistance or internship/career questions					
Availability by email or during office hours					
Interest in student input					

Please add any additional comments/suggestions about the professor's in-class presentation/teaching style or availability to meet your needs in the course.

Course Readings (only check those applicable to this course):

	Unsatisfactory	Poor	Satisfactory	Very Good	Excellent
Class Notes					
Supplemental					

Handouts					
Text					

Additional Comments/Suggestions: Can you suggest any other tools or strategies that will help you to better understand the material? Please feel free to provide any suggestions that would help to improve the course overall.

End of semester:

The University distributes a final course evaluation at the end of the semester that is facilitated by the Registrar. The final course evaluation will be completed during the last class. A student volunteer to return the evaluations to the Registrar’s office will be needed. Evaluations can be returned to the Registrar’s office in White Gravenor and a box will be outside the office for after hour returns.

Writing Statement and Student Guidelines for Writing Papers

EVERY HEALTH SYSTEMS COURSE IS A WRITING COURSE.

To succeed in health systems administration, or in any career, you must write effectively. Effective writing requires both grammatical accuracy AND skillful presentation (e.g., use of multi-media). Effective writing is essential to enter and succeed in graduate schools and will be a major factor in career advancement. Therefore, the Program places emphasis on producing graduates who are effective and skilled writers.

Every writing assignment produced for courses in the program must be technically correct and effectively presented. **All examinations will be graded for content and writing ability.**

If you are concerned that your writing skills will not meet the standard of the Department, take advantage of the writing resources available on campus. Discuss your situation with your instructor, faculty advisor, or the NHS Student Academic Affairs staff. Effective writing is a skill that takes practice and time to develop, so act early to establish the solid skills and habits that will be important for your academic and professional career.

To be successful in the field of health care, you must be able to translate your thinking into a coherent written document. It is essential that you be able to master this technical skill.

Hints:

1. Obtain resources that will guide you through the writing process. You should consider purchasing the *Publication Manual of the American Psychological Association (APA)* since includes writing style information and is the style format required by the Department for writing your papers. Another helpful resource is *The Elements of Style* by Strunck and White, which includes the following suggestions:
 - a. Use of specific, concrete language
 - b. Work from an outline
 - c. Do not overstate
 - d. Do not use slang or informal words
 - e. Be clear
 - f. Do not inject opinion unless asked to do so
 - g. Do not use figures of speech

2. The use of quotes should be minimal and confined to areas of text that defy translation by you, or are so familiar as to warrant quoting.
3. Most formal papers are not opinion papers. You must cite in the text and bibliography the source documents that you use to construct a coherent paper. **Don't forget--you must use APA style for citations!**
4. The papers that you will be asked to write in this program require a depth of thinking analysis, and ultimately synthesis as you progress through the program. Courses build, one upon the other, in pursuit of these cognitive skills.
5. You have a wealth of information available to you: text, articles, databases in the electronic library – use them and be creative!
6. You should use a minimal number of web sites. Instead, cite the text of the article, book, etc. that you have accessed via the web. Most of the papers that you are asked to write cannot be completed in a “hurried” manner, i.e. overnight or a few days before they are due. If you choose this approach, your grades will suffer, as it is obvious to the reader!
7. Organize your time and your research!

Sample Grading Criteria

An “A” paper has the following elements:

- It is clear, focused, and draws the interest of the reader
- Content demonstrates understanding of subject matter and consists of relevant material and effective research
- There is a logical sequence of presentation of the subject matter
- Major points are well supported and the synthesis of ideas is appropriate
- Discussion and conclusions are based upon objective analysis of issues.
- The paper used APA format effectively, and references are cited and traceable to the bibliography. *Quotes are minimal to nonexistent.*
- Rules of grammar and punctuation are followed. Spelling and typographical errors are rare.
- Sentences are well built with consistently strong, varied structure that facilitates easy reading.
- The paper includes responses to all assigned topics areas, objectives and major headings to be addressed.
- Demonstrates sufficient research in academic literature. The use of web sites, newspaper, and trade paper commentary is kept to a minimum.
- Wikipedia is not a valid source for a scholarly paper. Do not use this source.

A “B” paper has the following elements:

- An adequate description of the problem, but is a bit unfocused and lacking clarity
- Efforts are made to use relevant material and research to support a premise, but the ideas do not flow logically
- The paper's organization may be choppy, stiff, or much too loose
- Minimal synthesis of ideas
- Discussions and conclusions are present, but lack objectivity
- Conclusion is repetitive, vague, or longer than need be
- Some evaluation of the research is offered, but it is not always accurate
- APA format is used inconsistently
- Grammar problems are present along with imprecise use of language
- Awkward sentence structure forces the reader to continually reread the sentences
- The paper meets most objectives of the assignment

A “C” paper has the following elements:

- The paper rambles and is unfocused
- It is difficult to follow a logical progression of thinking and analysis
- Understanding of the concepts is limited and the paper lacks substance

- Lack of appropriate supporting literature for defense of concepts
- Language is generally overused with slang and trite phrases occupying portions of the paper
- There is little evaluation of ideas that were presented or researched
- The conclusion is simplistic and often repeats the material from the introduction
- Evaluation of ideas is minimal
- APA format is virtually nonexistent
- Sentence structure is weak
- Grammar and typographical errors occur frequently
- The paper gives evidence that the writer understood the basic objectives, but the author's attempt to meet them is ineffective or incomplete

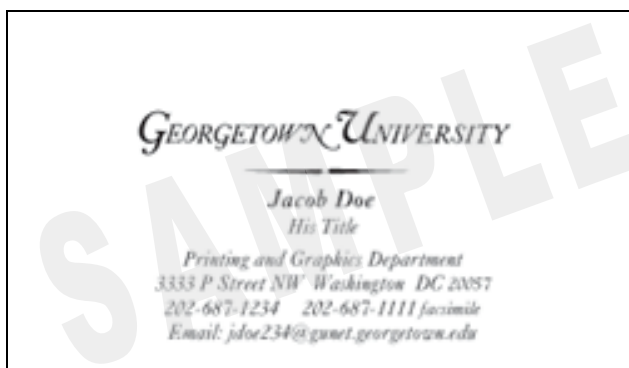
A "D" paper has none of the elements of the previous three categories.

Professional Development

Business Cards and Nametags

It is highly recommend that each student purchase business cards through the University, as they are an excellent way to network.. Nametags will be provided to students, upon request.

Cards can be purchased online. To place an order, go to www.gupmcards.com. Please select either black or blue ink and include your candidacy for the Master of Science in Health Systems Administration, as seen in the sample below. The lowest cost (Style-B: Budget Card-All Black) is \$25 for 500 cards and other options are available. Prices are available on the website.



Portable Computers

We encourage you to purchase a portable computer for your studies at Georgetown. Some courses do not allow you to bring your computer to class but other courses encourage you to do so. Several courses make assignments that require you to have access to a computer. While a computer laboratory is available on the ground floor in St. Mary's Hall, such access may not be as convenient as having your own machine. Therefore, purchasing a portable computer could help you in the courses that allow you to bring it to the class. There is no set software that the Department requires for all courses. Several courses use Excel. Many courses use Microsoft Word and Power Point slides. Some courses use unique statistical packages, project management software or other similar software. Do not rush to purchase the latest version of common software as the University may not support it and therefore you may have difficulty sharing your work with the faculty. Please consult the university web site regarding versions of software supported by the University: <http://uis.georgetown.edu/student.html>. We make no recommendations on operating system or computer brand you should have, as long as the system you purchase can use software maintained by the University. The bottom line is to get something that works for you but be ready to navigate communication problems you may have as you send files to other students and faculty.

Executive Mentorship Program (EMP)

The Executive Mentor Program pairs each graduate student, during their first semester, with a successful executive for the duration of their academic career. The main objective of the Executive Mentoring Program is to enrich the professional learning experience of the student by providing a programmed, ongoing relationship with a successful executive.

The student and mentor should meet regularly. The meetings should include a review of the student's progress with an emphasis upon personal and professional development and the integration of program content (theory) with developments in the mentor's domain and developments in the field (practice).

The time that the mentor can devote to the student is limited and must be well planned. It is the responsibility of the student to arrange an introductory one hour meeting with the mentor within the first month of the program. Thereafter, it is expected that they will meet a minimum of every six weeks, or at least once a semester, for an hour. It is the responsibility of the student to arrange the meetings, always arrive on time and be well prepared. Pat Cloonan and Adrienne Barton, supervise the mentor program.

Special Seminars

The program sponsors professional seminars each semester that all students are expected to attend.

Field Trips

The program sponsors field trips to meet with senior executives and their organizations each semester. Students are required to participate in all of the trips per semester. Dates and times for each field trip will be posted in the *Tuesday Morning Memo* and on the Bulletin Board.

National Honor Society: Upsilon Phi Delta

Georgetown University has an AUPHA chapter of the honor society for health administration students, Upsilon Phi Delta. Students with a cumulative GPA of 3.75 or higher in their semester prior to the graduating semester are inducted into the honor society in a ceremony conducted each year.

Professionalism and Professional Organizations

Pursuing a Masters degree in Health Systems Administrations is the beginning of a professional career in one of the largest sectors of the U.S. economy. A successful career in health systems administration is the combination of intellectual growth with interpersonal skills. Therefore, students are strongly encouraged to develop a sense of professionalism to enhance their representation of themselves. Students are required to be professionally attired on select occasions throughout their academic careers. For example, students should be in professional, business attire when attending "field trips" to health care organizations and colloquia.

All students are required to become members of one of the healthcare professional organizations, i.e. American College of Healthcare Executives (ACHE), Health Information Management Society (HIMS), Academy Health or Medical Group Management Association (MGMA). Each of these organizations serves as a means for students to be informed about contemporary practices in the field and offer networking and potential employment opportunities.

Healthcare Executives of Georgetown University (HEGU)

HEGU is your professional student association and an important component of your graduate education. Everyone is expected to join, contribute ideas for programs and activities, and help implement them. HEGU arranges speakers, social events, tours, professional networking and represents the students to the faculty. It is as valuable to you as you make it.

Healthcare Administration Alumni Organization

The Alumni Organization plays an active role in developing activities and services that will contribute to your career development, keep you connected to the program, provide opportunities to network with former HSA graduates, and enable the faculty to benefit from your experiences and opinions. The organization is coached by Edwin "Bucky" Knowles, a retired experienced senior executive and consultant, who has graciously volunteered to guide the growth of the organization. The Alumni Organization's strength lies in its members; thus it is important to keep the program and organization

updated with your current contact information and employment. The 2009-2010 President is Jon Albert, MHSA, Administrator, Foot and Ankle Center. He can be reached at jon.albert@medstar.net.

The HEGU student representative on the Alumni Board is Phillip Schettenhelm. To request more information please e-mail Bucky Knowles at ewknowles@cox.net.

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