I. Course Description
The course will examine the foundations of ethics as it applies to ethical decision-making by leaders in healthcare administration. You will learn to draw on ethical principles and virtues, moral theorists, caring and empathy to make complex ethical decisions.

The course will address many of the ethical issues within healthcare organizations, including:

- Patient concerns
- Staffing issues
- Bio-medical ethics
- The balancing of the fiscal and ethical responsibilities of health care organizations in the delivery of health care in the U.S.

II. Course Prerequisites
The student must be admitted to the University of Minnesota Masters program in Health Care Administration, Public Health, Nursing, or Pharmacy.

III. Course Goals and Objectives
By the end of this course you will be able to:

- Describe how the ethical principles/virtues of autonomy, justice, trust, caring beneficence, and nonmaleficence apply to the delivery of health care
- Recognize the importance of and bring to bear ethical principles, virtues, values and theory in professional discourse
• Use a foundation in moral philosophy to make and support ethical decisions as a health care leader
• Apply an ethical decision-making process to various contemporary and complex health care issues
• Influence decision-making among peers; use and model self-reflection, listening, empathy, and awareness as an ethical leader

IV. Methods of Instruction and Work Expectations

The primary assignments for this course are:

1. Participation in class discussions, weekly interpretation/analysis writings from the materials, and the submission of “for-class assignments” as assigned by the instructor
2. A synthesis and analysis of the course materials along with a personal reflection that culminates in a Final Essay

Final Essay

Ethics and ethical decision-making starts with an internal reflection on the principles, virtues, and theories of moral philosophy as well as one’s experiences. Our ethical beliefs find expression in the decisions and actions that each of us makes as part of a community. “Ethical Integrity” involves identifying one’s ethical foundations and the to incorporate those principles and virtues in a consistent manner into the context of your professional and personal life. Throughout the course, you have analyzed, interpreted and reflected upon the readings, podcasts, films and discussions as they apply to healthcare administration.

Write an essay where you synthesize the content of ethical principles and theories with your interpretation/analysis and illustrate how they will impact your ethical outlook and your ethical decision-making as a leader in health care.

Please incorporate at least 5 resources/materials from the course into your essay. Do not simply ”re-tell” the content of the materials, but critically analyze and illustrate the meaning and application of ethics to your work in health care.

Finally, conclude the essay with your response to the question: “What does it mean to be involved in the "healing" profession?”

Length: Approximately 1000 words. Please include a reference page.

topics related to healthcare administration:

• Autonomy
• Justice
• Truth
• Nonmaleficence
• Beneficence
• Caring

Weeks 1-8

Indepedently review the assigned materials for the week.

• In class, submit any materials to the instructor from the week’s materials as assigned.
• You will use these notes to inform and develop a group discussion during the class period.
• Your notes may include workplace insights, thoughts from personal reflection and/or applications, and examples from experience to share with classmates.
• Reading Notes Guidelines: Create a document where you interpret, analyze and/or show how the content of the materials may apply to leadership in healthcare administration. Your notes are to be handed into the instructor at the end of the class period and are to consist of a total of about 3-4 points/comments (about 1/2 - 3/4 page of prose) that link the topics in the lessons, the ethical theorists, and principles/virtues of ethical discourse.
  o Note: Points will be deducted from your final grade if you do not hand in individual notes as assigned.
Learn how to apply an ethical decision-making process to the delivery of health care by participating in group and class discussions.

- A group for each principle/virtue will be formed each week in class, except where noted in the weekly lesson plans.
- Group members will share the responsibility of facilitating discussions that are guided by the Guidelines for Discussion (see next chapter) and that promote linkages the topics in the lessons, the ethical theorists, and principles/virtues of ethical discourse.
  - Remember to remain rooted in the work of the moral philosophers as you facilitate discussion of your group's principle/virtue.
- In class, each group will record summary statements from the discussions that reflects each group member's interpretation and application of the principle/virtue and the relevant moral theorist(s) studied that week.
  - Be sure to come to class prepared with your notes, as outlined above!
  - These statements will be shared with the class orally
  - Typically, everyone in the group will receive the same grade; however, the contributions of individuals, as demonstrated in the individual notes submitted to the instructor, may be taken into consideration if it becomes clear that some students are preparing more fully for class.

Guidelines for Discussion

To make good ethical decisions requires:

- Awareness of ethical issues
- Knowledge of ethical principles, virtues and theories
- Decision-making guidelines

Sometimes one needs to make immediate decisions on ethical issues. At other times there is time for reflection and discussion before a decision needs to be reached. Aristotle would say that it is by developing good habits that one obtains the virtues that lead to living a moral life. The good habits of ethical discourse lead to good outcomes.

There are a variety of ethical decision-making formats that people and organizations have developed to help guide them in making ethical decisions. A decision-making format helps to keep some order, focus and intention throughout the decision-making process. Ethics Committees in health care organizations typically develop an ethical decision-making process to guide them when they are asked to provide a consultation on a case.

Your textbook provides several ethical decision-making formats for you to consider. All are good and systematic. For this course, we may consider this ethical decision-making format in some of our discussions:

1) Assemble the right participants. Recognize the ethics in the scenario. Are there any additional legal issues that may be present? What is the situation? What are the facts and how do they differ from opinions? Who are the stakeholders?

2) What is the process that you will use to reach a decision? Consensus? Majority? Or will a single person be responsible for the decision?

3) Clarify the values of the organization

4) Identify the ethical principles, virtues and/or values within the situation.

5) Evaluate the options by looking at the following questions – Which option produces the best consequences? Which option respects the duties, virtues, rights or obligations of those involved?, Which option treats people equally or proportionately?, Which option is best for the community?

6) Make the decision; reach a collaborative consensus
7) Support the decision with the appropriate, virtues, values, duties and theory

8) Act. How can the decision be implemented with care?

9) Reflect. What have I learned?

10) “Broadcast” the decision. Highlight the decision as a “value-based decision”.

(In Adapted and updated using a variety of ethical decision-making formats)

Incorporate these guidelines into your class discussions. In this course, high-quality discussion messages:

- Provide evidence of a systematic approach to the topic
- Combine the appropriate application of ethical principles and/or virtues with the theories from one or more of the major moral philosophers
- Draw on personal experience that has relevance and provides additional insight into the decision
  - To be relevant, personal experience needs to be aligned with established guidelines from moral philosophy and ethical principles/virtues
  - Justification for an ethical decision cannot begin and end exclusively with one’s personal experiences (to be successful, ethical decision-making in health care often involves consensus-building and collaboration rather than the dictation of mandates from an individual)

V. Course Text and Readings

Text
Morrison, E. (2009), Ethics in Health Administration

Other Readings/Resources
Additional readings/resources are assigned for some lessons and available from the lesson plans in the course outline.
You will be asked to watch ONE of the following films: The Sea Inside, Million Dollar Baby, The Diving Bell & The Butterfly, My Sister's Keeper

VI. Course Outline/Weekly Schedule

Lesson 1 - Foundations in Ethics: Theory and Principles

Purpose
“We are discussing no small matter, but how we ought to live.”
Socrates, as reported by Plato in The Republic circa 320 BC/BCE

Healthcare ethics examines how we ought to deliver health care. Therefore, it is imperative to understand both the business of health care and the underlying ethic of how care is delivered. Ethics can be said to emphasize the caring aspect of health care. In Lesson 1 we will examine the foundations of ethics. We will start with a summary of eight moral philosophers that have contributed to the history of ethical discourse. Then we will prepare for a discussion of the major principles of health care ethics.

Learning Objectives
By the end of this lesson you will be able to:

- Appreciate how moral theory and ethical principles/virtues serve as a foundation for ethical decision-making in health care
• Examine the moral and philosophical claims, arguments and goals frequently found in health care

Resources
Readings
Morrison: Chapters 1-4
Noddings, Nel "Caring" (pdf)

Assignments Summary

1. Complete the readings
2. Participate in discussions as described in the syllabus and further guided by the instructor

Lesson 2 - Organizational Influences and the Ethical Implications for Health Care

Purpose
"People will forget what you said, people will forget what you did, but people will never forget how you made them feel."
Bonnie Jean Wasmund

Healthcare organizations are comprised of a variety of subcultures. Healthcare administrators must create a culture where health care is delivered in a manner that makes all stakeholders feel important. Collaboration and teamwork are words that are common today in healthcare organizations. How a healthcare organization treats its staff has a direct connection to how they will care for patients.

Learning Objectives
By the end of this lesson you will be able to:

• Discuss compliance regulations and their ethical impact in the delivery of health care
• Describe the lessons, limitations and impact of Ethical Codes on health care
• Recognize the ethical ramifications of the variety of cultures that exist within the healthcare system and the role of ethics committees within the healthcare setting
• Apply the ethical principles of autonomy, trust, freedom, caring, beneficence, and nonmaleficence to healthcare organizations

Resources
Readings
- At the ACHE Website (http://www.ache.org/policy/index_ethics.cfm) read the “ACHE Code of Ethics” and the policy statements on "Creating an Ethical Environment for Employees" & "Ethical Decision Making for Healthcare Executives"

Assignments Summary

1. Complete the readings
2. Participate in discussions as described in the syllabus and further guided by the instructor
3. Submit your analysis/interpretations from the assigned readings for the week
Lesson 3 - Ethics, Social Responsibility & Technology

Purpose

“Financial ruin from medical bills is almost exclusively an American disease.”
Roul Turley

Health care is subject to advances in medical technology, federal health care reform, increasing costs, and the aging of the U.S. population. The increased demand for integrated medical modalities of treatment, as well as the ebbs and flows of the overall economy, influence the healthcare industry. And more so than other industries, there is the expectation that health care will have a conscience. In this lesson we will explore the ethical ramifications of various influences on healthcare delivery, factors that influence the financial viability and the mission of healthcare organizations.

Learning Objectives

By the end of this lesson you will be able to:

- Discuss the ethical foundations of the delivery of health care in the U.S. as they are related to access and cost
- Critically evaluate the connection of ethics to disease prevention, treatments, diagnostic options, technological advancements and cost containment in health care
- Relate the ethical principles of autonomy, justice, trust, caring, beneficence, and nonmaleficence to the forces that influence access to health care in the U.S.

Resources

Readings
Morrison: Chapters 7, 8, & 9
Gladwell, Malcolm. "Why problems like homelessness may be easier to solve than to manage."

Assignments Summary

1. Complete the readings
2. Participate in discussions as described in the syllabus and further guided by the instructor

Lesson 4 – The Ethics of Quality, Safety & Patient Care

Purpose

“Although the picture is complex, one can discern predominant themes underlying all healing. Empathy is one of these themes. A healer who is empathetic is much more likely to be present with a patient and to be genuinely listening to what is occurring at the moment. Such a healer can put aside preconceived notions about what needs to be done, making it easier to discover what the patient really needs. It is with true understanding, gained through empathy, that all effective healing takes place.”
Rollo May

When sick, one often feels vulnerable. How well a person is treated when he or she is sick is at the heart of health care. Patient safety and quality measures are also an important part of the overall patient experience as it relates to the underlying ethic of the healthcare system. In this lesson, we will address the ethics of taking care of people.

Learning Objectives

By the end of this lesson you will be able to:

- Present a case for the importance of empathy in patient care
Explain the role of IHI in addressing quality and safety issues in health care
Apply the ethical principles of autonomy, justice, trust, beneficence, caring, and nonmaleficence to patient care

**Resources**

**Readings**

- Morrison: Chapters 11-12
- Berwick, D. “Yale Medical School Graduation Address”, May, 24, 2010 (pdf)

**Assignments Summary**

1. Complete the readings
2. Participate in discussions as described in the syllabus and further guided by the instructor
3. Submit your interpretation/analysis paragraphs from the assigned readings for the week

**Lesson 5 - Ethics, Market Forces & Integrative Medicine**

**Purpose**

“The good physician treats the disease; the great physician treats the patient who has the disease.”
William Osler

There are a variety of market forces that will continue to influence health care in the upcoming years. The only thing that is certain is that there will be change.

In this lesson we will discuss the issues that surround managed care and the delivery of health care. We will also explore the possible responses that health care administrators need to address with the increased demand and use of integrative medical modalities in treatment options.

**Learning Objectives**

**By the end of this lesson you will be able to:**

- Discuss the variety of integrative medical treatment options
- Evaluate the role of healthcare administrators in providing a variety of medical services
- Understand some of the market forces that healthcare administrators will face in the delivery of medical care
- Apply the ethical principles of autonomy, justice, trust, beneficence, caring and nonmaleficence, the market forces that impact healthcare

**Resources**

**Readings**

- Morrison: Chapter 6

Please listen to at least one of the following Podcasts:
• Public Radio’s “Being” with Krista Tippett (formerly “Speaking of Faith”). “Stress and the Balance Within”
  http://being.publicradio.org/programs/2008/stress/
• “Listening Generously: The Medicine of Rachel Naomi Remen”
  http://being.publicradio.org/programs/listeninggenerously/index.shtml
• “The Bodies Grace, Matthew Sanford’s Story”
  http://www.onbeing.org/program/bodys-grace-matthew-sanfords-story/185

(We will assign podcasts week 1)

References

• Planetree Group: Patient-Centered Care

Assignments Summary

1. Complete the readings
2. Participate in discussions as described in the syllabus and further guided by the instructor
3. Submit your analysis/interpretation paragraphs from the assigned materials for the week

Lesson 6 - End-of-Life Clinical/Biomedical Ethics

Purpose

“Poisons and medicine are oftentimes the same substance given with different intents.”
Peter Mere Latham

Issues that surround the end of life become increasingly complex as our medical treatments improve. Almost 85% of all deaths in the U.S. occur in a facility such as a hospital, nursing home, or hospice. In 70% of these cases life-prolonging treatments are opted to be withheld. During this two-week lesson we will examine the ethical issues that need to be addressed near the end of life. Technology makes it is possible to maintain bodily functions; ethics addresses questions concerning both the quantity of life and the quality of life.

Learning Objectives

By the end of this lesson you will be able to:

• Use an ethical decision-making model to articulate a position on an end of life case
• Distinguish between the terms ordinary and extraordinary with respect to end of life decisions
• Draw on the ethical principles of autonomy, justice, trust, freedom, beneficence/nonmaleficence and caring in end of life cases

Resources

Readings

• “It’s Over Debbie” JAMA (pdf)
• Cranford, R, “Going Out in Style The American Way” (pdf)
• Gawande, A. (August, 2, 2010) “Letting Go: What should medicine do when it can’t save your life?” The New Yorker
• Caplan, Arthur, “Who should decide when care is futile?” www.philly.com

Your References
Research (and share interesting references in our class discussion) one of the following end of life cases: (Karen Ann Quinlan, Helga Wanglie), (Terri Schiavo, Nancy Cruzan, Elizabeth Bouvia), (Catherine Gilgunn, Shirley
Dinnerstein), (The Case of Diane/Vacco v Quill, Oregon’s Death with Dignity Act), (“Baby Doe” Regulations: Baby “K”, Baby Doe, Baby Jane Doe), *We will assign cases week 1

Films
“The Sea Inside”, "Million Dollar Baby", “The Diving Bell & The Butterfly”, OR “My Sister's Keeper” (These films are available with a Netflix membership or for some rent at DVD rental outlets. *We will assign films week 1

Assignments Summary
1. Complete the readings and view your assigned film
2. Participate in discussions as described in the syllabus and further guided by the instructor
3. Submit your Case Study analysis/interpretation paragraphs from the assigned materials for the week

Lesson 7 - Moral Integrity & Practicing as an Ethical Healthcare Administrator

Purpose
“Some people think only intellect counts; knowing how to solve problems, knowing how to get by, knowing how to identify an advantage and seize it. But the functions of intellect are insufficient without courage, friendship, compassion and empathy.”
Dean Koontz

Morality is expressed in actions, which become the foundation for one’s ethics. Ethics are the outward expression of a person’s moral beliefs. In this lesson we will examine the connections of our inner or individual morality to the choices in our outward actions. Your behaviors, words and deeds can cast either "light or shadow”. As an ethical leader it is imperative to create an organizational culture that "casts light" in all aspects in the delivery of health care.

Learning Objectives
By the end of this lesson you will be able to:

- Discuss the relationship between ethical principles and personal morality
- Develop a personal ethics code to lead with integrity
- Integrate the ethical principles of autonomy, justice, trust, beneficence, nonmaleficence and caring into your work as a healthcare administrator
- Understand the impact of ethics of evidence-based management practices on healthcare organizations

Resources
Readings
- Morrison: Chapters 13, 15, & 16

Assignments Summary
1. Complete the readings
2. Participate in discussions as described in the syllabus and further guided by the instructor
3. Submit your interpretation/analysis paragraphs from the assigned materials for the week
Lesson 8 - Self-Reflection, Ethics & Sources to Expand One's Ethical Capacity

Purpose

"Carefully watch your thoughts for they become your words. Manage and watch your words for they become your actions. Consider and judge your actions for they become your habits. Acknowledge and watch your habits for they shall become your values. Understand and embrace your values for they become your destiny." Mahatma Gandhi

In this lesson we will examine the applications of the principles and virtues of ethical discourse to some of the challenges faced in healthcare administration. We will also make reference to some of the additional resources that are available to healthcare administrators to balance the challenges of demands in the delivery of healthcare.

Learning Objectives

By the end of this lesson you will be able to:

- Appreciate the relationships of the ethical principles, virtues and decision-making guides to the daily practices of healthcare administration
- Apply the foundations of moral philosophy to the importance of ethical behaviors in the context of healthcare administration
- Integrate the ethical principles of autonomy, justice, beneficence, trust, nonmaleficence, and caring into your work as a healthcare administrator
- Become aware of the various resources to expand one's ethical capacity
- Understand the importance of creating an ethical environment in healthcare organizations to patient care.

Resources

Readings

- Healthcare Executive (May/June 2010) “Who Do You Trust”

Assignments Summary

1. Complete the readings
2. Submit your final essay
3. Lead a discussion on “expanding your moral capacity”

VII. Evaluation and Grading

The final grade will be based on a total of 500 points:

- 300 points (60% of the final grade):
  Participation in group discussions and individual analysis of the week's materials (60 points/week for 5 weeks)
- 200 points (40% of the final grade):
  Final Essay

The University Senate Grading Policies

A Achievement that is outstanding relative to the level necessary to meet course requirements.
B Achievement that is significantly above the level necessary to meet course requirements.
C Achievement that meets the course requirements in every respect.
D Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-).
I (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization, a
student is prevented from completing the work of the course on time). Requires a written agreement between instructor and student.

**F or N** Represents failure (or no credit) and signifies that the work is either (1) completed but at a level of achievement that is not worthy of credit, or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an “I.”

Late work will be accepted or not accepted on an individual basis as determined by discussions with the student and the instructor.

**Course Evaluation**

Beginning in fall 2008, the SPH will collect student course evaluations electronically using a software system called CoursEval: www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete “I” shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

**University of Minnesota Uniform Grading and Transcript Policy**

A link to the policy can be found at onestop.umn.edu.

**VIII. Other Course Information and Policies**

**Grade Option Change** (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

**Course Withdrawal**

Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

**Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies**

Students are responsible for knowing the University of Minnesota, Board of Regents’ policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the SPH Associate Dean for Academic Affairs who may file a report with the University’s Academic Integrity Officer.

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades,
honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis."

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: [http://writing.umn.edu/tww/plagiarism/](http://writing.umn.edu/tww/plagiarism/).

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [http://tutorial.lib.umn.edu/](http://tutorial.lib.umn.edu/) and click on "Citing Sources".

In addition, original work is expected in this course. Unless the instructor has specified otherwise, all assignments, papers, reports, etc. should be the work of the individual student. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

**Disability Statement**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).

**Mental Health Services:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via [www.mentalhealth.umn.edu](http://www.mentalhealth.umn.edu)
PubH 6553 (Healthcare Management Ethics) NCHL* Competencies

Based on the course objectives listed in the Self-Study Year syllabus, the following competencies have been addressed by this course:

2 – Achievement Orientation  14 – Innovative Thinking
3 – Analytical Thinking       15 – Interpersonal Understanding
4 – Change Leadership        16 – Organizational Awareness
5 – Collaboration           19 – Professionalism
6 – Communication Skills     21 – Relationship Building
7 – Community Orientation    22 – Self-Confidence
10 – Impact and Influence    23 – Self-Development
11 – Information Seeking     26 – Team Leadership

The course objectives are listed here with the corresponding NCHL competencies:

| Recognize the importance of and bring to bear ethical principles, virtues, values and theory in professional discourse | L6, L7, L10, L11, L14, L15, L19, L19.1, L19.2, L19.4, L21, L22.1, L26, |
| Apply an ethical decision-making process to various contemporary and complex health care issues | L5, L6, L6.2, L5.2, L10, L11, L11.1, L14, L15, L15.1, L15.2, L15.4, L15.5, L16, |

*The MHA program uses the National Center for Healthcare Leadership (NCHL) Health Leadership Competency Model (v 2.1). Copyright 2006. NCHL. All rights reserved.

The number following the decimal indicates the level to which that competency is addressed, as further described in the Competency Model, available here: http://www.nchl.org/Documents/NavLink/NCHL_Competency_Model-full_uid892012226572.pdf.
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