

**Student Manual
AY 2017-2018**

**Rush University Medical Center
Department of
Health Systems Management
1700 W. Van Buren St, Room 126B
Chicago, IL 60612
312-942-5402**

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1. Introduction

On behalf of the entire HSM family, we welcome you to Rush and are delighted you have come to study with us. During your orientation week, you will receive information about the Rush University student handbook, which provides a comprehensive overview of student services, campus resources, and academic support services, the medical center, and student policies and procedures. The following pages provide supplementary information that is specific to your status as an HSM student.

The HSM department is part of the College of Health Sciences, which is one of the four colleges comprising Rush University. The university itself is an integral part of Rush University Medical Center. The mission and vision of each are described below:

Mission and Vision Statements

Rush University Medical Center

Mission

The mission of Rush University Medical Center is to provide the best health care for the individuals and diverse communities we serve through the integration of outstanding patient care, education, and research and community partnerships.

Vision

Rush University Medical Center will be the leading academic health system in the region and nationally recognized for transforming healthcare.

Rush University

Mission

...to teach, study and provide the highest quality health care, using a unique and multidisciplinary practitioner-teacher model for health sciences education and research, while reflecting the diversity of our communities in its programs, faculty, students and service.

Vision

...Rush University will use a practitioner-teacher model to develop health care leaders who collaboratively translate and develop knowledge into outstanding health care outcomes.

College of Health Sciences

Mission

...to advance the quality and availability of health care through excellence in education, research and scholarship, service and patient care. The college promotes the values of diversity, access and inclusion in all of its endeavors.

Vision

...be a world-class school of allied health sciences whose programs are recognized as among the best in the United States. The mission of the Department of Health Systems Management is to prepare students for careers of progressively responsible leadership in health care.

Graduate Program in Health Care Management: A Practitioner-Teacher Model *Master of Science in Health Systems Management (MS-HSM)*

Mission

Our mission is to prepare individuals for leadership roles in the field of health care management. Our practitioner-teacher model integrates lifelong learning, scholarship and service to ensure our diverse students, faculty and alumni are leaders in transforming health care. Our practitioner-teacher model integrates classroom learning with health care management practice, benefiting both students and faculty.

Our curriculum is designed to provide the knowledge, skills, abilities, and values required to succeed in the field of health care management. An emphasis on competency and professional skills development—and an orientation toward lifelong learning—ensures that new graduates are well prepared for early careerist positions and that our alumni hold positions of increasing responsibility during their careers.

Our practitioner-teacher model provides leadership development opportunities for the faculty, ensuring that they stay abreast of the most recent conceptual frameworks and best practices in the field. Their roles as practitioner faculty provide them with opportunities to teach and mentor the next generation of health care leaders.

Vision

Our program will be recognized as the premier graduate health care management program for developing leaders to transform health care. Our practitioner-teacher model will be recognized as an ideal way to educate and train health administration graduate students. Through participation in the Program's practitioner-teacher model, our faculty will be known for innovation and excellence in health care management practice, education and scholarship.

Values

Our Program embraces the values of Rush University Medical Center, Rush University and the College of Health Sciences. These values include: innovation, collaboration, accountability, respect, excellence, diversity, inclusion and accommodation.

2. Departmental Procedures

Access to HSM offices

Most staff and full-time faculty work in the HSM office suite, which is located in the Triangle Office Building (TOB): 1700 W Van Buren Street, suite 126B. During the academic year, the HSM office is typically open from 8 a.m. to 4:30p.m. on weekdays. The office is typically closed on university-recognized holidays, and may close other days during breaks between academic quarters/semesters. On rare occasions, the office may also close for periods when all departmental staff are participating in all-university or all-HSM events.

Access off-hours. When the offices are closed, students may still access the back suite by punching the code on the back door button door lock (as of this update, the access code is 1-5-2). To reach the back door, walk past the bathrooms in the hall then go through the door in the stairwell and walk straight back. The HSM office is on the left.

Mailboxes. Each student will have a mail folder in the back cabinet where we put handouts and other information. From time to time your instructors may ask us to put graded papers or other course information in your mailbox. Please check it periodically.

Communications

All Rush students are assigned an e-mail account with Rush University. The HSM department communicates regularly with all students via these accounts. You are responsible for checking this e-mail account on a regular basis. METC staff can answer most e-mail related questions, at 312-942-6799 or at metc_info @rush.edu. If you experience problems with your e-mail account, please contact the Help Desk at 312-942-4357 (2-HELP) or via e-mail at help@rush.edu.

In addition to e-mail contacts, you are expected to keep us informed of changes to your contact information – phone numbers and addresses, in particular. This information should be sent to our administrative assistant. Also, be sure to inform the Office of the Registrar at Registrars_Office@Rush.edu.

To dial phone numbers internal to the medical center (using on-campus and house phone lines), dial only the last five digits (such as 2-5402, rather than 312-942-5402).

3. Academic Policies

RUConnected

Rush has implemented a new, all-electronic registration system, which will automate almost all aspects of the registration process, and will make this process far more convenient for students as well as faculty. You will be provided more information about RUConnected during the College of Health Sciences orientation. Additional information and several helpful information sheets are available at: <https://ruconnected.rush.edu/>.

In 2012, The Office of the Registrar released the RUPortal. This is another way to easily communicate with all faculty, staff and most importantly, you, the students of Rush University. The RUPortal is the home page of all work stations in any academic area.

If you run into any trouble with the system, please contact the Office of the Registrar for help. Their phone number is 312-942-5681 or you can email them at registrars_office@rush.edu. Their normal hours of operation are 7:30 am – 4:30 pm, Monday through Thursday and closing at 1:30pm on Fridays. We also strongly encourage you to allow extra time (i.e. not to wait until the last minute) to complete steps such as registration for classes.

The sections below reflect current processes at the time of this writing. For any section below which references a manual process, please first check the RUConnected application to see whether an electronic process has become available before proceeding with the manual process.

Please visit <https://www.rushu.rush.edu/current-students> for most information and portals connected to the above.

Registration

Classes are filled on a first-come, first-served basis according to the following order of priority: 1) continuing students in degree programs, 2) new students in degree programs, and 3) at-large students. It is the responsibility of continuing students to register each quarter/semester during the designated period for “continuing students” to avoid any late registration fees that may apply. Students must also clear any “holds” on their permission to register prior to registration for a particular quarter/semester. Any continuing student registration that cannot be processed by the end of the “continuing student” registration period because of a “hold” will be assessed any late fees that may apply.

Academic Terms. HSM operates on a semester system within the College of Health Sciences. Each semester involves 14-15 weeks of course work, followed by a one-week examination period. MS-HSM students attend two semesters per year (fall and spring), and do not normally take courses during the summer term. This schedule is structured to allow MS-HSM students to gain full-time work experience offsite during the summer.

Completion of Registration. Registration is complete only when tuition and other charges for the semester are paid or satisfactory arrangements for payment are made. Registration for subsequent semesters is denied to students not cleared by the Office of Student Financial Affairs. Tuition and fees are due on the first Friday of the semester. Please see <https://ruconnected.rush.edu/> for additional information about registration.

Course Waiver and Transfer of Credit

The MS-HSM transfer and waiver policies are designed to support two goals: (1) provide some flexibility for students who may have completed graduate-level coursework that overlaps HSM curriculum content that has not already been applied to an earned graduate degree, while also ensuring that (2) all graduates of the HSM program are adequately prepared vis-à-vis our program's curricular goals.

All transfers and waivers require: HSM department approval, course director approval is not guaranteed. Before planning for any transfers or waivers, please speak to your academic advisor.

Course waivers may be pursued by students if their previous coursework has already provided them with the requisite knowledge/competencies of a required graduate course in the HSM curriculum. No credit shall be granted for a course that has been waived; the student shall be required to take an additional graduate course at Rush to meet the credit hour requirement for program completion. Any exception would require the specific approval of the Curriculum Committee. A total of no more than 8 semester-hours of credit may be transferred or waived.

To be eligible for a waiver, the course must have been taken at a college or university accredited by the regional accrediting association as well as the relevant accrediting body for the college or school (e.g. CAMHE, AACSB, CEPH), and the student must have earned a minimum of a B (or 3.0 on a 4.0 scale). The course must also have been taken within the previous five calendar years.

No course waivers are allowed for the following courses:

- **Health Care Planning & Marketing**
- **Organizational Analysis and Change, Leadership, and Lifelong Learning**
- **HSM Capstone: Strategic Management of Healthcare Organizations**
- **Masters Project I & II**
- **HSM Internship**

Students seeking approval of a course waiver need to follow the procedure outlined below:

- a. The student first submits a written request for the course waiver to the Course Director and the Director of Operations and Faculty Development. The request shall explain how the student has acquired the competencies targeted in the HSM course, as reflected by the most recent syllabus for this course. If previous coursework is being used to argue for a waiver, then the student needs to submit documentation of this course or courses, which minimally needs to include the course syllabus. **The absolute deadline for submitting a petition is the end date of the registration period prior to the semester in which the course the student desires to waive would occur.** Ideally, however, the student should make the request at or near the start of the program to facilitate the student's course planning.
- b. The Course Director has the prerogative of determining the method by which the student's request shall be evaluated. The method may include a proficiency examination or other oral or written test. The Course Director shall use objective measures for determining equivalency.

- c. The Director of Operations and Faculty Development shall provide a response to the student within ten days of receiving the waiver request. If the Course Director and Director of Operations and Faculty Development approve the course waiver, the Director of Operations and Faculty Development shall provide an e-mail notification, with copies of the notification sent to the Registrar and the Course Director. If the request is denied, the student shall receive a written explanation of the reason(s) for denial. A printed copy of the e-mail will be retained in the student's permanent file.
- d. The Office of the Registrar shall provide the official communication from Rush University to the student regarding the approval of the course waiver and post the waiver on the students' transcript.
- e. The student shall prepare a separate request for each course for which a waiver is being sought.

Transfer of credit provides a method by which Rush University will accept credit earned at another accredited institution in lieu of credit required for a Rush degree. Only graduate-level coursework will be considered for a transfer of credit. A total of no more than 8 semester-hours of credit may be transferred or waived.

To be eligible for transfer credit within HSM, the course must have been taken at a college or university accredited by the regional accrediting association as well as the relevant accrediting body for the college or program (e.g. AACSB, CEPH), and the student must have earned a minimum of a B (or 3.0 on a 4.0 scale). The course must also have been taken within the previous five years.

All transfers and waivers require: (1) HSM department approval. Also, course director approval is not guaranteed. All students should prepare to take the full curriculum as a result.

No transfer of credit is allowed for the following courses:

- **Health Care Planning & Marketing**
- **Organizational Analysis and Change, Leadership, and Lifelong Learning**
- **HSM Capstone: Strategic Management of Healthcare Organizations**
- **Masters Project I & II**
- **HSM Internship**

Students may apply for transfer credit using the procedure outlined below. Decisions concerning transfer of credit should be made after admission and prior to matriculation. A student will need to submit a separate petition for each course for which a transfer of credit is being sought.

- a. The student obtains the "Petition for Transfer of Credit" from the Office of the Registrar <https://www.rushu.rush.edu/rush-experience/student-services/office-registrar/registrar-forms>
The deadline for submitting the petition shall be the end date of the registration period prior to the semester in which the course for which the student desires to transfer credit would occur. However, if possible, the student shall make the request at or near the start of the program to facilitate the student's course planning. While enrolled in the HSM program, if you

are planning to register for a course outside HSM and are planning to request transfer of that course, it is strongly recommended to consult with the Academic Advisor, Director of Operations and Faculty Development, Curriculum Committee Chair, and Course Director prior to enrolling in the course.

- b. The student completes the petition and submits it accompanied by supporting documentation to the Office of the Registrar. Supporting documentation minimally must include the course syllabus. The Director of Operations and Faculty Development shall refer the petition to the appropriate Course Director for comment and review. It is the prerogative of the Course Director to determine the method by which the student's petition shall be evaluated. The Course Director shall use objective measures for determining equivalency.
- c. The Course Director will recommend approval/denial of the petition to a subcommittee of the Curriculum Committee. The subcommittee will convene or communicate by e-mail within ten days of the recommendation being communicated.
- d. The subcommittee's decision on the transfer of credit shall be communicated to the student in writing, with copies of the letter sent to the Registrar, the Course Director and the student's advisor. The Director of Operations and Faculty Development shall provide this response to the student within one week after the Curriculum Committee meeting. If the petition is denied, the student shall receive a written explanation of the reason(s) for denial. A copy of the paperwork shall be retained in the student's permanent file.
- e. The Office of the Registrar shall provide the official communication from Rush University to the student regarding the approval or denial of the transfer of credit and post the approved transfer of credit on the student's transcript.

Since this is a multiple step process, and does not guarantee approval, we ask you provide at least 4 weeks notice prior to the semester in question to allow time for registration and planning.

Independent Study

An independent study is a learning experience that is initiated and designed by a student with the assistance of an instructor who is a member of the HSM faculty. Independent studies can be used as credit toward elective credit hour requirements.

It is the responsibility of the student to select a faculty preceptor, and to work with that preceptor to develop the goals and objectives of the independent study, including a description of linkages with other courses and a bibliography. The student and preceptor jointly identify checkpoints and assessment tools to evaluate the independent study. The instructor's responsibility is to guide the student through this learning experience and ensure its quality.

HSM Curriculum Review Process for Independent Studies

1. The deadline for submitting a proposal shall be before the beginning of the registration period prior to the start of the semester in which the independent study will occur. By this date, the student must:

- a. Complete the Rush University Independent Study Contract form
<https://www.rushu.rush.edu/rush-experience/student-services/office-registrar/registrar-forms> (Please call the registrars for more info)
In addition to information required on the form, HSM students shall submit a cover memo and a study plan. The cover memo should provide the title of the independent study, and the reason or reasons why the student plans to pursue it (in particular, how the topic fits the students degree completion and learning goals.)

The study plan must include:

- Title
- Objectives
- Timeline for completion
- Evaluation mechanism
- Bibliography (abbreviated)
- Naming of HSM faculty member
- Number of credit hours

Please note: independent study proposals are most often denied because the proposal is underspecified (i.e. the elements above are not properly documented). Students are strongly encouraged to request a sample, completed independent study proposal from the HSM Director of Operations and Faculty Development to use as a model in preparing their own independent study.

- b. Review the Independent Study Contract with the HSM faculty member who will serve as instructor, who must approve it before the process can continue.
 - c. Obtain the required signatures on the Independent Study Contract form.
 - d. Submit the completed form to the Director of Operations and Faculty Development for review and approval.
2. The proposal shall be reviewed by a subcommittee consisting of the Curriculum Committee chair the proposed faculty preceptor, and one additional curriculum committee member. The committee shall provide a response to the student within one week of submittal. Independent studies will be approved, approved with revisions or disapproved.
 3. Any student whose independent study is approved with revisions should resubmit the revised contract within one week.
 4. Any student whose independent study request is denied but who needs the credit to fulfill the department requirements may register for an elective or resubmit an independent study request in the subsequent semester.

Grading Policies

All course grades are assigned by the Course Director of a given course. Guidelines for how course grades are determined are provided in each course's syllabus, which is provided to students during the first week of the class.

The following grades may be awarded:

- An “A” grade, indicating performance well beyond expectations.
- A “B” grade, indicating effective mastery of the course content.
- A “C” grade, indicating there were one or more serious deficits in a student’s performance of the course.
- A “D” grade is not awarded at the discretion of the HSM department.
- A grade of “F,” indicating that the student's performance did not demonstrate sufficient mastery of the course content for the course to be considered completed. A course with a grade of F earns no credit and cannot be applied toward fulfillment of degree requirements. If a student is allowed to continue in the program after receiving an “F,” they will need to repeat the course.
- A grade of “P” for pass, indicating adequate performance when a course is taken on a pass/no-pass grading scale.
- A grade of “N” for no-pass, indicates inadequate performance when a course is taken on a pass/no-pass grading scale.

The following non-credit designations may be assigned instead of a letter grade:

- A grade of “I” (“Incomplete”) may be assigned by the Course Director if the student has not been able to complete all of the requirements of the course by the end of the semester, and if the student has received permission from the Course Director to defer completion of the unmet requirements. The Course Director shall determine the requirements that must be met to remove the Incomplete grade and shall establish a time within which the student shall complete the work. Under no circumstances shall the time be more than one additional semester without approval of the Director of Operations and Faculty Development. Should completion not occur on time, the grade shall revert to an F. An Incomplete is not intended to provide students the opportunity to remediate poor quality of work, but rather is used in circumstances where the completion of all course requirements was not possible. Reasons for granting an Incomplete include death in the family, serious illness, or other substantial life circumstances that are beyond the control of the student. Upon completion of the course, the Course Director shall complete a Change of Grade form as soon as possible and award an A, B, C, or F.
- A “W” indicates that the student withdrew from the course prior to the university-defined midterm date.
- A “WP” (“Withdrawal Passing”) indicates that the student withdrew after the midterm date, and had been earning a passing grade at the time of withdrawal.
- A “WF” (“Withdrawal Failing”) indicates that the student withdrew after the midterm date, and had not been earning a passing grade at the time of withdrawal.
- A “WN” (“Withdrawal Not-Passing”) indicates that the student withdrew after the midterm date, and had not been earning a passing grade at the time of withdrawal.

The IDEA evaluations are a **requirement** for each course as listed on the syllabus. The program administrator will send reminders to those students that have not completed all evaluations.

Students are strongly discouraged from withdrawing from a required course, as it can cause problems in subsequent course sequencing which may delay graduation.

Enrollment. Students can enroll in the program either on a full- or a part-time basis. Full-time students typically attend the program over two academic years (Fall, Spring terms for two years). Part-time students attend courses at a half-time pace, for four years (Fall, and Spring terms for four years). The program must be completed within a five-year time limit unless the student is granted a waiver by program and university officials.

Academic Progression. All students in the Department of Health Systems Management must achieve a grade point average of 3.0 (an A = 4.0) each semester to maintain satisfactory academic status. If a student's grades fall below a quarterly/semester or cumulative GPA average of 3.0, or if a student receives a grade of F in any course, s/he is placed on academic probation. A student on academic probation remains on probation until s/he has met the requirements established by the Student Progress and Promotion Subcommittee of the HSM Advisory Committee for removal from academic probation.

To be eligible to graduate, a student must successfully complete all the HSM academic requirements, which includes earning 58 semesters hours of credit and achieving a cumulative grade point average of at least a 3.0. Prior to graduation, the Student Progress and Promotion subcommittee determines if students have met the program requirements; the subcommittee then makes a recommendation to the Director of Operations and Faculty Development, who gives final approval for the awarding of degrees.

Student grievances and appeals. Student grievances and appeals are addressed following the guidelines set forth by the College of Health Sciences in the document, "Student Academic Appeal and Grievance Procedures," which are available online as a link to the main College of Health Sciences page ([CHS Student Grievances Policy](#)).

Academic Probation

If a student fails to demonstrate acceptable performance in their course work, they may be placed on academic probation. Recommendations for probationary status shall be communicated to the student by the Director of Operations and Faculty Development. The communication to the student shall state the reason(s) why the student is on probation and the conditions that must be satisfied to be removed from probation.

The following constitute grounds for automatic academic probation:

- A student's Semester GPA falls below 3.0.
- A student's cumulative GPA falls below 3.0.
- A student receives an F in any course.

Each student placed on academic probation must arrange a meeting and meet with first, their assigned Academic Adviser, and second, the Director of Operations and Faculty Development within one week of the subsequent semester following notification of probationary status, and at approximately mid-semester to review his/her progress during the quarter.

After each semester has been completed, the Director of Operations and Faculty Development will review the performance of each student who has been on academic probation during the semester and recommend one of the following courses of action:

- a. Remove the student from academic probation.
- b. Dismiss the student from the program.
- c. Permit the student to continue in the program on academic probation.

The recommendation of the Director of Operations and Faculty Development will be reviewed by the Student Progress Subcommittee, who will make the final determination concerning the most appropriate course of action.

Student Progress Subcommittee. The Student Progress and Promotion Subcommittee is convened on an as-needed basis, whenever one or more students' progress needs to be reviewed vis-à-vis the probationary guidelines set forth above. The Subcommittee is convened by the Department Associate Chair, with membership drawn from the HSM Advisory Committee.

Department of Health Systems Management Policy on Academic Integrity

Health Systems Management students are responsible to both the internal and external communities for the preparation and presentation of work that represents their individual efforts. Honorable conduct, or academic integrity, is the highest principle of scholarship and professionalism. It rests on the assumption among all—faculty, students and staff—that mutual trust emanates from individual responsibility. Students in the HSM program should respect the integrity of those who make available their work either in hard copy, electronically, or through oral presentations. All assignments submitted for a grade and exams must be original work, or in the case of assignments, give credit to other works.

Definition

Academic dishonesty is defined as representing or attempting to represent another's work as one's own or participating actively in such falsification. Examples of academic dishonesty include, but are not necessarily restricted to: Plagiarism, cheating, facilitating academic dishonesty, and unauthorized examination behavior.

Plagiarism

Plagiarism is the act of intentionally using material, wherever it comes from (other than material which is common information) that is not yours, without acknowledging the source of that material. Some examples of plagiarism include but are not limited to: (1) copying a table or figure or other information from a web site without referencing the source; (2) rephrasing materials from another source without referencing the source; (3) using word-for-word passages from another source without placing those passages in quotes, even if that source is referenced.

Written Assignments

To ensure consistency in the preparation of written assignments in the HSM Program, students are required to follow an established style format such as the American Psychological Association, Chicago Manual of Style, etc... Failure to appropriately acknowledge the works of others regardless of the medium (e.g. video, computer program, etc.) or failure to use quotation marks where appropriate is considered plagiarism and a violation of this policy.

Students may choose to attend the complimentary METC sponsored Refworks session that covers multiple methods of citing work. In addition, Rush's LEAP program has complimentary business writing classes throughout the year to help students who need business writing. These sessions are typically on the second Tuesday of each month from 9am to noon. Examples of recommended classes include Clear Sentences, Writing the Flows, Focus: Choosing & Creating It, Grammar and Proofreading, and Organizing Documents.

Other Examples of Academic Dishonesty

Besides plagiarism, other behaviors are also considered a violation of academic integrity. A few are listed as examples, but are not meant to be all-inclusive:

- Permitting anyone to copy or duplicate your work (for example: copying computer output for your use that another student produced).
- Providing another student answers during an exam, or looking at another student's responses paper during an exam.

- Copying or downloading computer software without proper authorization.
- Breaking into or using university/medical center owned computer files in an unauthorized manner.
- Performing any course work (e.g., exams or assignments) of a web course for someone else or having someone other than yourself complete your web course work.
- Submitting the same assignment with substantively the same content for a grade in two courses of the HSM Program without permission from the Course Directors of both courses.
- Using materials or answers hidden on one's person, personal effects, or electronic device that contains answers for an exam without the explicit approval of the Course Director.

Procedure for Handling Charges of Academic Dishonesty

Students share with faculty the responsibility for maintaining the integrity of the educational process. Therefore, any student who has observed the apparent violation of academic integrity has the obligation of reporting the incident immediately to the Course Director. Failure to report an apparent violation of academic integrity also constitutes a violation of academic integrity.

The Course Director will document the incident and request a meeting with the student(s). The Course Director will meet with the student(s) soon after the report of the incident or the suspected incident to discuss the apparent violation. The Course Director may impose a disciplinary action consistent with the penalties itemized below. The Course Director shall determine the sanction for a violation in consultation with the Director of Operations and Faculty Development. The Course Director shall inform the Director of Operations and Faculty Development and the Chairperson in writing of his/her final determination and disciplinary action, if any. A copy of this letter shall also be sent to the student. The Course Director's decision shall become final and binding if not appealed by the student.

The Course Director may impose any of the following disciplinary actions:

- Having the student do the assignment/exam again.
- Giving a grade of F (or zero points) on the assignment.
- Giving a grade of F in the course, which results in academic probation.

The Chairperson may also institute disciplinary actions subsequent to the decision. These may include:

- A written warning of the consequences of academic dishonesty.
- Dismissal from the Program.

Student Appeal of Course Director's Determination and/or Disciplinary Action

A student may appeal the Course Director's determination and/or disciplinary action. This appeal must be made by the student in writing with original signature and must be sent to the Chairperson within five business days of receiving a copy of the Course Director's written notification of determination and/or disciplinary action. The Chairperson shall then transmit the appeal to the Student Progress Subcommittee for its consideration and determination. Within twenty days of receiving the written appeal, the Student Progress Subcommittee shall conduct an informal hearing, attendance at which shall be at the direction and discretion of the Committee. The Chairperson may attend the hearing at his/her discretion. The student and Course Director must be given the opportunity to introduce and question witnesses. Thereafter, the Committee shall consider all of the information, documentation, and testimony provided at the hearing, and shall determine the validity of the charge and/or the suitability of the proposed disciplinary action. The recommendation of the Committee shall be

transcribed and transmitted to the Chairperson within five days of the conclusion of the hearing. The Department Chairperson's decision shall be put in writing and sent to the student, Course Director, and Student Progress and Promotion Subcommittee. If the charge is not upheld, the Chairperson shall request the Course Director to re-evaluate any work produced related to the charge of academic dishonesty. This re-evaluation need not result in a change of grade, but should not result in any penalty to the student due to the alleged violation.

A student may further appeal the incident after following the procedure above to the Dean of the College of Health Sciences with whom the final appeal should rest.

Repeated Violations of the Policy

For any second charge of violation of academic integrity that is upheld as valid, the mandatory penalty is dismissal from the program.

4. Curriculum: 2017-18 Full Time Curriculum

First semester year one:

Course Name	Number	Semester hours
Health Care Organization and the Patient Experience of Care	606	3 credits, 45 semester hours
Professional Seminar	610	3 credits, 45 semester hours
Human Resources Management	608	3 credits, 45 semester hours
Health Care Corporate Finance	612	4 credits, 60 semester hours
HSM Internship*	620	1 credit, 15 hours
Total		14 credits

Second semester, year one:

Course Name	Number	Semester hours
Health Informatics	616	3 credits, 45 semester hours
HSM Internship*	622	1 credit, 15 hours
Healthcare Economics and Payment Systems	628	4 credits, 60 semester hours
Statistics for Health Care Management	632	2 credits, 30 semester hours
Quality, Safety & Operational Improvement in Healthcare	636	4 credits, 60 semester hours
Topics in Health Systems Management	676	2 credits, 30 semester hours
Total		16 credits

First semester, year two:

Course Name	Number	Semester hours
Health Care Planning & Marketing	640	2 credits, 30 semester hours
Health Care Managerial Finance & Seminar	644	4 credits, 60 semester hours
Health Law & Ethics for Healthcare Managers	648	3 credits, 45 semester hours
Health Policy	652	2 credits, 30 semester hours
Master's Project I	656	3 credits, 45 semester hours
Total		14 credits

Second semester, year two:

Course Name	Number	Semester hours
Master's Project II	660	2 credits, 30 semester hours
Organizational Analysis and Change, Leadership, and Lifelong Learning	664	4 credits, 60 semester hours
Managerial Epidemiology	668	2 credits, 30 semester hours
HSM Capstone: Strategic Management of Health Care Organizations	672	2 credits, 30 semester hours
Topics in Health Systems Management	680	2 credits, 30 semester hours
Topics in Health Systems Management	684	2 credits, 30 semester hours
Total		14 credits

Years	Total Credits
Total Year 1	30 credits
Total Year 2	28 credits
Total	58 credits

*Note: For Part-time students, HSM Internship will have different course numbers (i.e., HSM 624 and HSM 626). The part time internship has different deliverables and course requirements, and will be a separate course.

Part-Time Students Beginning Academic Year 2017-18

Year 1				Year 2				Year 3				Year 4			
Course Name		#	CR	Course Name		#	CR	Course Name		#	CR	Course Name		#	CR
S1	Health Care Organization and the Patient Experience of Care	604	3	S1	Human Resource Management	608	3	S1	Health Care Planning & Marketing	640	2	S1	Health Law & Ethics for Health Care Managers	648	3
	Professional Seminar	610	3		Health Care Corporate Finance	612	4		Health Care Managerial Finance & Seminar	644	4		Masters Project I Pre req's: Masters Project Pre req's: HSM-601 Health Care Organization & Patient Experience, 604 Professional Seminar, 632 Statistics for Healthcare Management, 628 Healthcare Economics and Payment Systems , 616 Health Care Informatics , 636 Quality, Safety & Operational Improvement in Healthcare	656	3
	Semester Total	6			Semester Total	7			Health Policy	652	2		Semester Total	6	
S2	Health Informatics	616	3	S2	Healthcare Economics and Payment Systems Pre-req: HSM632 Statistics for Health Care Management or NUR-510 or concurrently	628	4	S2	Organizational Analysis and Change, Leadership, and Lifelong Learning	664	4	S2	Masters Project II Pre req's: Masters Project Pre req's: HSM-601 Health Care Organization & Patient Experience, 604 Professional Seminar, 632 Statistics for Healthcare Management, 628 Healthcare Economics and Payment Systems , 616 Health Care Informatics , 636 Quality, Safety & Operational Improvement in Healthcare, HSM 656 Masters Project I	660	2
	Statistics for Health Care Management	632	2		Quality, Safety & Operational Improvement in Healthcare	636	4		Managerial Epidemiology Pre-req: HSM632 Statistics for Health Care Management or NUR-510 or concurrently	668	2		HSM Capstone: Strategic Management of Health Care Organizations	672	2
	Topics in Health Systems Management (elective)	676	2						Topics in Health Systems Management (elective)	680	2		Topics in Health Systems Management (elective)	684	2
Semester Total		7		Semester Total		8		Semester Total		8		Semester Total		6	
Year Total		13		Year Total		15		Year Total		16		Year Total		12	
First Year Courses								Total credit hours required for degree= 58				Total credit hours			
Second Year Courses								Required elective hours=6				HSM Internship			
												Total credit hours earned			

Health Systems Management: Course Descriptions for 2017-18

606: Health Care Organization and the Patient Experience of Care

This course provides an overview of the health care in the United States – covering the political, economic and social organization of the delivery of care as well a newly emerging factor - the perspective of the patient. Students will understand and analyze the historical evolution, the structure, the financing mechanisms, the major provider components, performance, and how the point of view of the patient is increasingly shaping the future direction of health care.

The course will provide students with a framework to organize knowledge of the health care system to support further study in health services administration. Through reading, class discussions and debates, students will gain an understanding of the major issues facing the health care system and consider alternative approaches to improve the system.

Students will have the opportunity to observe and interview patients and providers in actual clinical settings to understand their interface with the system and related medical, social, and economical issues. The course will introduce patient experience measurement and monitoring tools, techniques for listening to the “voice of the patient” and how all the elements of CMS’ value based purchasing plan tie together.

612: Health Care Corporate Finance

The course will provide the students the following fundamentals: over view of financial statements, balance sheet, transaction analysis, financial ratio analysis, principles of financial reporting, foundations of finance and valuation, time value of money, capital structure; Read and understand health care organizations financial statements; Analyze financial statements, understand how they relate, interpret an organization’s profitability, solvency and liquidity, explore the sources and costs of capital and the factors of investment decisions, and learn valuation principles.

HSM 616: Health Informatics

The purpose of this course is to prepare future health care executives with the knowledge and skills they need to leverage information gathered from and processed by electronic systems. Students will learn the value of information systems from a business and clinical perspective and then be introduced to Health Informatics, a field concerned with the use of information technology in healthcare. Finally, students will receive an overview of data analytics with an emphasis placed on developing students’ abilities to identify, understand, manage, and effectively utilize electronic health care data. The course provides a good foundation for any career in health care given the pervasiveness of information systems.

HSM 628: Healthcare Economics and Payment Systems

This course provides students with the fundamental economic concepts and theories underpinning the health care industry and the technical components of health care reimbursement and payment models.

By the end of the semester, students will be able to evaluate, both at a conceptual and at an analytical level, arguments about how the markets for health care and health insurance work. This course takes a holistic look by evaluating the perspectives of various stakeholders; the patient, provider, industry and government.

HSM 636: Quality, Safety & Operational Improvement in Healthcare

This course provides students with the knowledge, skills and abilities needed to apply systems thinking, quantitative methods, and other tools to increase the capacity for quality and operational improvements in health care organizations. Improvement of quality, safety, operational, and financial outcomes is the main role of the health care leader, and is a result of effective understanding and use of data and insights, and motivating change among multi-disciplinary stakeholders. Methodologies, tools and approaches to transform data into usable insights will be presented, including the effective use of metrics and dashboards. Students will appreciate the utility of these for analyzing systems, improving processes, and enhancing quality and patient safety. Emphasis is placed on students' abilities to work with managers and clinicians to analyze problems, identify possible solutions, implement process improvements, and communicate with stakeholders in non-technical terms. The course uses a combination of learning methods, including group discussion, multi-media, and operational projects. Challenging assignments in real health care settings—such as emergency department throughput, operating room logistics, and mortality and complication improvements—give students the opportunity to apply what they are learning.

HSM 676, 680 and 684: Topics in Health Systems Management (elective)

Electives have been developed to accommodate the diverse educational needs of our students. Topics in Health Systems Management provide students the opportunity to further develop their health care leadership knowledge, skills and attitudes.

HSM 648: Health Law & Ethics for Health Care Managers

This course is designed to introduce students to the legal, regulatory and ethical landscape applicable to the health care industry. The topics include a variety of legal and ethical issues that are relevant to the practice of health care administration, including regulatory and business law, fraud and abuse, corporate governance, and organizational liability. Students will also consider the ethical issues underlying the fundamental conflicts and decisions faced by health care managers, including identifying stakeholders, defining ethical conflicts, proposing multiple courses of action as well as the possible costs and benefits of each.

HSM 664: Organizational Analysis and Change, Leadership, and Lifelong Learning

This course is designed to increase students' knowledge and competencies in organizational analysis and leadership, with a special emphasis on the transformative change taking place in the health ecosystem. The course begins by helping students develop a solid conceptual understanding of organizational processes from a socio-technical perspective, and gain experience in using this understanding to plan successful change efforts for individuals, teams, and organizations. The course places particular emphasis on developing student skills in observation and reflection on individual behavior, group processes, and systems. The course draws on organizational and behavioral theory, but emphasizes application through team-based learning, experiential exercises and reflection on the exercises. The course concludes with an emphasis on personal leadership and lifelong learning, with a focus on helping students enhance their self-awareness concerning strengths and development needs as they relate to their career aspirations.

HSM 610: Professional Seminar

The purpose of this course is to review basic professional principles in preparation for careers in health care management. In this course, professionalism in terms of time management, project management, and written verbal, and oral communication skills, including email and executive memo etiquette is re-enforced with helpful tips and in-class exercises. Building upon these skills, the course will then be designed to prepare students for employment interviews and for careers in health management. Exercises include recorded video, consulting case studies, dining simulations and interactions with health care experts in the areas of association, consulting, insurance, group practice, and federal government management. Students will gain confidence and competence in networking and job search strategies.

608: Human Resources Management

This course provides an understanding of the human resource management knowledge and skills required of the health systems manager in an environment that is constantly changing. Skills acquired include managing talent, developing talent, engaging/motivating employees, and leadership capability.

HSM 620: HSM Internship

The HSM internship requires a minimum of 440 hours of real world work experience in a health care organization. HSM fulltime students will almost always fulfill this requirement through part-time jobs within Rush University Medical Center or its affiliates during their first year in the program; however, fulltime students, under extenuating circumstances, do have the option of fulfilling the requirement through a summer internship that they identify and secure, dependent upon departmental approval. The internship emphasizes the 10 distinguishing competencies plus the Professionalism competency contained within the full set of 26 competencies for the National Center for Healthcare Leadership; these include: accountability, achievement orientation, leadership, collaboration, communication skills, professionalism, project management, and self-confidence. Demonstration of behavior consistent with the Rush ICARE values is also expected. During the first semester, data management sessions will also build upon basic and intermediate excel and access knowledge, data management skills are further strengthened to handle real world data challenges (i.e., domain and data understanding, data cleaning, data transformation, output generation, and creating reports and dashboards) to facilitate decision making.

HSM 622: HSM Internship

The HSM internship requires a minimum of 440 hours of real world work experience in a health care organization. HSM fulltime students will almost always fulfill this requirement through part-time jobs within Rush University Medical Center or its affiliates during their first year in the program; however, fulltime students, under extenuating circumstances, do have the option of fulfilling the requirement through a summer internship that they identify and secure, dependent upon departmental approval. The internship emphasizes the 10 distinguishing competencies plus the Professionalism competency contained within the full set of 26 competencies for the National Center for Healthcare Leadership; these include: accountability, achievement orientation, leadership, collaboration, communication skills, professionalism, project management, and self-confidence. Demonstration of behavior consistent with the Rush ICARE values is also expected.

HSM 632: Statistics for Health Care Management

This course will cover important elements of biostatistics, including descriptive statistics, normality, hypothesis testing, parametric and non-parametric analyses, and simple/multiple-linear & logistic regression. The overall goal is to develop students' ability of applying appropriate statistics in enhancing health care management, promoting population health, and conducting health research. Computerized statistical programs, i.e., SPSS/PAWS, will be used in lectures and lab practice sessions.

HSM 668: Managerial Epidemiology

This course emphasizes managerial epidemiologic principles that health care managers use to inform strategic initiatives and to achieve optimal organizational performance. Topics include basic epidemiological principles to understand disease, descriptive epidemiology, research designs, cost effectiveness analysis, community needs assessment, program planning and program evaluation.

HSM 644: Health Care Managerial Finance & Seminar

This course moves beyond basic financial accounting to how financial information is used to manage and make decisions. From the revenue perspective, students are expected to learn and demonstrate an understanding of the way health care providers are paid for services based on the source of payment (Medicare, Medicaid, managed care) and the payment methodology. From a cost perspective, cost allocation methodologies as well as types of costs (e.g. fixed, variable, semi-variable), will be taught. Case studies, in-class exams, and team presentations will be used to evaluate students' competencies to assemble revenue and cost information to make strategic decisions and construct budgets and business strategies. The examples used will focus on existing and emerging reimbursement trends that are impacting health care organizations.

HSM 652: Health Policy

This course introduces students to the public policy and political environments that influence and shape the manner in which health care is obtained and delivered in the United States. More specifically, this course will examine the organization and financing of health care, politics, and the influence of Medicare and Medicaid policies through the lens of contemporary health policy issues. In addition to conceptual discussion, the course includes a variety of techniques to analyze and evaluate health policy decisions and their implications on health care organizations.

HSM 656: Masters Project I

The overall goal of this course is to integrate quantitative methods and health care management knowledge to address a problem that is important to health care delivery, management or policy. In this course, students will design and conduct an applied quantitative research project that results in a high quality, compelling management report and two professional oral presentations to key stakeholders. The key components of this course include integrating and synthesizing information from multiple sources; developing an appropriate research question; developing an appropriate research design and analysis plan; integrating rigorous analytic methods with data management skills to analyze data; and interpreting quantitative or qualitative results in light of the existing literature and best practices to provide new insight for health care management or policy.

HSM 660: Masters Project II

The overall goal of this course is to integrate quantitative methods and health care management knowledge to address a problem that is important to health care delivery, management or policy. In this course, students will design and conduct an applied quantitative research project that results in a high quality, compelling management report and two professional oral presentations to key stakeholders. The key components of this course include integrating and synthesizing information from multiple sources; developing an appropriate research question; developing an appropriate research design and analysis plan; integrating rigorous analytic methods with data management skills to analyze data; and interpreting quantitative or qualitative results in light of the existing literature and best practices to provide new insight for health care management or policy.

HSM 640: Health Care Planning & Marketing

This course develops students' understanding and appreciation of the health care planning, communications and marketing processes. Through discussions, cases, teach back of marketing and strategic planning concepts, and guest lecturers, topics are covered around all aspects of planning and marketing. These include frameworks for strategic thinking and planning, consumer research, market segmentation, distribution and product strategies, advertising and promotion, mass communications/public relations, social media, referral development and marketing, and assessment of outcomes and effectiveness of planning and marketing efforts. As a result of this course, students are able to discuss, assess and critically and marketing initiatives.

HSM 672: Capstone: Strategic Management of Health Care Organizations

This course provides students with opportunities to apply the fundamentals of strategic planning and marketing, economics, finance, information system, and operations acquired in previous courses in the HSM curriculum to practical problems and decisions faced by real health care organizations. Students apply techniques of situational assessment, data analysis, strategy development and problem solving. As the capstone course for the HSM program, students are encouraged to integrate and refine their knowledge from all sources of learning in the HSM program to apply to business case studies. They conduct strategic analyses and develop and present strategic recommendations consistent with the mission, vision and values of an organization under the guidance of a teaching team of senior health care managers. The result is an improved ability to think critically, identify strategic challenges, complete strategic analyses for different business problems, and communicate clearly.

HSM 624/626: HSM Internship (Part-Time)

The standard HSM Internship requires real world work experience in a health care organization. HSM part-time students are almost always full-time working professionals in a health care organization. For PT students with fulltime work experience in a health care organization, the internship experience should require the part time student to perform duties or tasks in a highly distinguishable capacity than their current full time role at their employer organization. There are a number of options for part-time (PT) students, who work fulltime, to complete the HSM Internship degree requirement; the student's Academic Adviser and the Internship Director work with part-time students early in their studies to plan an approach that meets the characteristics of an "ideal" Rush Internship and emphasizes the 10 "distinguishing competencies" plus the Professionalism competency. Demonstration of the Rush ICARE values is also expected. During the first semester in the program, data management sessions will also build upon basic and intermediate excel and access knowledge, data management skills are further

strengthened to handle real world data challenges (i.e., domain and data understanding, data cleaning, data transformation, output generation, and creating reports and dashboards) to facilitate decision making.

HSM-900 Independent Study

Specialized course work designed around the needs of an individual student. [Variable credit - with permission].

NCHL Competencies

Health Systems Management Program uses the NCHL Healthcare Leadership Competency Model which focuses on developing the critical competencies that health care leaders need to be successful.

National Center for Healthcare Leadership Healthcare Leadership Competency Model

The NCHL model provides breakthrough research and a comprehensive database for defining the competencies required for outstanding healthcare leadership for the future.



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5. Student Information

Student Professional and Community Service Requirement

Participation in service activities is an important attribute of the health science professional. A hallmark of outstanding Rush students and alumni is the desire and ability to make meaningful service contributions. Community service activities may include volunteer activities (health fairs and clinics, health education, provision of health services to at risk or disadvantaged populations, and other outreach education or clinical activities) and service on community boards, committees, work groups and other service activities that promote the health and well-being of the community and its members. Professional service may include participation in the provision of local, state, national or international activities to advance the quality, access and effectiveness of health care services provided by allied health professionals.

Achievement of the College of Health Sciences Excellence in Service Goal is demonstrated, in part, through:

1. Student and faculty participation in community service activities
2. Student satisfaction with and appreciation for community service.
3. Students and faculty who provide leadership and support to professional associations, boards and committees.
4. Provision of community and professional continuing education to local, national, and international audiences.

In order to support achievement of the college's service excellence goals and objectives, the college has developed a professional and community service requirement for all CHS students as a part of their academic programs.

As a requirement for program completion, each academic degree granting program will establish a minimum service requirement for each student enrolled in the program of at least sixteen (16) contact hours of approved professional or community service.

Examples of activities that may be used to meet this requirement include participation in community health fairs, community health screening and/or health services, provision of community health education, participation in approved professional service and/or continuing education activities and assistance with the delivery of seminars, lectures, workshops and related community or professional continuing education activities.

This program requirement must be fulfilled for satisfactory course completion for at least one course in the student's prescribed course of studies. As an alternative, the requirement may be listed as a graduation requirement for the program in the catalog and program handbook.

Student Advising

There are two types of student advisory roles in the MS-HSM program: academic advising and professional/career advising.

Academic Advising

The focus of academic advising within the program is the facilitation of student academic progress. It includes the following functions:

- Monitoring academic progress.
- Primary advice about choice of elective courses.
- Helping students address academic challenges they may be facing.
- Help students identify community service opportunities.

Academic advising for the MS-HSM program is provided by the six core academic faculty members. Each student is assigned an academic advisor as they enter the Program during orientation week. Scheduling is driven by the student and should take place quarterly - face to face or via e-mail. The academic advisor could also discuss other aspects of the graduate program, including career planning, but this is to compliment, not duplicate career advising.

Professional/Career Advising

The focus of Professional / career advising is to assist students in the initial stages of their career exploration process. It can include the following activities, among others:

- Periodic check-ins to discuss progress through the program.
- Exploration of student interests in various health administration career paths.
- Discussion of strategies for building a student's professional network.
- Encouraging students to focus adequate time on their search for post-first-year work opportunities.
- Assistance in identifying and assessing work opportunities as they relate to student career interests and goals.

Professional/career advisors are matched to incoming MS-HSM students by the Admissions Committee and/or HSM administration following the HSM-I Internship/Preceptor matching. Professional/career advisors continue to work with their advisees through the end of their first academic year. Advising relationships may continue into the second year if the advisor and advisee are interested, but it is not a requirement.

Advisor and Advisee Responsibilities and Expectations

Meetings. Career advisors and advisees are expected to check-in at least once per semester. Typically these meetings should be face-to-face, and may be initiated by either the advisor or the advisee. **The expectation is that students schedule these meetings.

Availability. If an advisee requests a meeting with their advisor, the advisor should make an effort to be accessible to their advisees on reasonably short notice if requested. Both advisors and advisees should make a concerted effort to honor set meeting times.

Support. Advisors agree to provide support for reasonable requests of assistance from their advisees. Examples of reasonable requests include:

- Critiquing resumes/cover letters for positions and/or fellowships.
- Assistance in identifying networking opportunities (e.g. referrals to other health administrators for informational interviews).
- Assistance in preparing for job interviews (e.g. planning/preparation, 'mock interview' practice).
- Advice on selection of work opportunities.

Advisors should not feel obligated to honor excessive or unreasonable requests (e.g., they are not obligated to find a job for their advisees, tutor them academically, or provide personal or financial counseling). We encourage career advisors to contact the HSM office for suggestions about referrals if an advisee needs assistance beyond the normal limits of the professional career advisor role.

HSM Office assistance. The Director of Student Development is responsible for the ongoing monitoring of the professional/career advisory function. If advisors or advisees run into difficulties or would like additional assistance or clarifications about the process, they are encouraged to contact the Director of Student Development for this assistance.

Program monitoring. Advisees and advisors are periodically surveyed about how the advisory process is going. The primary purpose of these surveys are continuous quality improvement as well as documentation for accreditation purposes. Surveys are typically very brief, but participation is critical and required.

College of Health Sciences Policy for Student Supported Travel

I. Introduction

The academic programs in the College of Health Sciences (CHS) recognize the importance of students participating in activities such as professional presentations, national, international, and state student competitions and in fulfilling leadership roles in professional organizations. These pursuits may enrich students' academic experiences, and they are expected among competitive academic programs. To the extent that resources are available, the college and programs in the CHS may provide support for travel expenses related to these activities.

This document describes the college policy related to eligibility and process for student travel which is supported either through the College or through department/program support directly. Departments may have separate policies related to student travel supported by philanthropic or grant funds, as long as these policies are consistent with the main Rush travel policies.

II. Eligibility

To be eligible for financial support, student travel must meet the following criteria. For the purposes of this document, travel expenses are those that are incurred related to the activities described above and that are in keeping with RUMC travel guidelines.

- a. Only state-wide, national, and international professional activities are eligible for travel support.

b. For professional presentations, the student must be listed as the lead (primary) author. Submission of the presentation must have taken place while the student was enrolled at Rush. The conference program must identify the individual as being affiliated with Rush University.

c. For professional leadership roles, the student must be the designated Rush representative of the program in which he or she is enrolled.

d. In all cases, the travel request must be endorsed by the student's associate chair and/or department chair.

III. Procedures

a. Travel arrangements must follow Rush and CHS travel guidelines.

b. The request for travel support is submitted to the person in charge of the funding source (department chair, associate chair, fund signator, or dean). The request must be submitted at least 6 weeks in advance of the event.

c. Two forms must be completed: (1) *CHS Student Travel Request* form, which includes student name; contact information; program name; title of presentation name, dates and location of meeting; signature of a sponsoring faculty member; (2) The *Rush Travel Authorization* form plus required attachments.

d. Within 10 days of receipt of the request, the student will be informed by the person in charge of the funding source (department chair, associate chair, fund signator, or dean) as to whether the travel will be financially supported. Depending on the availability of funds, support may be awarded fully, partially, or not at all.

e. Students must also complete and submit the Rush Expense Report with required receipts within two weeks of travel.

Contact Information

Peter W. Butler (312) 942-8715

Professor & Chair
Health Systems Management
Room 364 Professional Bldg. III (PB III)
Peter_Butler@rush.edu

Tricia Johnson, Ph.D. (312) 942-5402

Professor & Associate Chair of Research and Education
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Tricia_J_Johnson@rush.edu

Andrew Garman, Psy.D. (312) 942-5402

Professor & Associate Chair of External Affairs and Business Development
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Andy_N_Garman@Rush.edu

Jeff Canar, PhD (312) 942-7455

Asst Professor & Director of Operations and Faculty Development
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Jeff_Canar@rush.edu

International Services (312) 942-2030

Melvin Harris
(International Student liaison)
440 Armour Academic Center (AAC)
Melvin_Harris@rush.edu

McCormick Educational Tech. Ctr. (METC) (312) 942-6799

METC_Blackboard_Support@Rush.edu
(E-mail accounts, PC Lab)
9th Floor Armour Academic Center (AAC)
<http://www.rushu.rush.edu/metc>

Registrar's Office (312) 942-5681

(Grades, transcripts, registration, student I.D.s)
Room 440 Armour Academic Center (AAC)
Registrars_Office@Rush.edu

Security (312) 942-5678

Lauris Friedenfelds
(Escort services, lost and found, transport service)
Sub Basement – Tower

Diane Howard, Ph.D. (312) 942-5402

Associate Professor and Director of Student Development
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Diane_M_Howard@rush.edu

Shital C. Shah, Ph.D. (312) 942-5402

Associate Professor and Director, Program Development & Assessment
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Shital_C_Shah@rush.edu

Chien-Ching Li, Ph.D. (312) 942-5402

Assistant Professor
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Chien-Ching_Li@rush.edu

Michelle Murphy (312) 942-7168

Program Administrator
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Michelle_Murphy@Rush.edu

Cassandra Tribitt (312) 942-5402

Administrative Assistant
Health Systems Management
Room 126B Triangle Office Bldg. (TOB)
Cassandra_Tribitt@Rush.edu

Student Life (312) 942-6302

Main office: Student_Life@rush.edu
Rush University
(Social activities, student organizations,
special events, general information)
Room 984 Armour Academic Center (AAC)

Office of Student Financial Affairs (312) 942-6584

Diane Healy
Rush University
(Tuition deferments, health insurance)
Room 283 Triangle Office Bldg. (TOB)

Counseling (312) 942-3687

Hillarie Terebessy
Student Counseling Center
Kidston House, Suite 701

Financial Aid (312) 942-6256

Ethel Arroyo
Rush University
Room 440
financial_aid@rush.edu

HSM Student Quick-Reference Guide

The following summary information is provided for your quick-reference purposes. Please note that policies and contact information can change; please refer to the Rush University website and current university student manual for the most current information, or contact the HSM department at 2-5402.

- **Parking.** The Parking Garage office is open only from 8 a.m. to 5 p.m. Monday through Friday, and can be reached at 312-942-6594. It is located near the entrance to the Main Garage. The cost of a parking pass for the various garages differ depending on the location, but there is an initial \$25 deposit. You will need to arrange for the parking in person and provide them with a check for one month's use plus the deposit.
- **Counseling.** This service is available at no charge to all enrolled Rush students, including part time. Call 312-942-3687 to make an appointment. It is confidential and includes male and female counselors.
- **Security.** Rush provides a free escort service for all on-campus locations. They can walk you to your car or another on-campus location. This is available 24 hours/day, 7 days/week. Call 2-5678 (*If your call is not answered, keep calling*). Theft is the biggest security issue – do not

leave valuables unattended, especially in the library. Use good judgment late at night – walk in groups, keep aware.

- **Bookstore.** The Rush U bookstore is open from 8:30 a.m. to 5:30 p.m. Monday through Friday and from 9:30 a.m. to 1:00 p.m. on Saturdays.
- **Rush University Catalog.** You are responsible for knowing the policies and procedures contained in that handbook. The sections on Student Services, Campus Resources and Policies and Regulations are of special importance. Please note the university policy requiring continuous enrollment to remain an active student. If it is necessary for you to temporarily stop taking courses, *you must obtain a Leave of Absence*. Please review all of this information carefully and sign the form attesting that you have read it.
- **HSM Student Manual.** As you can see, this HSM manual includes a variety of information about the departmental procedures, the curriculum, the advisory process and the petition for waiver/transfer of credit, request for special accommodations and graduation requirements. You are required to sign a form expressing that you have received it and understand you are responsible for knowing the information contained within it.
- **RU Student Life Office.** The student lounge is accessible through the back door via student ID at any time. The Student Life Department offers a variety of services, including periodic raffles for sports or cultural events.
- **Financial Aid.** Students who are taking at least 6 credit hours per quarter (which constitutes half time) are eligible for financial assistance. Contact the Financial Aid Department at financial_aid@rush.edu or 312-942-6256.
- **Health Insurance Plans.** Health insurance is available to all Rush students, even if they are taking only one credit-hour of coursework. Contact Diane Healy 312-942-6584 for more information.
- **Library.** Information is available on the library home page at <http://www.lib.rush.edu/library/index.html>. Jeannie Link (312-942-5950) would be happy to discuss all of the library services with you. Students may access library resources on or off campus. To access the materials from home, you must obtain a proxy account at <http://www.lib.rush.edu/library/connect.html>. Online applications for proxy accounts can ONLY be done on campus. If you wish to utilize the interlibrary loan service, it likewise is necessary to apply for an interlibrary loan account at <http://www.libill.rush.edu/illiad/logon.html>. Students must use their photo identification to check out materials at the Rush University Library.
- **McCormick Education Technology Center (METC).** Students have 24-hour access to the METC, where they are welcome to use the computers and other equipment. Students must use their Rush student ID to enter. The METC has a variety of videos and educational tapes available for student use as well as student study rooms.
- **Outlook Account.** The University will create your Outlook e-mail account and disseminate it to you at orientation. This e-mail account is the primary means by which the medical center, university, course directors, and the HSM department communicate with you; it is your responsibility to check this account regularly. You should change your password as soon as possible and begin accessing this account – much university and departmental information is transmitted that way, and often your fellow students will communicate with you through this account. The URL for the student login page to use outlook is: <http://webemail.rush.edu>
- **Blackboard Account.** Go to <https://rush.blackboard.com/>. Your log-in ID is your first initial + your last name. Your initial password will be given to you during the CHS orientation.

If you tried to login and were unsuccessful, fill out the student help request form or call 2-HELP to request technical support from the RUMC Information Services department.

- **Student Photo Identification.** Each student must have a student photo identification, which should be worn anytime the student is on Rush University Medical Center property. The identification can be obtained between 8:30 a.m. and 4:30 p.m. weekdays at the Registrar's office, Room 440 of the Armour Academic Center. Any questions, call 312-942-5681. This ID is necessary to gain access to the McCormick Educational Technology Center, and to gain access to the Student Affairs student lounge after hours.
- **Student Number.** Your student ID number is 7 numbers in length and begins with two leading zeros. You will need this number when you interact with different University offices.