

Course Details	
Course Code: HSA 699	Professor:
Course Title: Healthcare Capstone Project	E-Mail:
Program: Master in Healthcare Management	Term:
Credits: 3	Schedule:
Contact Hours: 48	Delivery:
Prerequisites: ALL COURSES	Campus: AU Sunnybrook Road

Course General Information

Course Description:

HSA699 is the culminating integrative experience of the Master in Healthcare Management program. Students partner with or study an approved healthcare organization, define a consequential management problem, conduct an evidence-based organizational inquiry, analyze relevant qualitative and/or quantitative information, and develop feasible recommendations. The project integrates leadership, strategy, finance, human resources, public health, quality and safety, ethics, information technology, stakeholder engagement, and project management. Students demonstrate advanced program competencies through a professional written report, simulation-supported practice, an executive presentation, and an oral defense.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- **CLO 1.** Define and scope a significant healthcare-management problem through organizational assessment, stakeholder engagement, and systems thinking.
- **CLO 2.** Design and conduct an ethical, methodologically appropriate, evidence-based inquiry using scholarly, organizational, and industry sources.
- **CLO 3.** Analyze and synthesize qualitative and/or quantitative evidence using appropriate operational, financial, workforce, quality, public-health, and technology perspectives.
- **CLO 4.** Formulate innovative, ethically responsible, measurable, and strategically aligned recommendations that are feasible within the organizational context.
- **CLO 5.** Manage an integrative healthcare project with accountability, collaboration, effective resource planning, and responsiveness to stakeholder needs.
- **CLO 6.** Communicate, defend, and reflect on capstone findings and recommendations through professional written, visual, and oral formats tailored to healthcare leadership audiences.

CLO-Competency-PLO Alignment Matrix

The following matrix demonstrates the alignment among the Course Learning Outcomes (CLOs), the MSHM program competencies, and the corresponding Program Learning Outcomes (PLOs). As the culminating experience, HSA699 provides integrative evidence of achievement across the program.

Course Learning Outcome	Competencies	PLO Alignment
CLO 1	Community Collaboration; Organizational Awareness; Analytical Thinking	PLO2, PLO4, PLO7
CLO 2	Analytical Thinking; Accountability; Professional & Social Responsibility; Information Technology Management	PLO2, PLO6, PLO7
CLO 3	Analytical Thinking; Performance Measurement; Financial Skills; Human Resource Management; Information Technology Management	PLO2, PLO3, PLO6, PLO7
CLO 4	Strategic Orientation; Innovation; Process & Quality Improvement; Professional & Social Responsibility	PLO1, PLO2, PLO4, PLO6, PLO7
CLO 5	Project Management; Team Leadership; Community Collaboration; Accountability	PLO1, PLO4, PLO5, PLO7
CLO 6	Communication Skills; Interpersonal Understanding; Self-Awareness; Self-Confidence	PLO1, PLO4, PLO5, PLO7

Capstone Attributes

Attribute	Expectation	Representative Competencies
Independent	The student leads the inquiry and documentation while maintaining scheduled consultation with the Capstone Advisor.	Accountability; Project Management; Self-Awareness
Original	The project provides a context-specific analysis and does not reproduce prior coursework or another study.	Innovation; Strategic Orientation; Analytical Thinking
Rigorous	The problem, evidence, methods, findings, limitations, and conclusions are precise, transparent, ethical, and verifiable.	Analytical Thinking; Performance Measurement; Professional & Social Responsibility
Practice-Advancing	The project contributes actionable knowledge capable of improving healthcare policy, systems, operations, or professional practice.	Community Collaboration; Process & Quality Improvement; Organizational Awareness

***Note on the Cross-Cutting Treatment of Key Competencies:**

- Throughout the development of the HSA699 Capstone Project, several key competencies are addressed transversally across the various Modules and course activities. Competencies such as Project Management, Critical Thinking, Information Technology Management, Innovation, Community Collaboration, Process & Quality Improvement, Financial Skills, and Human Resource Management are not confined to a single Module but are continuously integrated throughout the entire process, from project planning and analysis to the formulation of solutions and the final presentation.
- **Project Management** is embedded in the planning, goal setting, timeline development, resource management, and coordination involved in completing the Capstone.
- **Analytical Thinking** is applied in all analytical phases, including organizational assessment, stakeholder evaluation, and the formulation of evidence-based decisions.
- **Information Technology Management** plays a key role in data analysis, tool selection, and in proposing technology-based solutions that enhance healthcare delivery.
- **Innovation** is reflected in the creation of strategic, creative, and impactful solutions that address complex healthcare challenges.
- **Community Collaboration** is demonstrated through engagement with real-world stakeholders, understanding of institutional dynamics, and the proposal of contextually relevant recommendations.
- **Process & Quality Improvement** is integrated in the design of evaluation metrics, performance benchmarks, and continuous improvement strategies.
- **Financial Skills** are applied in budgeting, resource allocation, and economic justification of proposed interventions.
- **Human Resource Management** is addressed through workforce planning, team leadership, and the alignment of HR practices with strategic goals.

This cross-cutting approach ensures that students demonstrate a comprehensive mastery of program competencies, enriching their professional profile and preparing them to lead effectively in real-world healthcare management environments.

Throughout the Capstone experience, students are expected to demonstrate their ability to conduct a research-based project with a high degree of independence, while maintaining regular consultation with their Capstone Advisor.

The project must reflect the essential characteristics of independent execution, originality, academic rigor, and relevance to the advancement of the healthcare administration profession. The table below outlines the specific definition and expectations associated with each of these attributes in the context of a graduate-level Capstone project.

Course Mapping by Module

Module	Topic	CLO Alignment	Primary Evidence
1	Course Overview Problem Statement	CLO 1, CLO 5	Healthcare Organization Diagnostic Simulator
2	Project Work Plan Powerful Questions	CLO 1, CLO 2, CLO 5	Project Work Plan and 3–5 Powerful Questions
3	Literature Review	CLO 2, CLO 3, CLO 4	Integrated Literature Review using recent peer-reviewed and authoritative professional evidence.
4	Methodology and Research Method	CLO 2, CLO 3, CLO 5	Research Methodology Decision Simulator
5	Data Collection Methods, Analyses, and Techniques	CLO 2, CLO 3, CLO 5	Stakeholder Analysis and Power–Interest Mapping Simulator
6	Substantiate Recommendations	CLO 3, CLO 4, CLO 5	Evidence-Based Recommendation Builder Simulator
7	Executive Summary	CLO 3, CLO 4, CLO 6	Leadership, Ethics & Decision-Making Simulator
8	Final Project	CLO 1 - CLO 6	Final Capstone Report

In this course, students will integrate and apply healthcare management knowledge and competencies through the development of a comprehensive capstone project addressing a healthcare organizational problem. Emphasis will be placed on problem identification, project planning, literature review, research methodology, data collection and analysis, stakeholder engagement, and evidence-based recommendations. Students will incorporate leadership, ethical reasoning, and strategic decision-making throughout the project.

Through applied simulations and progressive project milestones, students will assess organizational challenges, select appropriate research methods, analyze evidence, and formulate actionable recommendations. Upon completion, students will be equipped to communicate findings through an executive summary and final capstone report, demonstrating their ability to develop feasible, ethically sound solutions that support healthcare quality and organizational performance.

Course materials/learning resources:

- **Textbook 1:** Burns, L., R., Bradley, E., H., and Weiner, B., J. (2012). Health care management: Organization design & Behavior. (6 Ed). Clifton Park, N.Y.: Delmar Cengage Learning
- **Textbook 2:** Dye, C., F. (2017). Leadership in healthcare: Essential values and skills. (3 Ed). Chicago, IL: Health Administration Press
- **Textbook 3:** Harrison, C., and Harrison, W., P. (2013). Introduction to healthcare finance and accounting. Clifton Park, N.Y.: Delmar Cengage Learning

Assessment Classification and CLO Alignment

The following distribution identifies the graded evidence for each capstone stage. The lower-level component verifies readiness to use credible evidence and scholarly conventions. Higher-level components require organizational diagnosis, methodological judgment, data interpretation, synthesis, creation, implementation planning, professional communication, and defense. The assigned level must be reflected in the scoring rubric.

Assessment	Weight	CLO	Competency	Level	Classification rationale
Foundational evidence readiness and source evaluation	10%	CLO 2	Analytical Thinking; Communication Skills	Lower	Verifies accurate identification of credible evidence, capstone requirements, scholarly conventions, and foundational research concepts.
Organizational diagnosis and problem statement	10%	CLO 1, CLO 5	Organizational Awareness; Analytical Thinking; Community Collaboration	Higher	Requires organizational assessment, stakeholder evidence, systems thinking, scope decisions, and justification of significance and feasibility.
Project work plan and powerful questions	10%	CLO 1–2, CLO 5	Project Management; Accountability; Communication Skills	Higher	Requires coherent questions, milestones, resources, responsibilities, risks, access requirements, and stakeholder communication planning.
Literature review and methodology design	15%	CLO 2–3, CLO 5	Analytical Thinking; Project Management; Professional and Social Responsibility	Higher	Requires critical synthesis, evidence-gap analysis, justified methodological design, safeguards, and a feasible analysis plan.
Data collection and preliminary analysis	15%	CLO 2–3, CLO 5	Analytical Thinking; Performance Measurement; Information Technology Management; Accountability	Higher	Requires implementation of an evidence protocol, data-quality evaluation, analysis, interpretation, and acknowledgment of limitations and bias.
Evidence-based recommendations and implementation plan	15%	CLO 3–5	Strategic Orientation; Innovation; Process and Quality Improvement; Financial Skills	Higher	Requires comparison of alternatives, SMART recommendations, feasibility analysis, resources, risks, measures, and implementation priorities.
Executive summary	10%	CLO 3–4, CLO 6	Communication Skills; Strategic Orientation; Performance Measurement	Higher	Requires synthesis of the problem, method, findings, limitations, recommendations, and decision-relevant visuals for leaders.

Final capstone report, presentation, defense, and reflection	15%	CLO 1–6	Multiple competencies	Higher	Requires integration of all project components, professional communication, oral defense, response to questions, and reflection on competency achievement.
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Grading Scale Policy

Performance Level	Grade	Percentage
Exceeds Expectations	A	90–100%
Meets Expectations	B	80–89%
Minimally Meets Expectations	C	70–79%
Does Not Meet Expectations	D/F	Below 70%

This format is consistent with graduate-level expectations: a grade of C (70–79%) represents the minimum performance level that meets course requirements, while any final score below 70% is classified as Does Not Meet Expectations. Competency achievement is documented separately at the criterion level using the 80% benchmark.

Assessment Category	Earned Percentage
Foundational evidence readiness and source evaluation	10%
Organizational diagnosis and problem statement	10%
Project work plan and powerful questions	10%
Literature review and methodology design	15%
Data collection and preliminary analysis	15%
Evidence-based recommendations and implementation plan	15%
Executive summary	10%
Final capstone report, presentation, defense, and reflection	15%
Total	100%

Note: The grade will be released Module during the academic term and according to the curriculum, the learning pace and the performance of the students in this class.