

Meeting Competencies Standards for the Commission on Accreditation of Healthcare Management Education (CAHME):

**Coordinating shared core course redesign and student
assessment metrics with a MPA program accredited by the
Network of Schools of Public Policy, Affairs, and
Administration (NASPAA).**

**Teaching Public Administration Conference
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Agenda

- ◆ Background & setting
- ◆ Plan for Planning
- ◆ Stakeholder Engagement/Detailed Planning
- ◆ Lessons Learned
- ◆ General Lessons
- ◆ Comments/feedback



Background/Setting

- ◆ Directive from Provost's Office to pursue CAHME accreditation
- ◆ GVSU, School of Public, Nonprofit & Health Administration
 - Graduate & undergraduate
- ◆ Founded as PA program, nonprofit added, then later health added.



Background/Setting

◆ GVSU Context

- Historical levels of state funding
 - ◆ Premium on shared courses
 - ◆ Silos aware on same farm
- West Michigan
 - ◆ Largest concentration of family philanthropies in US
 - ◆ Community service
 - ◆ Business/skills orientation



Plan for Planning

1. Review CAHME accreditation standards and competencies.
2. Review NASPAA accreditation standards and expected competencies.
3. Identify currently accredited MHA programs (at other universities) for comparison.
4. Map existing courses in the MHA curriculum to CAHME competencies.
5. Assess missing competencies and need for new courses.
6. Identify opportunities to share existing courses in other colleges to meet new course needs.
7. Identify opportunities to share new courses with other colleges to meet new course needs.
8. List new courses to be created.
9. Identify “stakeholder” faculty, department directors and Deans.

“Stakeholder” was used to identify any faculty (and the associated Department directors and Deans of other colleges) not in the MHA program that currently teach courses, or would be proposed to teach courses, in the revised MHA. This group included five adjunct faculty who regularly taught either shared courses in SPNHA or courses in the MHA program.



Plan for Planning

- ◆ Approach and methodology similar – not surprising as both degree programs seek to develop competent managers that interface with communities.
 - We found these similarities also with AACSB, CEPH and ABET – all of which have been competencies-based for longer than either CAHME or NASPAA.
- ◆ NASPAA looks like CAHME: use a methodology derived from the program's Mission, Vision, Values, Goals & Objectives
 - (under CAHME guidelines the Goals & Objectives becoming the competencies)
- ◆ Three point score SOMEWHAT similar – except that all need to be assessed within CAHME.
 - Likely due to longer term competencies-based approach. NASPAA does note that these processes are being phased in.



Stakeholder Engagement

◆ Stakeholder faculty

- SPNHA – HA: Three (3)
- SPNHA – PA: Two (2)
- SPNHA – NP: Two (2)
- Seidman College of Business: Two (2)
- Padnos College of Engineering & Computing: One (1)
- Kirkhof College of Nursing: One (1)
- Adjuncts – HA: Four (4)



Detailed Planning

- ◆ Finalizing the mission, vision, values, goals and objectives of the MHA.
- ◆ Finalizing the MHA competencies – drawn from the programs goals and objectives.
- ◆ Mapping the competencies to assessment metrics.
- ◆ Identifying missing assessment metrics and courses for inclusion.
- ◆ Drafting syllabi for new courses (in conjunction with stakeholder faculty where appropriate).
- ◆ Finalizing the MHA curriculum.
- ◆ Calculating faculty loads for the revised curriculum.
- ◆ Estimating minimum need for new faculty positions.
- ◆ Finalizing the contents of the detailed plan including all of the above with budgets.
 - This task consisted of drafting the “Syllabus of Record” for each new course and submitting these as completed to faculty governance processes for review, comment and approval. These all were completed and approved by the end of April 2013.



Shared faculty

Table One
Core Courses by Instructor Source

Required CORE Courses	Instructor Source		Hours
	HA/PA	KCON	
PA 611 Research Methods	HA/PA	KCON	3
PA 612 Human Resources	HA/NP/PA		3
PA 614 Organization Theory	NP/PA		3
PA 630 Health Administration	HA		3
PA 631 US Health Politics & Policy	HA		3
PA 632 Health Services Finance	SCB		3
PA 633 Health Economics	SCB		3
PA 634 Healthcare Law & Ethics	HA		3
PA 640 Marketing Health & Human Services	HA/NP/PA		3
PA 643 Strategic Management & Planning	HA/NP/PA		3
PA 636 or NUR 6XX (Interdisciplinary course in quality)*	HA/KCON		3
CIS665: Clinical Information Systems	PCEC		3
Subtotal Required Hours CORE Courses			36
PA 619 Capstone**	HA/NP/PA		3
PA 690 & 691 Graduate Internships***			6
<p>*A syllabus of record for a QA/QI designed solely for health administration students has been submitted for review by faculty governance in case it is determined that an interdisciplinary course cannot be constructed that will satisfy both external accreditation organizations to KCON and SPNHA.</p> <p>**May be replaced by a Thesis or, upon advisor approval, the Research Project.</p> <p>***May be waived in whole or in part based on waiver policy.</p>			
LEGEND:			
<i>HA = SPNHA - Health Administration Faculty</i>			
<i>NP/PA & HA/NP/PA = With or by SPNHA - Shared Health Administration, Nonprofit Administration or Public Administration Faculty</i>			
<i>PCEC = By Padnos College of Engineering Faculty</i>			
<i>KCON = With or by Kirkhof College of Nursing Faculty</i>			
<i>SCB = By Seidman College of Business Faculty</i>			



Shared faculty

Table Two
Concentration Courses by Instructor Source
 (Each Concentration totals nine credit hours)

<i>Hospital Administration</i>		
Courses	Instructor Source	Hours
PA 635: Hospital Administration	HA	3
PA 639: Community Benefit Analysis & Management	HA	3
PA 646: Managerial Epidemiology	HA/KCON	3
<i>Long Term Care Administration</i>		
Courses	Instructor Source	Hours
PA 638: Long Term Care Administration	HA	3
PA 645: Aging & Society	HA/KCON	3
PA 646: Managerial Epidemiology	HA/KCON	3
Minimum Number of hours for pre-career		54
Minimum Number of hours with PA 690 and 691 waived (in service)		51 or 48
<i>NOTE: Increase in credit hours: 9 Hours for pre-career, 6 hours for early-career, 3 hours for mid-career</i>		
LEGEND:		
<i>HA = SPNHA - Health Administration Faculty</i>		
<i>HA/KCON = With or by Kirkhof College of Nursing Faculty</i>		



Shared faculty

Table Three
Concentrations (Nine Credits)*

<i>Community Health Administration</i>	<i>Healthcare Finance</i>
PA 637: Ambulatory Care Organization and Management	
PA 646: Managerial Epidemiology	To be determined in collaboration with faculty from the Seidman College of Business.
One additional course to be determined in Fall 2013.	

* To be submitted as a program change in Winter 2014.



MHA Faculty/Staff Changes

- ◆ Two new tenure track faculty positions
- ◆ One “Executive in Residence”
- ◆ Three MHA-dedicated, 12 month, full time graduate assistant positions



Other Changes

- ◆ Certificate in Long Term Care Administration
- ◆ Certificate in Community Benefit Management
- ◆ Satellite offerings in Mid-Michigan



Next steps

- ◆ Present to industry constituencies in Michigan
- ◆ Submit to Faculty Governance Committees
Fall 2013



Findings:

Instructional Pedagogies

- ◆ **Within SPNHA:** Regarding existing instructional pedagogies we found that our mix of pedagogical methods is almost in-line with the mix identified as maximal by CAHME. The only pedagogical method that requiring additional attention is the sophistication of our existing team-based learning (TBL) assignments.
- ◆ **External to SPNHA:** The stakeholder faculty from other colleges were uniformly subject to competencies-based accreditation hat places similar requirements as CAHME. We experienced no resistance from these faculty in participating in the work necessary to complete these processes for attaining accreditation from CAHME.



Findings:

Revising shared courses in accordance with the competency-based methodology

- ◆ **Within SPNHA:** Little resistance was met among stakeholder faculty with regard to revising shared courses to meet CAHME's accreditation standards. This was due in large measure to the recent change in NAPSAA's accreditation standards to focus on competencies. NASPAA's 2013 changes place similar requirements on the public administration faculty. The sole source of resistance: "common" syllabus.
- ◆ **External to SPNHA:** No resistance was met among stakeholder faculty in the three stakeholder colleges. The stakeholder faculty are all familiar with and adhere to similar standards from their respective accrediting bodies. Issues of a common syllabus were accepted in principle; however coordination/completion of this effort will not occur until the end of August 2013 for these courses.

Coordination of the activity across the three partner colleges takes time – but cooperation was not an issue. Both the Engineering and the Business colleges are already subject to competencies-based accreditation. As well, both had recently enhanced the TBL assignments contained in their courses due to changes in accreditation standards for this pedagogical method.



Findings: Deliver competency-based curriculum linking academic and professional elements & responding to industry needs

Within SPNHA:

1. The HA & NP faculty firmly tied to the private sector served, so less of an issue.
2. PA faculty supported by a vibrant alumni serving in local government across Michigan
3. SPNHA Advisory Council: to meet twice annually
 - A. "Sub" councils for PA, NP & HA. (two meet twice annually – or more at the demand from the members)
4. In advance of launch of revised MHA (and 2 certificate programs) extensive one-one meetings with stakeholder industry across Michigan

External to SPNHA:

The GVSU context influences all faculty across the university – we found that stakeholder faculty and department directors had similar close links with industry. After reaching agreement to move forward together on a health finance concentration the first step articulated by the Finance Department director was to meet with their industry stakeholders to discuss competencies.



Findings:

New technologies and instructional practice

Within SPNHA:

- ◆ Increase and/or bolster the use of TBL assignments & to incorporate peer grading

External to SPNHA:

- ◆ In all three colleges the stakeholder faculty are slightly ahead of SPNHA faculty in their use of technology to support team based learning.
- ◆ Until very recently all have more extensive users of the functionality contained in Blackboard that support group activities than have SPNHA faculty.
- ◆ The faculty of the business college also incorporate neutral facilitation (provided by a contractor) for conflict management as needed for all team based learning assignments in upper level graduate courses.



Timeline for accreditation

Fall 2012

- Review CAHME standards and changes/expected changes.
- Identify three comparison programs from all accredited programs.
- Assess current curriculum for completeness.
- Design new courses/revise existing courses for missing content.

Winter 2013

- Mission, vision, goals, objectives (and competencies).
- Draft new program curriculum.
- Map competencies to assessment metrics.
- Convene Stakeholder Faculty (shared faculty and adjuncts within SPNHA, the Seidman College of Business and Padnos College of Engineering and Computer Science) of revised MHA program and present plan for feedback.
- Incorporate feedback from stakeholder faculty and draft detailed plan for CCPS Dean.
- CCPS Dean presents detailed plan to stakeholder Deans for input and feedback¹.
- CCPS Dean presents final proposal to GVSU administration.
- Draft description of assessment metrics.
- Draft minimum assessment components to be included in each course.
- Seek GVSU administration approval for program change beginning Winter 2014.

¹ Including: Graduate Studies, College of Allied Health Professions, Kirkhof College of Nursing, Padnos College of Engineering and Computing and the Seidman College of Business.



Timeline for accreditation

Summer 2013

- Update MHA program content on GVSU website.
- Unveil new program to industry constituencies.
 - Obtain constituency feedback on program & competency priorities
 - Discuss and obtain feedback on internship relationships
 - Discuss and obtain feedback on posting of open positions on both GVSU's website and through the Health Professionals Graduate Student Alliance's (HPGSA) Facebook page
 - Discuss and obtain feedback on marketing the revised MHA
 - For industry constituencies in Mid-Michigan request input on viability of satellite offerings of the MHA degree program in Mid-Michigan.
 - Obtain industry feedback on two Certificate programs (LTC and Community Benefit Management).
- Complete FTLC application for support of Team-Based Learning activities.
- Map competencies for each course in the revised MHA program.



Timeline for accreditation

Fall 2013

- Submit MHA program change to faculty governance for review and approval
- Draft marketing plan for revised MHA program
- Draft position descriptions for new faculty positions (2 tenure track, 1 executive in residence)
- Design and submit for approval Certificate in Long Term Care Administration
- Finalize minimum standards for MHA internships (with input from industry)
- Draft testing standards for waiving of competencies for early- and mid-career students (to be included in package of additions to MHA program submitted Winter 2014)

Winter 2014

- New MHA program formally begins
- Submit “Notification of Intent to Apply” to CAHME
- Submit package of additions to MHA program to faculty governance for approval
- Implement MHA marketing plan
- Design and submit for approval Certificate in Community Benefit Administration
- Explore potential for satellite offerings in Mid-Michigan
- Evaluate potential for adding concentration in International Health
- Hire faculty for posted positions



Comments / feedback?

