



MAILMAN SCHOOL  
of PUBLIC HEALTH

**Commission on  
Accreditation Healthcare  
Management Education  
(CAHME)**

**Pamphlet  
2017-18**

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## **CAHME Overview**

The Commission on Accreditation Healthcare Management Education (CAHME) is an interdisciplinary group of educational, professional, clinical, and commercial organizations devoted to accountability and quality improvement of education for healthcare management and administration professionals. As a part of the accreditation process, the Department of Health Policy & Management (HPM) has created a competency model that supports HPM's mission and meets the goals of HPM's full-time (FTM), part-time (PTM) and executive (EXEC) management programs. Each of the core management courses covers at least two of the 17 competencies which are standardized across all three programs and are reinforced throughout the management curriculum. For more information about accreditation or competency-based healthcare management education regarding CAHME, please visit their website:

[www.cahme.org](http://www.cahme.org)

## **HPM Management Mission**

The mission of the management programs is to prepare students for management positions across a wide range of healthcare organizations. (See the complete HPM Mission, Vision and Values Statement on the HPM website.)

## **HPM Management Vision**

In the next five years, the management programs in the Department of Health Policy & Management aspire to impact the design, flow and implementation of local and global healthcare systems by supporting dynamic researchers, students and faculty. HPM will propel innovative and practical education and training for healthcare management students, ensuring its graduates are highly competitive in the healthcare industry. HPM will achieve its mission and vision by requiring participants to demonstrate they can integrate knowledge and skills from the central disciplines of management with the substantive issues and challenges in healthcare systems, policy and public health.

## Management Curriculum

The management curriculum has thirteen core courses required in all three programs. A chart outlining the distribution of competencies throughout these courses has been developed (see page 6). Additional courses are required for management students in at least one of the three programs. The management programs follow CAHME competency and syllabus guidelines.

### *Core Courses*

Healthcare Accounting & Budgeting	Human Resources Management
Healthcare Finance	Issues & Approaches in HPM
Managerial & Organizational Behavior	Health Economics
Strategic Management	Governance, Health Law, & Ethics
Healthcare Marketing	Analytics & Managerial Decision-Making I
Health Information Technology	Health System Simulation
Strategic Issues in Healthcare Quality	

### *Additional Courses*

Analytics & Managerial Decision-Making II  
Comparative Strategic Analysis  
Hospital Management  
Landscape of Healthcare Quality: Perspectives & Initiatives  
Management Challenges in Evolving Healthcare & Insurance Systems  
Public Health Concepts  
Epidemiology  
Social and Behavioral Science  
Entrepreneurship for Healthcare Managers  
Environmental Challenges in Healthcare Management  
Professional Development Program

### *Practicum/Practical Experience*

Each of the three management programs is designed for students in different stages of their career: entry, mid-career and executive. In turn, the practicum experience is designed differently for each population. FTM students generally complete their required practicum, an internship extensively monitored and measured by both preceptors and advisers, during the summer after their first year of coursework. This opportunity is a compressed space for students to apply their coursework with fieldwork. PTM and EXEC students are required to be full-time, employed professionals. Their practicum requirement is fulfilled at their worksite. Students will connect and integrate their coursework with their professional experiences, as most courses apply content to their work experience. In order to meet the practicum requirement specifically, part-time and exec students create a case study set in their organization or workspace, prepare a strategic analysis, and present that case to their peer group. This activity is monitored by faculty and healthcare professionals.

## *Culminating Experience*

The Thomas P. Ference Health System Simulation course serves as a culminating experience for FTM, PTM and EXE programs. The objective of the Health System Simulation is to provide participants with an opportunity to experience the challenges of executive leadership and strategic decision-making in a realistic exercise that effectively emulates or simulates the full breadth and complexity of a competitive multi-hospital marketplace. This two-and-a-half day exercise, which utilizes proprietary simulation software, creates an environment where teams of approximately five students run a community hospital over a six-year period. Students are challenged to apply their coursework in a professional setting.

## **Competencies**

HPM's competency-based curriculum requires participants to demonstrate that they can integrate knowledge and skills from the central disciplines of management, including (1) accounting and finance (2) organizational behavior and communication (3) strategy and marketing (4) economics (5) research design and statistics and (6) law, with knowledge of the key issues and challenges in healthcare systems and public health. Based on consultations with the Hay Group, who helped develop the NCHL Leadership model, HPM's competency model includes four domains, associated competencies and learning objectives. For each competency, the model distinguishes stages of attainment for management students. Included in the appendix of this pamphlet are a competency program map and a competency model with learning objectives and courses that highlight the integration of HPM's competencies and the core management curriculum across all three programs.

## **Syllabi**

HPM syllabi must be uniform. Courses use a template designed by the Mailman School of Public Health. Also included are course competencies, objectives, and session-by-session learning objectives aligned with CAHME requirements. Students should read syllabi carefully to understand course expectations.

## **Evaluations**

Students receive a number of evaluations throughout their tenure. These tools are used to assess course content, structure, instruction and competency attainment.

### *Self-Assessments*

HPM distributes a competency self-assessment three times through the program: upon entrance, mid-way and at graduation. The department uses the data collected from these student surveys, along with measures of competency attainment throughout the curriculum, to ensure HPM is supporting its mission and vision.

### *Course Evaluations*

At the end of each course students complete a formal course evaluation through CourseWorks. Evaluations include questions related to course and instructor effectiveness. They also survey students specifically about competency proficiency. In addition, faculty often distribute mid-semester evaluations. HPM values student feedback and strongly encourages the completion of all evaluations.

### *Student Evaluations*

Students receive feedback about their performance in a course through faculty comments, letter grades, and communication of competency attainment.

## **Appendix**

Competency Program Map

Competency Model: Learning Objectives & Courses List

HPM Management Core Curriculum	HPM Competencies																
Course Title	Analytical Thinking	Community Orientation	Financial Skills	Innovative Thinking	Strategic Orientation	Accountability	Collaboration	Communication	Organizational Awareness	Performance Measurement	Project Management	Professionalism	Relationship Building	Team Leadership	Resource Management & Allocation	Population Health	Health Policy
P6545 Analytics & Managerial Decision-Making I	X			X						X						X	
P6503 Health Economics	X	X		X													X
P6529 Healthcare Accounting & Budgeting	X		X	X						X					X		
P6530 Issues & Approaches in HPM		X						X								X	X
P8510 Strategic Issues in Healthcare Quality										X	X						
P8515 Healthcare Marketing		X		X	X		X										
P8527 Human Resources Management						X			X			X					
P8533 Healthcare Finance	X		X	X		X				X					X		
P8536 Health Information Technology				X	X					X	X				X		
P8514 Governance, Health Law & Ethics	X					X						X					X
P8556 Health System Simulation	X	X	X	X	X		X	X	X					X	X		
P8557 Managerial & Organizational Behavior		X		X			X	X	X		X		X	X			
P8558 Strategic Management	X	X		X							X						

# COMPETENCY MODEL: LEARNING OBJECTIVES & COURSES LIST

## Domain: Transformation

### Competency 1. Analytical Thinking

#### *Learning Objective*

- 1.a. Break down problems
- 1.b. Understand and access basic relationships
- 1.c. Recognize and analyze complex relationships
- 1.d. Develop, communicate, and execute complex plans or analyses

#### *Course*

P6545 Analytics & Managerial Decision-Making I  
P6503 Health Economics  
P6529 Healthcare Accounting & Budgeting  
P8533 Healthcare Finance  
P8514 Governance, Health Law & Ethics  
P8556 Health System Simulation  
P8558 Strategic Management

### Competency 2. Community Orientation

#### *Learning Objective*

- 2.a. Understand the needs and values of the community and the importance of gathering data for this understanding
- 2.b. Recognize the importance of clear communication with stakeholders
- 2.c. Learn to work with other organizations and constituencies who have the same goals

#### *Course*

P6503 Health Economics  
P6530 Issues & Approaches in HPM P8515 Healthcare Marketing  
P8556 Health System Simulation  
P8557 Managerial & Organizational Behavior  
P8558 Strategic Management

### Competency 3. Financial Skills

#### *Learning Objective*

- 3.a. Ability to read and generate a balance sheet, income statement, and cash flow statement as well as to analyze and interpret statements of public companies at a basic level
- 3.b. Understand basic costing concepts such as depreciation and techniques of cost allocation
- 3.c. Develop models for financial analysis, budgeting and financial forecasting
- 3.d. Understand the critical questions and analyses for the financial analysis of a healthcare provider

#### *Course*

P6529 Healthcare Accounting & Budgeting  
P8533 Healthcare Finance  
P8556 Health System Simulation

### Competency 4. Innovative Thinking

#### *Learning Objective*

- 4.a. Know and apply fundamental/basic rules and concepts
- 4.b. Recognize, explain, and predict patterns
- 4.c. Apply standard practices
- 4.d. Clarify and differentiate complex/unique situations or ideas -

#### *Course*

P6545 Analytics & Managerial Decision-Making I  
P6503 Health Economics  
P6529 Healthcare Accounting & Budgeting  
P8515 Healthcare Marketing  
P8533 Healthcare Finance  
P8536 Health Information Technology  
P8556 Health System Simulation  
P8557 Managerial & Organizational Behavior  
P8558 Strategic Management

### Competency 5. Strategic Orientation

#### *Learning Objective*

- 5.a. Analyze and assess environmental context
- 5.b. Develop vision and formulate strategy to achieve vision in environmental context
- 5.c. Align organizations, processes and people to achieve strategy
- 5.d. Influence and set standards for discipline/field

#### *Course*

P8515 Healthcare Marketing  
P8536 Health Information Technology  
P8556 Health System Simulation  
P8558 Strategic Management

## Domain: Execution

### Competency 6. Accountability

#### *Learning Objective*

- 6.a. Set high performance standards for oneself and others
- 6.b. Monitor adherence to standards of performance and addresses associated problems

#### *Course*

P8514 Governance, Health Law & Ethics  
P8527 Human Resources Management  
P8533 Healthcare Finance

### Competency 7. Collaboration

#### *Learning Objective*

- 7.a. Cooperate with others in pursuit of shared objectives/tasks
- 7.b. Express support and confidence in expectations of team or team members
- 7.c. Seek and apply input and counsel
- 7.d. Encourage and recognize performance of others
- 7.e. Commit to and work to develop team commitment

#### *Course*

P8515 Healthcare Marketing  
P8556 Health System Simulation  
P8557 Managerial & Organizational Behavior

### Competency 8. Communication

#### *Learning Objective*

- 8.a. Understand and use generally accepted terminology and grammar
- 8.b. Prepare effective, clear, organized written reports and presentations
- 8.c. Make organized, complete, persuasive oral presentations
- 8.d. Conduct effective meetings and facilitate group/team discussions

#### *Course*

P6530 Issues & Approaches in HPM  
P8515 Healthcare Marketing  
P8556 Health System Simulation  
P8557 Managerial & Organizational Behavior

## Competency 9. Organizational Awareness

### *Learning Objective*

- 9.a. Understand and work within formal/official structure
- 9.b. Recognize and work with informal structure
- 9.c. Recognize and differentiate patterns/variations in organizational climate/culture
- 9.d. Recognize/respect/work with multiple constituencies
- 9.e. Identify/analyze/assess/act on underlying issues

### *Course*

P8527 Human Resources Management  
P8556 Health System Simulation  
P8557 Managerial & Organizational Behavior

## Competency 10. Performance Measurement

### *Learning Objective*

- 10.a. Use evidence based approaches
- 10.b. Understand and use statistical and financial methods/metrics to monitor financial and basic operational performance and to monitor a scorecard of quantitative and qualitative measures

### *Course*

P6545 Analytics & Managerial Decision-Making I  
P8510 Strategic Issues in Healthcare Quality  
P6529 Healthcare Accounting & Budgeting  
P8533 Healthcare Finance  
P8536 Health Information Technology

## Competency 11. Project Management

### *Learning Objective*

- 11.a. Prepare and execute a team project including managing obstacles
- 11.b. Understand role of team leader and hold team members accountable
- 11.c. Report project outcomes

### *Course*

P8510 Strategic Issues in Healthcare Quality  
P8536 Health Information Technology  
P8557 Managerial & Organizational Behavior  
P8558 Strategic Management

## Domain: People

### Competency 12. Professionalism

#### *Learning Objective*

- 12.a. Value and act openly and honestly
- 12.b. Promote and sustain organizational and personal integrity
- 12.c. Define, accept, and maintain accountability for persona/group performance
- 12.d. Sustain and advance values and personal responsibility

#### *Course*

P8514 Governance, Health Law & Ethics  
P8527 Human Resources Management  
P8558 Strategic Management

### Competency 13. Relationship Building

#### *Learning Objective*

- 13.a. Participate in formal and informal relationships with others who have the potential to become future colleagues
- 13.b. Understand the importance of building relationships with people in their field, community, and other constituencies

#### *Course*

P8527 Human Resources Management  
P8557 Managerial & Organizational Behavior

### Competency 14. Team Leadership

#### *Learning Objective*

- 14.a. Manage team/group relationships/responsibilities
- 14.b. Keep members of the team informed
- 14.c. Define, pursue, and promote team effectiveness
- 14.d. Secure and apply individual/team resources effectively

#### *Course*

P8556 Health System Simulation  
P8557 Managerial & Organizational Behavior

## Competency 15. Resource Management and Allocation

### *Learning Objective*

- 15.a. Use financial information in decision making
- 15.b. Understand use of the balanced scorecard
- 15.c. Understand techniques for performance improvement

### *Course*

- P6529 Healthcare Accounting & Budgeting
- P8533 Healthcare Finance
- P8536 Health Information Technology
- P8556 Health System Simulation

## Domain: Contextual

## Competency 16. Population Health

### *Learning Objective*

- 16.a. Define, assess, and understand the health status of populations and factors influencing the use of health services
- 16.b. Apply managerial methods to health problems on the population level
- 16.c. Examine social, cultural, political, economic, and behavioral determinants of disparities in health status among populations

### *Course*

- P6503 Health Economics
- P6530 Issues & Approaches in HPM

## Competency 17. Health Policy

### *Learning Objective*

- 17.a. Understand the history and structure of the US healthcare system and specify how social, political, legal, technological, economic, and cultural forces have shaped it
- 17.b. Analyze the main options and methods for financing health services
- 17.c. Explain the concerns of quality, access, and cost of healthcare
- 17.d. Explain the workings of such policy mechanisms as insurance systems, quality monitoring, provider payment methods

### *Course*

- P6503 Health Economics
- P6530 Issues & Approaches in HPM
- P8514 Governance, Health Law & Ethics