

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

**Pamphlet
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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

HPM Management Mission

The mission of the Department of Health Policy and Management (HPM) is to use our educational programs, academic research, and service activities to produce more effective, efficient, and equitable health systems, both in the United States and globally.

The HPM management programs contribute to our departmental mission by educating and preparing entry, mid-level and executive healthcare professionals to manage systems, people and organizations across the healthcare industry. We achieve this by delivering a cohort-based, interdisciplinary education across three areas of expertise: 1) organizational leadership and management, 2) health policy development and implementation, and 3) public health and health systems administration and operations. In each of these areas, we expose graduate students to evidence-based practices that apply to work settings. We also use the New York City community and tri-state area to enhance the student experience and create opportunities with diverse healthcare and public health settings. Our competency-based curriculum prepares our students for leadership and management careers in a range of fields including government agencies, hospitals and integrated healthcare delivery systems, consulting firms, pharmaceutical corporations, insurance companies, financial institutions, foundations and other healthcare enterprises. (See the complete HPM Mission, Vision and Values Statement on the HPM website.)

HPM Management Vision

The vision for the Mailman School of Public Health is to have a healthy and just world for everyone. With that vision as a guide, the ideal state for the HPM Management Program is for our students and faculty to shape and be shaped by an evolving health system that is equitable and efficient. Guided by that vision, over the next five years, we will continue to contribute to the design, implementation, and operations of local and global healthcare systems, aiming to improve access to healthcare and reduce costs while also ensuring high quality care and the health of all communities. We will continue to link theory and practice for students through

innovative, flexible and practical education and professional development activities, preparing graduates to be highly successful in the overall healthcare marketplace. Students will develop and master program competencies within each domain to be effective leaders and managers across the full spectrum of public and private institutions.

HPM Management Values

The following values define the culture and standards of the HPM Management Program and reflect the responsibility of HPM's faculty, students and staff to themselves and others:

1. Seeking rigor, quality, and impact in our teaching, research, and service programs.
2. Increasing awareness of current inequities in health care systems and helping students translate their knowledge into concrete programs.
3. Recognizing that empathy is a teachable skill and that all graduates work with others utilizing those skills.
4. Acknowledging that innovation and curiosity are vital parts of the educational and professional development process.
5. Emphasizing the importance of effective, diverse and equitable teams.
6. Recognizing we are responsible for communities beyond our own.

Management Curriculum

The management curriculum has a series of core courses and other core programmatic requirements in all three formats. A chart outlining the distribution of competencies throughout these core courses and other core requirements is included in this pamphlet. Additional courses are required for management students. The management programs follow CAHME competency and syllabus guidelines.

Core Courses

Healthcare Accounting & Budgeting
Healthcare Finance
Managerial & Organizational Behavior
Strategic Management
Healthcare Marketing
Health Information Technology
Strategic Issues in Healthcare Quality
Human Resources Management

Issues & Approaches in HPM
Health Economics
Public Health Concepts
Social and Behavioral Science
Governance, Health Law, & Ethics
Analytics & Managerial Decision-Making I
Health System Simulation

Other Core Requirements

Professional Development
Self, Social & Global Awareness
Applied Practice Experience

Applied Practice Experience

Each of the three management formats is designed for students in different stages of their career: entry, mid-career and executive. In turn, the applied practice experience is different 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 an opportunity for students to apply their coursework to fieldwork. PTM and EXEC students are required to be full-time, employed professionals. Their practicum requirement is fulfilled using their worksite. Students connect and integrate their coursework with their professional experiences, by writing a case study set in their organization or worksite, preparing a strategic analysis, and presenting that case to their peer group. The Applied Practice Experience is monitored by faculty and healthcare professionals.

Culminating Experience

The 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 will facilitate development of students' competencies in (1) communications and interpersonal effectiveness (2) management and leadership (3) professionalism, ethics and transparency. Based on consultations with the Hay Group, who helped develop the NCHL Leadership model, HPM's competency model includes four domains and associated competencies. Included in the appendix of this pamphlet are a competency program map and a competency model that highlight the integration of HPM's competencies and the core management curriculum across all three formats.

Syllabi

HPM syllabi must be uniform. Courses use a template designed by the Mailman School of Public Health. Also included are course competencies, course learning objectives, and session-by-session learning objectives. 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 mid-way and end of each course, students complete a formal course evaluation through Canvas. Evaluations include questions related to course and instructor effectiveness. They also survey students specifically about competency proficiency. 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 Model
Competency Program Map

HPM COMPETENCY MODEL

Domain: Transformation

Analytical Thinking

Developing a deeper understanding of a situation, issue, or problem by breaking it down or thinking through its implications. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and developing, communicating, and executing complex plans or analyses.

P6503 Health Economics

P6545 Analytics & Managerial Decision-Making I

P8514 Governance, Health Law & Ethics

P8558 Strategic Management

Community Orientation

The ability to align oneself and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values. It includes recognizing the importance of clear communication with stakeholders and aligning public health and health systems with population-based needs and the national health agenda.

P6700 Social & Behavioral Sciences

P8515 Healthcare Marketing

P8555 Public Health Concepts for Managers

Applied Practice Experience

Financial Skills

The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound, long-term financial decisions. It includes developing models for financial analysis and budgeting, as well as understanding critical financial questions for a public health or healthcare organization.

P6529 Accounting & Budgeting

P8533 Healthcare Finance

P8556 Health System Simulation

Innovative Thinking

The ability to apply complex concepts, develop creative solutions, or adapt previous solutions in new ways for inventive thinking in the field.

P6700 Social & Behavioral Science
P8515 Healthcare Marketing
P8536 Health Innovation & Technology
P8555 Public Health Concepts for Managers

Strategic Orientation

The ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the environmental context. It includes the capacity to influence and set standards for the management discipline or the field of public health and health systems.

P8510 Strategic Issues in Healthcare Quality
P8556 Health System Simulation
P8558 Strategic Management

Domain: Execution

Accountability

The ability to hold oneself and others accountable to address issues of diversity, equity, and inclusion, to ethical standards of performance, or to ensure compliance by effectively and appropriately using one's power.

P8527 Human Capital Management
P8556 Health System Simulation
Self, Social & Global Awareness

Collaboration

The ability to work cooperatively and inclusively with other individuals and/or teams; working together, as opposed to working separately or competitively. It includes seeking and applying input from counsel, and encouraging and recognizing performance of others.

P8556 Health System Simulation
P8557 Managerial & Organizational Behavior

Communication

The ability to prepare effective, clear, organized written and spoken communications in formal and informal situations. It includes conducting meetings, facilitating group/team discussions, and telling a story.

P8557 Managerial & Organizational Behavior
Professional Development

Organizational Awareness

The ability to understand and learn the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to recognize and differentiate patterns in organizational culture, identify decision-makers and the individuals who can influence them, work with multiple constituencies, to predict how new events will affect individuals and groups within the organization, and to act on underlying issues.

P6700 Social & Behavioral Science
P8555 Public Health Concepts for Managers
P8557 Managerial & Organizational Behavior
Applied Practice Experience

Performance Measurement

The ability to understand and use statistical and financial methods and metrics to set goals and measure organizational performance; commitment to and employment of evidence-based techniques.

P6545 Analytics & Managerial Decision-Making I
P8533 Healthcare Finance

Project Management

The ability to plan, execute, and oversee a project involving significant resources, scope, and impact. It includes navigating team dynamics and reporting project outcomes.

P8510 Strategic Issues in Healthcare Quality
P8536 Health Innovation & Technology
P8558 Strategic Management
Applied Practice Experience

Professionalism

The demonstration of self-awareness, ethics and professional practices, as well as stimulating social accountability, inclusion, promoting and sustaining organizational and personal integrity, advancing civic responsibility, and maintaining accountability for personal and group performance. The desire to act consistently with one's values and engage with integrity.

P8527 Human Capital Management
P8556 Health System Simulation
Professional Development
Applied Practice

Relationship Building

The ability to establish, build, and sustain professional contacts for the purpose of developing networks of people with similar goals and who support similar interests. It also includes participating in formal and informal relationships with people in the field, community and other constituencies.

P8527 Human Capital Management
Professional Development
Self, Social & Global Awareness
Applied Practice

Team Leadership

The ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, keeping members of the team informed and holding them accountable individually and as a group for results. It includes defining, pursuing and promoting team effectiveness.

P8510 Strategic Issues in Healthcare Quality
P8556 Health System Simulation
P8557 Managerial & Organizational Behavior

Resource Management and Allocation

The ability to use financial information in decision-making, using techniques for performance improvement and monitor quantitative and qualitative measures.

P6529 Accounting & Budgeting
P8533 Healthcare Finance

Population Health

The ability to apply managerial methods to health problems on the population level, examine social, cultural, political, economic, and behavioral determinants of disparities in health among populations. It includes understanding and integrating factors that influence the health of populations and use of health services in decision-making.

P6530 Issues & Approaches in Health Policy & Management

P6700 Social & Behavioral Science

P8555 Public Health Concepts for Managers

Self, Social & Global Awareness

Health Policy

The ability to apply the macro policy context to management decisions, explain policy mechanisms, such as insurance systems, payment methods and quality monitoring, as well as explaining challenges related to quality, access, and cost of healthcare delivery. It includes understanding the history and structure of the US healthcare system, and specifically the influences of social, political, legal, technological, economic, and culture forces.

P6503 Health Economics

P6530 Issues & Approaches in Health Policy & Management

P8514 Governance, Health Law & Ethics

