

University of Minnesota
Master of Healthcare Administration Program
NCHL-Based Competency Model
&
CEPH Knowledge Domains
Faculty Guide

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Background: The Master of Healthcare Administration (MHA) program at the University of Minnesota is a competency-based, professional degree program that seeks to develop leaders of high performance organizations in a value-focused health system. The MHA program first adopted the National Center for Healthcare Leadership (NCHL) competency model in the mid-2000s after having served as a pilot organization for the creation of the initial version. The MHA program utilizes a competency-based approach to learning per accreditation requirements specified by the Commission on the Accreditation of Healthcare Management Education (CAHME).

In 2018, the NCHL version 3.0 model was released. This provided an opportune time for the MHA program to re-evaluate its use of the NCHL competency model. Following discussions with faculty, NCHL leadership, and analyses of a convenience sample of alumni practitioners at various stages in their careers, we have revised our model to more closely align with competencies that we believe our students can realistically develop while they are pursuing a graduate education. We now characterize our competency model as an adaptation of the NCHL framework.

Furthermore, since the MHA program is situated in a School of Public Health, we are subject to accreditation requirements of the Council on Education for Public Health (CEPH). As a professional, non-MPH degree program, we are subject to a limited set of requirements. Our required curriculum must cover foundations of public health equivalent to 3 credits and the content that is delivered must cover and provide assessment of the 12 CEPH Knowledge Domains.

We have assembled this document and a corresponding voiceover PowerPoint to provide MHA program instructors with a deeper understanding of the competency model and knowledge domains as well as guidance about what is required of them with respect to competency and knowledge domain mapping on course syllabi. Should you have questions or concerns, please do not hesitate to reach out to the program director or other members of the leadership team for assistance.

Five Domains of the NCHL-Based Competency Model



The following pages list each competency associated with a given domain, competency descriptions, the expectation regarding the level of competency development, and the set of required MHA courses that are aligned with each competency. Additionally, we have included some guidance on action verbs that instructors may wish to use as they specify course learning objectives to align with expected levels of competency development.

1) Knowledge of Population Health, Healthcare Delivery, and Financing

| Competency | Additional Description | Level | Aligned MHA Courses |
|---|--|--------|---|
| Healthcare delivery, financing, and public policy knowledge | Demonstrate comprehensive understanding of the U.S. healthcare delivery and financing system and the role of public policy in shaping the system. (NCHL-inspired) | High | Health and Health Systems; Policy (EMHA) Topics in Health Economics; Management |
| Population health measurement and management | Understand the determinants of health and disease as well as measurement of health, including health disparities in a population. | High | Statistics; Population Health |
| Foundations of a value-based healthcare system | Demonstrate comprehensive understanding of clinical quality, patient experience, and resource use measurement, trends, and drivers. | High | Statistics; Private Purchasers; Finance 2, Problem-solving; Quality & Patient Safety (EMHA); Health Economics |
| Community collaboration | Ability to align one's own and organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move forward in line with population-based wellness needs and national health agenda. (NCHL) | Medium | Population Health, Management, Principles and Advanced Problem-Solving |

2) Business Literacy and Analytical Thinking

| Competencies | Additional Description | Level | Aligned MHA courses |
|---|--|--------|--|
| Quantitative analysis and performance measurement | Ability to analyze and interpret statistical and financial data to set goals and measure clinical as well as organizational performance. (NCHL) | High | Statistics; Finance 1, Finance 2, Operations Research and Quality |
| Economic analysis and application | Ability to apply economic theory to practice (consumer behavior, provider behavior, insurer behavior) in order to support decision-making. | High | Topics in Health Economics |
| Financial management | Ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions. (NCHL) | High | Accounting, Finance 1, Finance 2 |
| Process Improvement, Quality Improvement, and Operations Management | Ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design. (NCHL) | High | Operations Research and Quality, Innovation, Quality & Patient Safety (EMHA) |
| Information Management | Recognize potential of information systems in process and patient services improvement. (NCHL) | Medium | Health IT |

3) Managing and Leading in Complex Organizations and Environments

| Competencies | Additional Description | Level | Aligned MHA Courses |
|------------------------------|---|--------|--|
| Organizational Awareness | Ability to understand and learn the formal and informal decision-making structures, culture, and power relationships in an organization or industry. (NCHL-inspired) | Medium | Management; Advanced Problem-Solving; Summer Residency |
| Collaboration | Ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together as opposed to working separately or competitively. (NCHL) | High | Principles of Problem-solving; Teamwork/FIPCC |
| Leading and managing people | Ability to apply principles and tools of effective human resource management. (NCHL-inspired) | Medium | HR; Health Law; Leadership and Effecting Change; Change Management |
| Project management | Ability to plan, execute, and oversee projects within/for an organization. (NCHL) | High | Multiple courses that require project management; Summer Residency |
| Working in and Leading Teams | Create, participate in, and lead teams, including interprofessional teams. | High | FIPCC/Teamwork; Problem-solving; Advanced Problem-solving. |

4) Healthcare Transformation

| Competencies | Additional Description | Level | Aligned MHA courses |
|-----------------------|--|--------|---|
| Problem solving | Ability to define and scope a specific problem within healthcare, to identify root causes and alternative solutions, and to effectively communicate and gain acceptance of a comprehensive plan of action, including recommendations and an implementation plan with key stakeholders. | High | Principles of Problem-solving; Advanced Problem-solving |
| Innovation | Ability to understand, explore and approach the most challenging problems in healthcare in new and breakthrough ways that include exploring stakeholder views, developing key insights, creating and implementing new solutions or adapting the current state in promising new ways. | High | Innovation; Health Economics |
| Strategic orientation | Ability to consider business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of an organization. (NCHL) | High | Strategy |
| Change Leadership | The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies. (NCHL) | Medium | Leadership and Effecting Change; Change Management |

5) Professionalism

| Competencies | Additional Description | Level | Aligned MHA Courses |
|---|--|--------|--|
| Self-awareness | Ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning and by trying new approaches. (NCHL) | High | Professional Development |
| Professional and Social Responsibility | Demonstration of ethics, sound professional practices, social accountability, and community stewardship. Acting in ways that are consistent with one's values and what one says is important. (NCHL) | High | Professional Development; Ethics; Health Law |
| Displays sensitivity to diverse backgrounds | Is sensitive to diverse backgrounds of individuals and groups; understands their differences with eye toward accommodating or appreciating them. (NCHL) | Medium | Professional Development; HR |
| Written communication | Writing; The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward. (NCHL- Communications #1) | High | Multiple courses |
| Public speaking and Facilitation Skills | Speaking and Facilitating; The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward. (NCHL- Communications #2) | High | Multiple courses |

Bloom's Taxonomy

| Level | Some Examples of Action Verbs for Articulating Learning Objectives |
|--|---|
| <u>Low</u> | |
| Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Define, List, Recall |
| Demonstrating an understanding of facts and ideas by organizing, comparing, translating, interpreting, describing, and stating main ideas | Compare and contrast, Demonstrate, Explain, Interpret, Show, Summarize |
| | |
| <u>Medium</u> | |
| Solving problems in new situations by applying acquired knowledge, facts, techniques and rules in a different way | Apply, Build, Develop, Identify, Model, Organize, Plan, Solve |
| Examining and breaking information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Analyze, Classify, Examine, Test for |
| | |
| <u>High</u> | |
| Present and defend opinions by making judgments about information, validity of ideas, or quality of work. | Assess, Compare, Determine, Estimate, Interpret, Justify, Select |
| Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | Adapt, Build, Choose, Create, Design, Discuss, Invent, Plan, Predict, Solve |
| | |
| For more information: https://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf | |

CEPH Knowledge Domains

1. Explain public health history, philosophy, and values.
2. Identify the core functions of public health and 10 Essential Services¹.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion and screening.
6. Explain the critical importance of evidence in advancing public health knowledge.
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health.
9. Explain behavioral and psychological factors that affect a population's health.
10. Explain the social, political, and economic determinants of health to population health and health inequities.
11. Explain how globalization affects global burdens of disease.
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., 1Health).

The CEPH domains tend to be more concentrated within a subset of our required courses. We are required to cover and assess each of these domains in order to be compliant. We also need to be able to justify that the amount of overall content that is covered is equivalent to 3 credits.

Mapping Competencies and Knowledge Domains on Course Syllabi: Per accreditation requirements for CAHME and CEPH, all MHA program course syllabi for the Full-time and Executive programs must utilize the approved syllabus template available for download at www.isph.umn.edu under Instructor Resources. Within the syllabus template, instructors must map each of their course learning objectives to applicable competencies and knowledge domains. Additionally, for each course learning objective and competency, faculty are asked to indicate their method of assessment (e.g., exam, assignment, report, case analysis, project, oral presentation, etc.) Below is a picture of the template to be completed. The syllabi template contains these grids on the final page. Instructors should add rows to each as needed.

CEPH KNOWLEDGE DOMAINS

| Knowledge Domain | Course Learning Objectives | Assessment Strategies |
|------------------|----------------------------|-----------------------|
| | | |

NCHL HEALTHCARE LEADERSHIP COMPETENCIES FOR CAHME ACCREDITATION PURPOSES

| Competency | Course Learning Objectives | Assessment Strategies |
|------------|----------------------------|-----------------------|
| | | |

¹ See <https://www.cdc.gov/stltpublichealth/publichealthservices/essentialhealthservices.html> for more detail.