



**Program Name & Location**

RUSH UNIVERSITY  
Chicago, IL

**Dates of the Site Visit**

May 8-10, 2013

**Accreditation:** 7 year CAHME Accreditation, effective 2013 through 2020

**Accreditation History**

Season	Year	Action
Fall	1984*	Accreditation -3 years
Fall	1985	Progress Report Accepted
Spring	1988*	Reaccreditation-5 years
Spring	1989	Progress Report Accepted
Fall	1993*	Reaccreditation; 1st, 3rd, and 5th year progress reports requested
Fall	1994	Progress Report Accepted
Fall	1996	3rd Year Progress Accepted
Fall	1998	5th Year Progress Accepted: long range planning changes
Spring	1999	Interim Site Visit Conducted
Spring	2000	ACEHSA requests program to delay Site Visit from Fall 2000 to Spring 2001 due to large number of scheduled visits - Program agrees



Fall	2001*	Reaccreditation
Fall	2002	1st Year Progress Report Accepted with Accommodation
Fall	2004	3rd Year Progress Report Accepted
Spring	2007*	Reaccreditation - 6 Years
Spring	2008	1st Year Progress Report Accepted
Spring	2009	2nd Year Progress Report Accepted; All Recommendations Completed

**Program Description**

The practitioner-teacher graduate program in HSM at Rush has its origins in the 1970's, growing out of a recognition that the operations of a successful academic medical center were balanced on the three-legged stool of medicine, nursing, and management. The department is chaired by Peter Butler, the President and Chief Operating Officer of RUMC. During the self study year, Tricia Johnson served as the Acting Associate Chairperson and Susan Lawler served as the Acting Program Director. Andrew Garman, Diane Howard, and Shital Shah are the other core faculty members. Other faculty members are practitioners who serve the Program by teaching, precepting, career advising, serving on student master's project committees and participating on departmental committees.

Through its relationship with RUMC, the Program provides students with many unique opportunities to gain exposure and work experience throughout the medical center. Now formal requirements of the program, students have paid, part-time internships during their first year while attending classes. Faculty members serve as preceptors for the first-year internships, and these internships serve as practice experiences that align with the program mission, goals, and learning outcomes. Part-time students fulfill this requirement by working with their academic advisor to determine a "stretch project" or project at RUMC in an area outside of their full-time job. Once a project is identified, a faculty member is identified to oversee the project and ensure that the practice experience aligns with the program mission, goals and learning outcomes.

MS-HSM students have found a very healthy job market awaits them upon graduation. In a typical year, 100% of graduates have been employed in within six months of graduation in fellowships, hospital operational roles, healthcare consulting roles, and in health-related fields such as practice management or professional associations.

The department is viewed as an asset to RUMC. The department provides a vehicle by which health administrators can develop networks throughout Rush, contacts which are often invaluable in their operational roles. Faculty sharpen their own skills in areas relevant to their



operational roles, such as communication and mentoring, in addition to the subject matter they are conveying. The student workforce is also a win-win for students and RUMC; students receive valuable experience, and RUMC benefits from the practice experiences from highly talented and motivated students. RUMC, in turn, has and continues to provide substantial support to the program. Senior leaders are expected to contribute their time to the educational mission. The President and Chief Operating Officer, in serving as the department chair, leads-by-example in devoting time and energy to course instruction, student mentoring, and department strategy and operations.

**Findings**

CAHME sends a team on-site to review the program. On the first day, the CAHME Fellow reviews the records and resources of the Program. On days two and three, the full team completes an extensive evaluation of the Program based on CAHME requirements. These findings are reported, and programs are designated as being a leader in meeting the requirement (a “strength”), meeting the requirement; partially meeting the requirements, or not meeting the requirement. Sometimes, a program may “meet” a requirement, but the site visitors suggest a recommendation for the program to improve (“Consultative Recommendations”).

Programs need to report to CAHME following their site visit their remediation activity for all requirements that are not “Met” in a “Progress Report”. Thus, evaluating a program based on “Not Mets” or “Partially Mets” may not reflect the progress a program has made since their last site visit. Programs have two years to complete all criteria found partially or not met on their site visit report. Accreditation past two years indicates that the program has successfully completed progress reporting.

		Number	Percent
Met	Strengths	0	0%
	Other Met	33	95%
Partially Met		2	5%
Not Met		0	0%
<b>Total</b>		<b>35</b>	<b>100%</b>
<i>Consultative Recommendations</i>			0%

**Strengths**



III.A.1 THE PROGRAM WILL ADOPT A SET OF COMPETENCIES THAT ALIGN WITH THE MISSION AND TYPES OF JOBS GRADUATES ENTER. THE PROGRAM WILL USE THESE COMPETENCIES AS THE BASIS OF ITS CURRICULUM, COURSE CONTENT, LEARNING OBJECTIVES AND TEACHING AND ASSESSMENT METHODS.

Strength Comment: The program has developed innovative ways of monitoring the progression of their students through their competency model. The program has also developed and is in the process of implementing a structured and routine analysis plan for examining the effectiveness of their competency model assessments.

III.B.4 THE PROGRAM CURRICULUM WILL INCLUDE INTEGRATIVE EXPERIENCES, INCLUDING FIELD-BASED APPLICATIONS THAT REQUIRE STUDENTS TO DRAW UPON, APPLY AND SYNTHESIZE KNOWLEDGE AND SKILLS COVERED THROUGHOUT THE PROGRAM OF STUDY.

Strength Comment: The program does an exceptional job providing students with opportunities within the curriculum to experience real-time and applied exposure to the inner-workings of the health care system. The program has exceptional support from Rush University Medical Center and its administrative staff.

### **Partially Mets**

I.A.1 THE PROGRAM WILL HAVE STATEMENTS OF MISSION, VISION, AND VALUES THAT GUIDE THE PROGRAM'S DESIGN, EVALUATION AND QUALITY IMPROVEMENT EFFORTS.

#### **Criterion Related Concern:**

*The criteria related concern* is that the program's mission does not include research as a core function although the University and the School emphasize the importance of research as a mission. In addition, the Program has made significant strides in research productivity but it is not codified in the Program's mission statement.

#### **Criterion Related Recommendation:**

The program must revise their mission statement to include research as a core function of the program.



IV.C.1 THE PROGRAM WILL ENSURE THAT THERE IS A SYSTEMATIC PLAN FOR, AND INVESTMENT IN, INDIVIDUAL FACULTY PEDAGOGICAL IMPROVEMENT.

Criterion Related Concern:

The criteria related concern: The program does not have a systematic plan for orienting and training new practitioner faculty to pedagogical techniques and classroom strategies.

Criterion Related Recommendation:

Recommendation: The program must develop a plan to orient and train new practitioner faculty in pedagogical techniques and classroom strategies.