



## **PART 1. NOMINATION DOCUMENT**

The Xavier University Master's Program in Health Services Administration (MHSA) was established in 1958, has been CAHME accredited continually since 1968, is a cohort program, and is one of seven MHA programs in the country that still requires the third year administrative residency.

### **AWARD CRITERIA**

- 1. Embodies the mission of CAHME: To serve the public interest by advancing the quality of healthcare management education.**

Xavier MHSA has lived CAHME's mission since the program's founding in 1958. Our program is focused on our graduate students reaching their "prize" of a healthcare administrative position by being faithful to our program mission: "to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations through employment in decision support, managerial and/or executive positions". We do this through a concerted scholar-practitioner model.

- 2. Utilizes innovative techniques in teaching and program delivery to improve the overall graduate healthcare management curricula, with particular emphasis on leading in the changing healthcare environment.**

In the Jesuit tradition of Xavier University, our faculty members encourage each other to be innovative in teaching and to connect our students to the community. Student-led experiential-based learning begins during semester #1 with coaching and mentoring by faculty. Students learn about change management as well as about the importance of managing "big data" and Excel proficiency. The following courses in particular foster leadership development through innovative teaching with student projects designed to change and improve the overall healthcare environment:

**HESA 561 Medical Terminology** and **HESA 567 Clinical Processes** Courses:

Projects in these courses are intended to improve the health of the community, and most resulted in programmatic changes or other improvements at the Cincinnati Health Department. Several projects resulted in published studies, published papers, or presentations. Here is a sampling of the 35 total student projects designed to change the healthcare environment since 2008:

<ul style="list-style-type: none"> <li>• Neighborhood Level Evaluation of Healthcare Disparities in Cincinnati OH</li> <li>• School and Neighborhood Characteristics Associated with Childhood Obesity</li> <li>• Reasons Why Children Do Not use the National Lunch Program</li> <li>• School Health and Obesity</li> </ul>	<ul style="list-style-type: none"> <li>• Dental Health in Cincinnati</li> <li>• Vaccinating the Asthmatic: Measuring the Effectiveness of School-Based Health Centers</li> <li>• Community Determinants of Rabies</li> <li>• Health and Mortality Data in Cincinnati Neighborhoods</li> <li>• Infant Mortality Analyses</li> </ul>
--	--

**HESA 599 Capstone Course:**

This course is taken by all MHA students, both full time and part time, and not only does it showcase mastery of the domains and competencies but also allows the students to perform a project of significant value as consultants would do. Here is a sampling of the 43 total student projects designed to change healthcare environment since 2009:

<ul style="list-style-type: none"> <li>• Women's Health FQHC Proposal for UC Health System</li> <li>• Business/Strategic Plan for a Neighborhood Health Center (FQHC)</li> <li>• Health Assessment and Action Plan for the Village of Addyston</li> <li>• Secrets of Innovation Analysis for Bethesda Health Foundation</li> </ul>	<ul style="list-style-type: none"> <li>• Transition Plan to Move into New Facility for Twin Towers Retirement Center</li> <li>• Proposal for Resources to Complete Additional Research about Medical Child Abuse for CCHMC</li> <li>• Foster Care Medical Database Feasibility Project with County and Community Agencies</li> <li>• Patient Experience Project for UC Physicians</li> <li>• Action Plan for Energy Sustainability Concepts</li> </ul>
--	--

**Philanthropy Projects** are incorporated into **HESA 519 Strategic Management & Marketing** and **HESA 555 Capital Acquisition in Healthcare Organizations:**

First year full-time MHA students research and prepare grant applications for local not-for-profit organizations and present this advocacy in a large group simulating a real-life funding experience. Funding which is earned by faculty allows for up to \$4,000 in awards. Student grants are funded, entirely or partially, to the causes judged to be most worthy by part-time students serving as a grant funding board. Many students continue volunteering with the organizations and develop professional relationships with these local agencies. Students have advocated for 38 not-for-profit organizations since 2008.

The curriculum of the four **Professional Development** courses starts with executive basics and ends with executive dilemmas. In HESA 604 or PD 4, students get to "do it all" for each class by opening the class, offering the reflection, introducing the speaker, thanking the speaker, and closing the class.

As a result of the comprehensive MHA experience, here are just a few examples of how our students lead:

- a. Graduate students serve as mentors to first-year MHSA as well as to BSHSA students
- b. Each year since 2013 MHSA students have been elected as President and/or VP for the Graduate Student Association at Xavier, an organization that represents Xavier's 1,500+ graduate students
- c. Our first-year MHSA Class of 2018 started a soccer team in the Xavier league called "212° Locomotives" based on our leadership mantra.

**3. Supports multiple models of teaching and learning, and demonstrates measurable outcomes in (a) student competencies at program completion and (b) employment post-graduation.**

Our curriculum revolves around the 30 competencies in 5 domains. For the 2014-2015 academic year, faculty assessed that students achieved a 96% rate of being competent on those 30 competencies. In 2013 we began a student self-assessment survey tool that initiates just after admission and is utilized after each year in the program; early data indicate increasing mastery of the competencies. The success of our student competency model is demonstrated by our student employment statistics. In our most recent graduating class in May 2015, 92% of our MHSA students received job offers from their residency sites.

**4. Focuses on educational purpose and quality, in addition to structures and methods.**

The Xavier MHSA program as a scholar/practitioner program is totally focused on "the prize" or the employment position each student wants to attain through the program. The "scholar" portion comes through a 54-credit hour rigorous didactic academic program during the first two years followed by a 10-credit hour required third year administrative residency requiring a master's project. The "practitioner" portion comes through our faculty members, all of whom are or have been healthcare practitioners, countless in-organization individual and team projects, a summer internship, and an administrative residency. Professionalism is the guiding principle that comes through our student dress code, student membership in ACHE, class officers who lead and manage budget monies, four Professional Development courses, PD Plus sessions, student-led HASPS (Health Administration Student Professional Society), an annual Etiquette Dinner, and students attending the annual ACHE Congress in Chicago. Regarding our residencies: 100% of students get residencies by May in order to start in June/July; approximately 50% of students go outside the Cincinnati area, and over the past four years, on average, 3-5 students have accepted national fellowships each year (12-20% of the class).

**5. Fosters a customer oriented model, especially toward students and employers.**

Beginning with our comprehensive Orientation sessions spanning two days during the week before classes begin, we instill our culture of professionalism, leadership skill development, teamwork, and focus on analytical skills. During the orientation, all full-time MHSA faculty members actively emphasize the importance of students connecting with faculty immediately with any course or professional questions. Our full-time faculty members also serve as mentors during the didactic part of the program as well as advisors during the administrative

residency. In addition, our faculty members partner with a variety of local healthcare organizations providing service and project opportunities for these organizations, including the Cincinnati Health Department, local hospitals and systems, clinics, and not-for-profit organizations. We also work closely with our residency preceptors to ensure that our administrative residents exhibit the learning, skills, and responsiveness expected in health services administrators-to-be.

**6. Encourages exemplary performance through the documentation, communication and utilization of best practices in healthcare leadership development, teaching, scholarship and service.**

Our best practices include the following:

- a. Receiving input from our HSA Advisory Board, consisting of 22 healthcare leaders plus 4 students, at its annual meeting on campus and throughout the year via the HSA Online Advisory Community.
- b. Connecting with our Online Advisory Community, consisting of the Advisory Board plus 44 others, several times during the year. Topical examples are: Realities for Physicians, Volume- Based to Value- Based, and Diversity Recruiting for MHA. This input is then reviewed and incorporated by program faculty into program improvements.
- c. Having MHA students in case competitions gives us a type of best practice information to see how our students fare compared to others. At the Ohio State Case Competition in 2013, one of our teams took second place overall and this year, 2015, one of our teams took third place overall. Annually we send a team of minority students to the NAHSE case competition and in 2007 our team placed third nationally. In fall 2015 we will have a team at the Baylor Case Competition in Waco TX. Participating students share their experiences through the program newsletter.
- d. Appreciating our 1,587 alumni who continue to keep us current with best practices and high expectations, a group that in 2013 had the national ranking of 3<sup>rd</sup> most engaged MHA alumni group by MHAGuide. Alumni represent 24% of our residency preceptors since 2012 and 64% of the guest speakers in the Professional Development courses alone. Alumni handle mock interviewing practice with the first-year students and do a networking practice with both first-year and second-year students. Students take part in alumni events at ACHE Congress in Chicago and at the annual dinner.
- e. Adding the LEAN/Six Sigma green belt certification opportunity via existing courses without adding a new course that includes a project partnership with TechSolve in Cincinnati.

**7. Integrates an understanding of what it means to be a true servant leader with focus on person centered healthcare.**

At this Jesuit university, Xavier MHA students learn about the seven Ignatian Values: cura personalis, discernment, finding God in all things, magis, reflection, service rooted in justice and love, and solidarity and kinship) and have daily opportunities to practice these. "Cura Personalis" in particular – the care of the whole person – resonates totally with MHA since what health services administrators do is to make the organization better for the persons served. Our students have several opportunities to put this into practice, including in

the Philanthropy Projects within the HESA 519 and 555 courses mentioned prior, and through Xavier's IPE (interprofessional education) course HESA 602 plus an annual dementia teaming experience taken with other health professions students. Project opportunities in both courses allow students to work with persons in need. In addition, each class elects Community Service Co-Chairs who spearhead opportunities for students to be involved as volunteers with various community efforts, such as a Taste of Mercy, the Children of Evanston Neighborhood, and the Community Healthcare Asset Network. We feel it's important that "...whoever wishes to be great among you will be your servant." (Mk. 10:45)

**8. Incorporates what it means to be a leader within the communities served and the healthcare sector at large.**

We engender a learning community among our MHSA students, BSHSA students, faculty, staff, and others. Students benefit from our two executives-in-residence who are very present and connect frequently with students one-on-one or through presentations in classes and networking events. We speak of health services administration as a ministry. This is service. This service is ultimately for the benefit of patients, long-term care residents, and social agency clients through our daily work to make organizations better. The ministry concept is particularly reviewed in these courses: HESA 511 "Managerial Concepts", HESA 519 "Strategic Management and Marketing Strategy for Healthcare Organizations", HESA 555 "Capital Acquisition in Healthcare Organizations", HESA 601 "Professional Development 1" and HESA 603 "Professional Development 3". Our department tagline is on display and is something we encourage at all times: "Men and Women for Others: Thinkers, Inspirers, and Leaders in Health Services Administration".