

THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY

DEPARTMENT OF HEALTH ADMINISTRATION
AND HUMAN RESOURCES

November 28, 2017

CAHME Awards Program
Attn: Joe Morris, Program Specialist

Dear CAHME Awards Program Judges,

Please find enclosed an application for the 2018 CAHME/Canon Solutions America Award for Sustainability in Healthcare Management Education and Practice submitted by The University of Scranton Master of Health Administration Program. The program has maintained CAHME Accreditation since 1997. This is the first submission for this award and therefore has not received the award in the last three years.

The Master of Health Administration program requires all students to complete a major sustainability project during HAD 581: Administrative Residency and incorporate social responsibility impacting environment, financial accountability, workforce development, and other important aspects. If awarded, The University of Scranton will have at least one (1) representative in attendance at the 2018 ACHE Congress in Chicago for the CAHME Awards Ceremony on Sunday, March 25, 2018. If awarded, representatives from The University of Scranton Master of Health Administration Program agree to make a short video about our success to be presented at the Award Ceremony and featured on the CAHME website.

Thank you for your review and consideration.

Sincerely yours,



Steven Szydowski, DHA, MHA, MBA
MHA Program Director

The University of Scranton Master of Health Administration (MHA) Program is applying for the CAHME / Canon Solutions America Award for Sustainability in Healthcare Management Education and Practice for the significant and diverse sustainability activities required and provided in the MHA Program. The MHA Program was established in 1987 and approved by the Board of Trustees.

Program Overview and Connection to CAHME mission

The University of Scranton MHA Program's mission is

to provide local, regional, and international students a comprehensive, practical, and interdisciplinary set of core competencies, knowledge, skills, and values for health administration jobs in a variety of healthcare organizations. Additionally, the Program contributes scholarship to its disciplines, especially applied research, publications, and presentations. The Program contributes service to its communities and professions through voluntary work. In fulfilling its mission, the Program strives to satisfy interests of multiple stakeholders while reflecting Jesuit ideals.

The MHA Program, in pursuit of its mission, has core values of student-centered education, continual personal and professional growth, diversity in the educational community, collegiality and teamwork, service to others, and Jesuit spirit and tradition.

In support of CAHME's mission, the University of Scranton MHA Program strongly supports accreditation and has maintained accreditation since 1997. The competency-based curriculum is designed to support student development and success in health service administration. The MHA Program Director receives assessment information on individual student competency attainment and performance from various stakeholders such as alumni, preceptors, students, faculty, and Professional Advisory Council. Additionally, the MHA Program has launched "Fit-for-the-Profession" which identifies individual attributes and

readiness prior to field-based learning. The MHA Program leadership and student body continue to embrace CAHME criteria with an innovative curriculum and implementing program changes. The University of Scranton posts current information and outcomes on the MHA website, MHA Alumni newsletter, admissions, and other media sources to disclose important information to interested constituencies.

Sustainability in Healthcare Management Education and Practice

Required and Elective Courses

Course: HAD 581 Administrative Residency (Required, 8 credits)

Administrative Residency Required Project: Sustainability in Healthcare

Goal:

Provide graduate MHA students with experiential learning specific to global and environmental health, corporate social responsibility and social justice. Each student will undertake a project on sustainability in consultation with their preceptor and demonstrate knowledge, skills, abilities and values consistent with corporate social responsibility and Jesuit pedagogy.

Objectives:

The project must have a defined target population, focus, purpose, and approach related to sustainability in the environment, economy and/or society. Relevant activities include:

- Research and readings on sustainability in healthcare;
- Reviewing regulatory and accreditation materials;
- Defining sustainability;
- Developing operational definition of sustainability;
- Conducting a sustainability audit;
- Providing in-service education;
- Increasing management awareness of sustainability responsibilities;

- Developing a policy and procedure on sustainability for the facility;
- Developing a proposal;
- Convening a team project;
- Documenting ideas and discussions in the administrative log;
- Implementing a project; and
- Assessment, evaluation, and outcomes.

HAD 517: Global Health Management (Elective, 3 credits)

The Healthcare Leadership Alliance (HLA) Competency model has been adopted and modified to meet the needs of target groups and fulfill the program's mission. The mission includes Ignatian principles of reflection and discernment on social justice issues. Sustainability is a pillar for Ignatian and Jesuit education. HAD 517 requires student to read and apply activities related to public health, social justice, and health disparities. As part of the assignments and oral exam, students must reflect on living conditions, environmental health, economic sustainability, and health care sustainability in the countries of study.

Process:

The student prepares a project overview on sustainability in the administrative residency work plan and discusses sustainability ideas with their assigned preceptor. The student keeps the course instructor informed on the focus and nature of the project to be undertaken. Preceptor approval is needed before proceeding with any project implementation.

Outcomes:

- define sustainability from an economic, environmental and society point of view;
- discuss the importance of sustainability in healthcare;
- understand the relationship of sustainability and social justice;
- demonstrate knowledge and skills in an applied project on sustainability;

- develop an administrative policy and procedure;
- utilize critical thinking and research skills;
- teach other managers about the importance of sustainability; and
- evaluate and assess outcomes.

Alumni Engagement

The MHA Alumni Council, part of the greater University of Scranton Alumni Society, provides a vital role in MHA student development and programming. The MHA Alumni Council continues to increase access for current MHA students to a network of professionals across the country. Alumni continue to serve as external mentors for students and broaden opportunities for administrative residency placement. MHA alumni executive officers serve on the Professional Advisory Council and provide input into the competency model and offer feedback to improve the MHA Program. MHA alumni continue to guest lecture in classes throughout the curriculum. The MHA Alumni Council also conducts systematic, periodic alumni surveys to gather information on graduate performance. The MHA Alumni Council has regularly scheduled meetings with the MHA ACHE Student Chapter to discuss business plans, programming, and alumni networking events such as the annual golf outing, holiday networking social, and ACHE Congress Alumni event. MHA Alumni share their experiences with sustainability in the mentor program from a practical perspective.

Experiential Opportunities

Students are required to complete field-based learning at the end of their coursework. HAD 581: Administrative Residency is a 1000-hour fieldwork experience in a senior management position. Students are exposed to all major operating functions, contacts with department heads, administrative staff, and medical staff, as well as exposure to governing board functions, management styles, governmental forces, and community influences. The

administrative resident reports to an assigned senior manager in his capacity as preceptor; however, a major strength of the residency rests in the fact that the entire administrative team is dedicated to the professional development of each resident. The administrative residency is completed over several semesters, usually within six months. A comprehensive residency work plan is developed and used to guide the process. The focus is on application and integration of knowledge, skills, abilities, and competencies. The sustainability project is as follows:

Focus:

Developing and implementing a sustainability project in an applied healthcare setting is crucial and part of management training in graduate education. This is a required project to be completed in consultation with the preceptor. The project may consist of developing an administrative policy for the preceptor's organization, developing and conducting a continuing education program on sustainability for the organization's employees, conducting an audit of existing sustainability activities, surveying the facilities employees on sustainability efforts or implementing a new sustainability initiative for the organization.

Rationale:

The administrative residency (HAD 581) is a required course (8 credits) in the Masters of Health Administration (MHA) program (6 months). Application and integration of healthcare knowledge, skills, and abilities requires that the student use projects to demonstrate competencies. Global and environmental health issues are complex problems, especially given the current scientific evidence on the projected impact of global warming. Healthcare organizations have a corporate social responsibility to address population based health issues. Managers and executives prefer to be part of the solution using community based outreach efforts. Leaders stress the importance of social responsibility and encourage efforts that reach vulnerable populations and improve community health. Most organizations support and

encourage civic engagement on the part of the management team. Leaders of healthcare businesses appreciate the importance of sustainability as it relates to the environment, economy and society. Graduate training in healthcare management should provide the student with an opportunity to learn about sustainability, and advocate for changes where necessary.

Many MHA students apply for, compete, and receive fellowships that meet residency requirements. Additionally, students may take an elective internship prior to the terminal administrative residency to gain further exposure in an applied setting. Most courses in the MHA Program require students to work on real world, organizational projects that facilitate communication with leaders in hospitals, nursing homes, and other settings.

About twenty-five percent (25%) of MHA students participate in study abroad experiences in Central and Eastern Europe and South American. Students have direct exposure to sustainability issues from a global context. During the international experience, student reflect on living conditions, economic status, poverty, environmental health, natural resource depletion and deforestation, health care waste and spending, and access to care to name a few.

University Commitment to Sustainability

As a Jesuit institution, the University of Scranton embeds characteristics of the Magis, or a restless pursuit of excellence grounded in gratitude; Cura Personalis, individual attention to students and respect for the uniqueness of each member of the University community; seeking God in all things; liberal education; service of faith and the promotion of justice; and contemplation in action. With this holds commitment to sustainability of mankind through education, environment, and service to others to name a few.

Our goal is to make the University of Scranton known for teaching sustainability and practicing sustainability. Our university is developed such that if a potential student is interested

in sustainability, we have the campus, academic programs, activities, research, active clubs, and sustainable facilities that would make them want to come here (See support letter for examples).

PHYSICAL PLANT

November 29, 2017

CAHME Awards Program:

The mission of the Sustainability Office at the University of Scranton is to become a leader in the practice of sustainability among institutions of higher learning in the United States. Our road map to achieve this mission is multi-faceted. Our current focal points are:

- To strengthen the sustainability learning outcomes within the curriculum of our three colleges, KSOM, CAS, and PCPS.
- To promote faculty research in areas of global environment, energy efficiency, resource conservation, as well as serious environmental issues in our local community.
- To develop our entire campus as a sustainable classroom that extends outside our bricks and mortar buildings.
- To set an example of excellent sustainable construction and maintenance practices via our Facilities Operations division.
- To celebrate key environmental days during the year such as St. Francis of Assisi Day and Earth Day.
- To collaborate with Study Abroad, International Studies, and National Service Trip departments. Trips such as are offered by these departments allow our students, faculty and staff better comprehend the impact our throw away life style has on the marginal populations due to pollution, lack of fresh water, poverty, climate change, and abuse of natural resources.

The Sustainability Office's objectives are to develop academic and research programs as well as clubs and activities the will entice potential students to consider furthering their education at the University of Scranton. This does not necessarily mean the student desires a degree in sustainability or environmental science. Our business is education. The most significant impact we can have on improving our planet is how we educate our students in sustainable practices.

Examples of sustainable practices currently in place at the University of Scranton are:

- Car Share Program
- BikeScranton, free bike share program
- Free community garden
- Food donations to the University of Scranton's Leahy Health Center that are grown in our community garden
- Interactive community environmental programs; i.e. art shows, essay contests, movie screenings and discussions
- LEED certified buildings
- Greenhouse projects
- Master Gardener classes which are open to the public also

The University Scranton received the 2017 Environmental Partners Award from the Pennsylvania Environmental Council. This award recognizes Scranton's partnerships with the local rails-to-trails group, Lackawanna Valley Heritage Association, Lackawanna County, Marywood University, Penn State University Outreach, local Girl Scout troops, and other local community groups.

Presently, the Sustainability Office employs ten work-study students who are working on sustainable projects and activities. These projects include:

- Garden to Kitchen Cookbook
- Solar Project
- Rain Gardens
- Plant Propagation
- Campus Plant Identification
- Station-less bike share
- Environmental Legislation

It is exciting to light the students up with Sustainability and the goal of saving our planet.

Sincerely;

A handwritten signature in black ink, appearing to read "Mark R. Murphy". The signature is written in a cursive style with a large, stylized "M" and "R".

Mark R. Murphy, Director
University of Scranton
Sustainability Office

Student(s): Discuss how your Program's curriculum taught them to think critically about the importance of leadership in healthcare.

To Whoever it may concern:

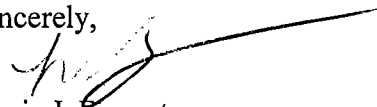
My name is Louis Finnerty and I am currently a second year MHA student at the University of Scranton. Throughout the past two years, our curriculum intensely focused on developing students into healthcare leaders. Understanding the role that leadership plays in healthcare management is crucial to improve the health of the populations we are serving. I cannot think of one course that excluded leadership development as a primary function for healthcare management. For that reason, I argue that the University of Scranton's program offers unparalleled opportunities for students to develop into highly effective healthcare leaders.

Our curriculum focuses not only on the unstable, ever-changing healthcare environment and the implications that coincide with it, but it also focuses on how management functions are also evolving. Leadership is no longer managing people by directing and delegating, but more so about connecting with one's employees and influencing actions towards a shared end goal. This curriculum forces me to critically think about how to motivate certain demographics in a healthcare entity and how to lead an organization with conviction. Communicating a vision and gaining support from staff are no easy tasks. I strongly believe that through the Health Administration education I am receiving, I will effectively build consensus and fearlessly drive my organization towards completing our mission.

Every assignment or presentation forces each student to think outside of the box and utilize our interpersonal skills to collectively solve the problem at hand. All things considered, I know the education I am receiving at the University of Scranton is superior; especially in terms

of developing me into a young healthcare leader that is well equipped to handle the challenges that coincide with leading a multi-generational workforce.

Sincerely,



Louis J. Finnerty

To Whom it may concern:

My name is Kendall Whitehead and I am currently a second year student in the Masters of Health Administration Program at the University of Scranton. Throughout the past two years, our curriculum has aimed to enhance students' attitudes and behaviors towards sustainability and using resources that aim to improve environmental and social sensitivities in the healthcare industry. Understanding the importance of sustainability and the social and economic environment of healthcare is crucial to managing operations, reducing costs, and engaging the community we serve.

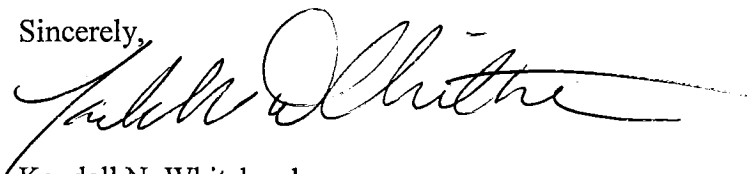
Over the past two years, there have been several courses—HAD 500: Healthcare Organization and Administration, HAD 506: Healthcare Economics and Policy, HAD 521: Healthcare Operations and Quality, and HAD 517: Global Health Management—that have influenced students' perspectives on social determinants of health through sustainability, socioeconomic disparities and how sustainability relates to social justice, public policy, and assessing the impacts of the environment on a population. The Global Health Management course gave me depth and insight into important cultural issues with a focus on determinants of health, health status indicators, and health policy. This new perspective improved my cultural competence and allowed me to engage with different populations around the world.

As part of our HAD 581: Administrative Residency course, student leaders learn the importance of social responsibility and sustainability as it relates to the environment, economy, and society and are given the opportunity to become advocates of change. Through this course, students develop their own personal assessment of sustainability from an economic, environmental, and societal point of view and learn to address changes within the healthcare field. As a second year student, I have begun working with my Administrative Residency preceptor to address change and implement and improve lean management techniques within the

operations of a skilled nursing facility. This has motivated me to think critically about the organization, employees, economy, and current healthcare environment.

As President of the ACHE Student Chapter this year, I am committed to furthering our MHA Program's mission by providing education to students on the importance of improving the health of populations. Thus, we have begun planning our 23rd Annual Healthcare Symposium for next Spring, entitled, "Population Health Management: Justice, Access, and Financial Implications." Our Symposium will be focused on improving the health of populations, increasing health access in underserved communities, managing disease, and improving health by addressing and recognizing the underlying concerns to health. We plan to put an emphasis on social justice and economic and social sustainability through learning to address socioeconomic determinants of health. I strongly believe the University of Scranton's MHA Program has provided me the opportunity to become an advocate for change and make a true difference economically, socially, and environmentally in the healthcare industry.

Sincerely,

A handwritten signature in cursive script, appearing to read "Kendall N. Whitehead". The signature is written in black ink and is positioned above the printed name.

Kendall N. Whitehead

November 21, 2017

CAHME
6110 Executive Boulevard, Suite 614
Rockville, MD 20852

Dear Mr. Morris,

It is my pleasure to support The University of Scranton Master of Health Administration program, in their application for the 2018 CAHME/Ascension Award for Excellence. The University of Scranton MHA Program's mission is to provide local, regional, and international students a comprehensive, practical, and interdisciplinary set of core competencies, knowledge, skills, and values for health administration jobs in a variety of health care organizations. The program's education places a clear focus on leadership training and professional development, and molds students into healthcare leaders of tomorrow. Scranton MHA students leave the program, as professionals, with a futuristic mindset, as agents of change, who are ready to tackle the health care industry's biggest challenges.

The principles of leadership development in the Scranton MHA program extend well beyond the classroom. Faculty of the Scranton MHA program consistently challenge students to have a global mind-set. For example, study abroad trips each year to Eastern Europe & Brazil, are eye-opening venues to better understand the health care challenges of communities across the globe. During these trips, students have the opportunity to present their own scholarly research at international conferences to a diverse group of physicians, healthcare executives, and global leaders in healthcare.

The educational curriculum forces students to be innovative, and focus on making a positive impact on the health of society. Also, the Scranton MHA program develops leaders who are always mindful of the underserved population. Students enter the industry ready to put their skills to the test, and help to develop new and more efficient models of healthcare delivery across the country.

The University of Scranton MHA program should be considered for the 2018 CAHME/Ascension Award due to their 20+ years of commitment to developing healthcare leaders of the future.

Sincerely,



James Dalkiewicz, MBA, MHA
Scranton MHA, Class of 2016
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