



George and Regi
Herzlinger
Charitable Fund

CAHME / George and Regi Herzlinger Innovation Education Award: 2026 Platinum Award Application

George Mason University (GMU)

Category 1: Demonstrating Impact to Colleagues (Dissemination)

**Focus: How GMU Has Shared Innovative Practices
and Lessons with Other CAHME-Accredited Programs.**

Submitted by:

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Division Director, Health Administration & Policy

Associate Professor

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College of Public Health

George Mason University

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November 9, 2025

The 2026 CAHME/George & Regi Herzinger Platinum
Innovation Education Award Blue Ribbon Panel

Dear Panel Members:

It is a privilege and an honor to submit this supporting letter and recommendation for Dr. Brenda Helen Sheingold, PhD, FNAP, in consideration for the 2026 CAHME/George & Regi Herzinger Platinum Innovation Education Award. I have known Brenda now for about seven years, and she was the first program director to reach out to me when I first came to the Washington, D.C. Area as program director at George Washington University. Since that time Brenda and I have worked closely together in collaboration building the “District, Maryland, Virginia (DMV) Collaborative Case Competition” that is open to all six MHA programs in the DMV Area (George Mason University, George Washington University, Georgetown University, Johns Hopkins University, the Uniformed Services University, and Virginia Commonwealth University). It is somewhat unique in that each team consists of students from a different school, so the students work with others who are learning from a different program and faculty—just like what will happen when they finish their MHA degrees and get out into practice. The students do not worry about what other schools they need to “beat,” they think about the problem they need to solve. The DMV Collaborative Case Competition is now a tradition in our area and is in its third year. This collaborative case competition was the brainchild of Dr. Sheingold and nothing like it had ever been done before in this region. But that’s old news. Dr. Sheingold does not rest on her laurels.

Her creative and innovative spirit was just getting started. Presently, Dr. Sheingold is working on what might just be the most impactful work that could currently be done in our field—that of preparing higher education instructors for the arrival of Generation (Gen) Alpha—students born between 2010 and 2025. She brought together a panel of Fairfax County public school educators including several fourth grade teachers, counselors, public health educators, and Master of Health Administration students of distinction to explore what we in higher education will have to be prepared to do in order to effectively teach our field to Gen Alpha students, the first ones who will hit our hallways three to five years from now.

What she is learning and will be adding to the knowledge in our field of healthcare management education is that instructional methods that we have been using for decades will not likely work with Gen Alpha. Early findings from the panel of educators mean that we are going to have to modernize our learning models, reimagine faculty roles, and build community and career connections and construct classroom learning models directly connected to professional experience. The message to higher education was constructive: move from lecture-based instruction to experiential learning that will include microlearning, gamification, and project-based work that mirrors the challenges of real-world health systems. The Gen Alpha students will need to learn by “doing” and not by “memorizing.” Dr. Sheingold is ahead of her time, and her efforts are illuminating. She is demonstrating leadership and can make an impact on all of us as colleagues and her work may well lead to new modes of teaching.

These last seven years have shown me that Dr. Brenda Sheingold exemplifies the highest levels of honesty, integrity, innovation and creativity. She displays a strong work ethic and sound judgment. It is with this in mind that I confidently and enthusiastically offer my highest recommendation to Dr. Sheingold as a worthy recipient of the 2026 CHAME/George & Regi Herzinger Platinum Innovation Education Award.

Very truly yours,



Robert I. Bonar, Jr., DHA, MHA, MA
Professor and Program Director

Prompt Discuss how your team fosters a culture of creativity, experimentation, and continuous improvement in healthcare innovation.

Exemplar: DMV Case Collaborative – Creativity and Experimentation

The COVID-19 pandemic era forced change regarding how healthcare was delivered across sectors which resulted in unprecedented collaboration among historically competitive healthcare systems. Stakeholders came together quickly to share Extracorporeal Membrane Oxygenation (ECMO) equipment, Personal Protective Equipment (PPE), telehealth resources, and critical care professionals. Nurse Compact Licensure (NCL) jurisdictions became the “new normal” in the United States and permitted nurses to work in multiple states with one license.

Collaboration saved countless lives and Health Administration programs needed to find a new path to teach collaboration, strategy and creative thinking to produce effective leaders that could navigate a potential healthcare disaster in the future. Higher education programs were in the exact same position as our COVID-19 healthcare systems, and needed each other to truly teach collaboration skills at the level that would be required.

In 2023, this collective educational need fostered connectivity and trust among five CAHME accredited Health Administration programs geographically located in the District/Maryland/Virginia (DMV) region. George Mason University hosted the first student collaborative, based on the healthcare administration case competition model, but by cross-pollinating teams with students from different schools. They had to quickly develop as a team, respond to a prompt with a creative solution, and present the solution to a judging panel of seasoned executives. These were all students that had been enrolled in their respective programs for only 10 weeks so they had all reached approximately the same educational level, which provided balance and equity for each team.

DMV Case Collaborative – Continuous Improvement

The DMV Case Collaborative just concluded for a third consecutive year (2025), and has been hosted by a different CAHME accredited program each time. This year it was hosted by Johns Hopkins University, last year it was hosted by George Washington University and next year it will be hosted by Virginia Commonwealth University. The Uniformed Services University has already begun planning for 2027. Each host Program Director puts their own stamp on it and as a result, the event evolves and improves every year. The beneficiaries are the students, who have identified participation as a highlight of their graduate school education.

Prompt Introduce Key Faculty, Staff, and/or Students Who Are Driving Innovation (in your program).

There are several key factors driving innovation in our program, but our ability to establish relationships through personal contact and networking produces the best outcomes for students. We strategically leverage our geography in Northern Virginia to construct innovative experiences that specifically teach leadership empathy, emotional intelligence, and teamwork, beyond textbooks and a classroom.

Exemplar: The Dome Experience – Beyond the Walls

This bi-annual student observation of open-heart surgery is organized by our program Executive-in-Residence, David Wright, MPH who personally escorts and remains with health administration students during the procedure, which takes several hours. Our online students have flown from out of state to participate at [Inova Schar Heart and Vascular](#) which offers one of the few specially constructed observation domes positioned directly over the patient and surgical team. Members of the team, including the surgeon often spend time with students following the procedure to provide explanations and answer questions. Students describe this as life-changing and an experience they will never forget.

Exemplar: Level One Trauma Center Backstage Tour – Beyond the Walls

This annual tour for health administration students is organized by the Division Director, Dr. Brenda Helen Sheingold, who is a former trauma center nurse. Students are escorted by the staff through crowded hallways, often filled with patients on stretchers waiting for beds, and taken inside of a trauma bay if it is empty. At the conclusion of the tour, a discussion about workplace violence in health care is conducted with frontline emergency staff and students.

Exemplar: National Capital Healthcare Executives (NCHE) – Beyond the Walls

NCHE is the DMV Star Chapter of the American College of Healthcare Executives (ACHE). For the past ten years, GMU students have hosted and led an annual Spring Symposium in tandem with NCHE executives on GMU's campus. The MHA student association, Rising Healthcare Leaders @Mason (RHLM) change leadership every year and have established a "Student Liaison" as an officer position to ensure inclusivity of our online students, for whom the event is livestreamed nationally. The event includes "speed-networking" resume' reviews, panel discussions on contemporary topics with speakers recruited by students, a catered lunch, and awards determined by students. Funding is provided via a grant from GMU that RHLM students apply/compete for annually.

Prompt

Specific Strategies Used to Share Knowledge

The predominant strategy to share knowledge with other CAHME accredited programs is through professional conference presentations. In June of this year, GMU participants at the Association of University Programs in Health Administration (AUPHA) were recognized on multiple levels.

Exemplar: 2025 Award Winning Innovative Presentations at the Association of University Programs in Health Administration (AUPHA)

Tied for Second Place, Doctoral Essay Award, GMU:

Duyen Tran, PhD student (2025). Mental Health Effects of Raising Full Retirement Age in the US: Quasi-experimental Evidence from HRS Data. Association of Programs in Health Administration (AUPHA) Annual Meeting in Columbus, Ohio, June 2025, Her AUPHA award included a full travel stipend, cash award, and plaque. Dissertation Chair, Dr. Gilbert Gimm.

First Place Conference Poster, GMU:

Cantiello, J. and Geshke, R. (2025). Teaching with AI Scenarios: A Pilot Assignment for Undergraduate and Graduate Courses. Association of Programs in Health Administration (AUPHA) Annual Meeting in Columbus, Ohio, June 2025

Third Place Conference Poster, GMU:

Sheingold, B.H. (2025). The Calling: Humanizing Healthcare Administration for Incarcerated Persons. Association of Programs in Health Administration (AUPHA) Annual Meeting in Columbus, Ohio, June 2025

Exemplar: GMU-TV Productions – Innovative Public Education

A recent strategy to educate the public about how our program is preparing future healthcare leaders was the submission of a production proposal by the Division Director for review by GMU-TV. The proposal included goals for a planned Salon, *Engaging Gen Alpha in Higher Education: A Vision for the Future of Health Leadership*. Following an interview with the Division Director by Richard Wood, General Manager/Executive Producer, the Salon was chosen for production at no cost to the program based on the following competitive selection criteria:

- The project was aligned with the university's strategic goals.
- The project had significant impact (is a core part of major university initiative, serves many students, targets the needs of the Northern Virginia community.)
- The project is well suited to effective use of video.

Prompt Describe How Your Program Plans to Utilize the Resources Provided Through the Platinum Award

Higher Education for the “Most Unique Generation That Has Ever Lived”

Generation Alpha are children born in 2010 to 2025 and are growing up in a world that is fast-paced, digitally connected, and are referred to as “digital natives.” They have never known a time without smartphones, streaming, or voice assistants, and expect personalization, instant access, in everything they do, including how they learn. Healthcare administration education, potentially needs to respond with a revolutionary framework that begins with technology and artificial intelligence as the foundation, and then build capacity for operational expertise, social and emotional intelligence, and empathy.

Strategy: Scaffold Development Stage One - Salon: Engaging the Gen-Alpha in Higher Education Thursday, October 23, 2025 4:00 pm - 8:00 pm. *Focus* on key stakeholders learning from school teachers currently teaching Gen Alpha students. Funded by 2025 CAHME/Herzlinger Foundation

Strategy: Scaffold Development Stage Two – The GMU Experience: Gen-Alpha Faculty/Alumni/Student Strike Teams, on campus, all day, spring 2026. *Focus* on interaction with the oldest Gen Alpha students (13-15 years old) to discuss how they envision their college experience and what would attract them to healthcare administration. Students will be bused to campus and work in small groups to provide input on ideas and guidelines from the Salon. Strike Teams will be strategically located all over campus for an interactive “hide & seek” style tour by students in small groups. *Note: Survey data of Salon participants demonstrated 100% of attendees volunteered for Strike Teams. Funded by 2025 CAHME/Herzlinger Foundation.

Strategy: Scaffold Development Stage Three - Revolutionize Healthcare Administration Program Curriculum Delivery, Academic Year (AY) 2026-2027; implementation AY 2027-2028, in time for the first Gen Alphas to arrive as college freshman. *Focus* – to provide small amounts of funding to our own Health Administration core & key adjunct faculty to develop specific delivery changes that engage Gen-Alphas in healthcare administration curriculum. All course modes of delivery will be redesigned with innovations researched and selected by faculty teaching economics, finance, policy, healthcare law, quality improvement, change management, informatics, leadership, contemporary issues, strategic planning, human resources, and Capstone project management. The Bachelors-to-Master’s degree option will be targeted to compress the length of time to complete a graduate degree. GMU’s entire Health Administration program will evolve as a community to meet Gen-Alpha’s where they are.

Kick-off: September, 2026: Faculty retreat to review data that will inform innovative modes of delivery, brainstorming sessions and the process to identify how they will spend their funding.

Faculty Showcase: May, 2027. Funded by 2026 CAHME/Herzlinger Foundation Platinum Award.

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Appendix Table of Contents

Exhibit	Title
Appendix 1 Links to Public Press Releases, Professional Videos, TV Broadcast, Report to Congress	GMU Original Innovations Disseminated Utilizing Multiple Modalities of Public Communication
Appendix 2 Presentation Prepared for AUPHA Conference 2024	The Case Collaborative: Reinventing the Traditional Case Competition Experience
Appendix 3 Presentation Prepared for Salon <i>(currently being featured on GMU-TV)</i>	Salon: Engaging the Gen-Alpha in Higher Education <i>"The most unique generation that has ever lived"</i>
Appendix 4 Presentation prepared for CAHME George & Regi Herzlinger Platinum Award Application	Optional MP4 Video Submission: Tell Your Innovation Story

Category 1: Demonstrating Impact to Colleagues (Dissemination)

Appendix 1

**CAHME / George and Regi Herzlinger Innovation Education Award:
2026 Platinum Award Application**

Press Releases | CPH Professional Videos | Television Broadcast

Category 1: Demonstrating Impact to Colleagues (Dissemination)

External Press Releases

U.S. News & World Report – Best Healthcare Management Program Rankings

<https://www.usnews.com/best-graduate-schools/top-health-schools/healthcare-management-rankings> (Ranked in 2025)

CAHME

<https://cahme.org/congratulations-to-gmu-recipient-of-the-2025-cahme-george-and-regi-herzlinger-award-for-innovation-in-education/>

GlobeNewswire

<https://www.globenewswire.com/news-release/2023/05/30/2678486/0/en/George-Mason-University-Receives-the-CAHME-Canon-Solutions-America-Award-for-Sustainability-in-Healthcare-Management-Education-and-Practice.html>

Presswire

<https://www.einpresswire.com/article/794934444/congratulations-to-gmu-recipient-of-the-2025-cahme-george-and-regi-herzlinger-award-for-innovation-in-education>

GMU-TV Productions – Innovative Education

Salon: Engaging Gen Alpha in Higher Education: A Vision for the Future of Health Leadership

<https://publichealth.gmu.edu/news/2025-11/engaging-gen-alpha-higher-education-vision-future-health-leadership>

GMU College of Public Health Press Releases & Public Reports – Innovative Education

Salon: Engaging Gen Alpha in Higher Education: A Vision for the Future of Health Leadership

<https://publichealth.gmu.edu/news/2025-11/engaging-gen-alpha-higher-education-vision-future-health-leadership>

GMU College of Public Health Annual Report

https://webdocs.gmu.edu/wp-content/uploads/GMU_CPH_2023-24-Annual-Report_ATI.pdf.pdf
(Cover story page 13)

Category 1: Demonstrating Impact to Colleagues (Dissemination)

Trauma Center Visit

<https://hap.gmu.edu/news/2025-05/transforming-learning-practice-during-inova-fairfax-trauma-center-visit>

Capitol Hill Visit

<https://hap.gmu.edu/news/2023-12/mha-students-experience-policymaking-action>

Sustainability Award

<https://hap.gmu.edu/news/2023-01/master-health-administration-program-receives-cahme-award-excellence-health-care-and>

Rising Healthcare Leaders at Mason

<https://publichealth.gmu.edu/news/2023-11/insights-rising-healthcare-leaders-mason-leadership-team-organizing-large-student>

No surprise that this Mason student is doing big things for health care policy

<https://www.gmu.edu/news/2022-12/no-surprise-mason-student-doing-big-things-health-care-policy>

Spring Symposium - MHA Student Association

<https://www.gmu.edu/news/2021-05/student-health-care-leaders-host-spring-symposium>

College of Public Health Professionally Produced Videos

Nationally Competitive GMU MHA Program – CAHME Innovation Award:

<https://vimeo.com/powellmediaconcepts/review/1056896831/6760754286>

Nationally Competitive GMU MHA Program – CAHME Sustainability Award:

<https://vimeo.com/powellmediaconcepts/review/806119330/eb36911462>

Original Design Concept | Sheingold | DMV Collaborative:

<https://vimeo.com/powellmediaconcepts/review/889675331/485cdf57e7>

Category 1: Demonstrating Impact to Colleagues (Dissemination)

**Student Project Included in HHS Mandated Report to U.S. Congress
(See Appendix – MHA student project included in entirety)**

https://aspe.hhs.gov/sites/default/files/documents/48b874b63796dc6a68a783cf079ba42a/asp_e-no-surprises-act-rtc.pdf

Category 1: Demonstrating Impact to Colleagues (Dissemination)

Appendix 2

**CAHME / George and Regi Herzlinger Innovation Education Award:
2026 Platinum Award Application**

Presentation Prepared for AUPHA Conference 2024



The Case Collaborative - Reinventing the traditional case competition experience

M. Paige Powell, PhD, MHA, Virginia Commonwealth University
Brenda Helen Sheingold, PhD, FNAP, George Mason University
Christian A. Betancourt, Ph.D., MS-HSA, LCDR, MSC, USN, Uniformed Services
University of the Health Sciences
Maria Uriyo, PhD, PMP, George Mason University



REIMAGINE | REINVENT | TRANSFORM

AUPHA2024 | Tampa, Florida | June 4-6

Acknowledgements

Other Collaborators:

- Robert Bonar, DrHA, George Washington University
- Mark J. Bittle, DrPH, MBA, FACHE, Johns Hopkins University

Funders:

- CAHME - Canon Solutions
- Leading Age
- George Washington University



Objectives

- In this session, participants will differentiate between a case competition and case collaborative and how the latter process enhances inter-collegiate and interprofessional education.
- In this session, participants will discover how to incorporate innovative and collaborative teaching, service, and scholarship through the development of a case collaborative.
- In this session, participants will learn through the provision of mixed methods evidence that was collected and the lived experience of participating MHA Program Directors to understand the strengths and challenges of establishing a collaborative in their own region.



Rationale for DMV Collaborative



Ivan E. Colon, MHA, FACHE,
President, Constellation Health 2011 - 2019
ACHE Service Award, 2019
Distinguished Alumni Service Award -
School of Public Health, University of Puerto Rico

“Great examples of “leading by example” were critical to not only establish the operational capacity of hospitals but more important, to also offer our employees a needed “power figure” that offered them a sense of control under all the lack of control that everyone had over all the circumstances surrounding our immediate environment.”



Front-end Design for Collaborative MHA Education



2019 GMU & GWU begin collaborating on a case competition. GWU has case created by LeadingAge.



Time stood still . . .



CAHME/Canon Solutions America Award for Sustainability in Healthcare Management Education and Practice

2023 GMU wins \$5,000 award

- GMU & GWU revisit pre-pandemic case collaboration, using the award money, Reconnected with LeadingAge, and explored interest from area CAHME accredited programs.
- GMU connected with Virginia Commonwealth University & Uniformed Services University at the 2023 AUPHA Annual Meeting. USU & GW connected with Johns Hopkins.
- Director group met several times via Zoom & decided competition was for 1st year students only. November dates agreed upon.
- Education component divided up among all Directors.
- Invited Executives from Canon Solutions America & CAHME President, Dr. Anthony Stanowski.
- Catering & videographer arranged, judges selected, & meeting rooms reserved.
- All students provided copies of Clifton StrengthFinders to complete prior to start of event.



Funding

- GMU - \$5,000
 - LeadingAge - \$5,000
 - GWU MHA Program - \$8,000
- Total Budget - \$18,000

What was covered in our budget:

- Professional Video
- Breakfast, lunch & snacks for two days
- StrengthFinders texts
- Custom swag featuring DMV logo
- Parking passes

Prizes

- 1st place \$1,000 per student
- 2nd place \$750 per student
- 3rd place \$500 per student



Taking a leap of faith and leading by example





GEORGE
MASON
UNIVERSITY



GW



USU
Uniformed Services University



JOHNS HOPKINS
UNIVERSITY



VCU

Events Timeline

Day (evening) One:

- Dinner near competition site: William Jeffrey Restaurant in Arlington
 - Meet students for the first time
 - Teams were carefully selected by participating faculty to ensure teams were comprised of students from different universities
 - Teams announced
 - Enjoy dinner with new friends
- Team-building exercise: Escape Room Arlington
 - Start working together with new teammates
 - Students enjoyed this activity



Events Timeline

Day Two (full day):

- Swag bag, registration, and breakfast
- Faculty presentations
- Career path panel discussion
- Case drop
- Teams work on case presentations - Coaches assist teams
- Q & A: Clarifying questions to Goodwin Living leadership



Program Director Participation

All five Program Directors led a portion of the program:

- JHU – Dr. Mark Bittle: How to Approach a Case
- GMU – Dr. Brenda Helen Sheingold: How to Approach a Presentation
- USU – Dr. Christian Betancourt: Professional Delivery of Team Presentations in Academic Settings
- GWU – Dr. Bob Bonar: Facilitator – Executive Panel Discussion
- VCU – Dr. Paige Powell: Facilitator – Establishing a Novel Process for Scholarship



Events Timeline

Day Three (half day):

- Breakfast
- Team presentations in randomly selected order - 20 minutes/team
- Lunch
- Student survey completed
- Winners announced
- Certificates and awards distributed





Evaluation

DMV Case Collaborative Survey (2023)

Apr 15, 2024

Instructions: For each of the statements listed below, please check the option that reflects your level of agreement with the given statement Post-Training (following completion of this competition) and Pre-Training (at start of the competition).





Evaluation

DMV Case Collaborative Survey (2023)

* Required

Post - Training Statements

Now that you HAVE COMPLETED the case competition and associated workshops, how much do you agree or disagree with the following statements?

1. I have learned new skills and strategies for gathering and evaluating information to develop sustainable solutions in times of crisis.
(1 = Strongly Disagree; 3 = Neutral; 5 = Strongly Agree) *

1 2 3 4 5

DMV Case Collaborative Survey

* Required

Pre-Training Statements

Thinking back to BEFORE THE START of this competition, how much would you have agreed or disagreed with the following statements?

7. I have the skills and knowledge necessary to identify and gather relevant information to develop sustainable solutions in times of crisis.
(1 = Strongly Disagree; 3 = Neutral; 5 = Strongly Agree) *

1 2 3 4 5



Evaluation (Post - Training Statements)

1. I have learned new skills and strategies for gathering and evaluating information to develop sustainable solutions in times of crisis.
2. I am more confident in my ability to use information to critically evaluate solutions in times of crisis.
3. I am more confident in my ability to work effectively in a team to produce a professional and persuasive presentation.
4. I am more confident in my ability to communicate clearly and concisely to different audiences.
5. I am more confident in my ability to listen actively to the ideas of others and to respond appropriately.
6. I am more confident in my ability to network with potential employers and other MHA students.



Evaluation (Pre -Training Statements)

1. I have the skills and knowledge necessary to identify and gather relevant information to develop sustainable solutions in times of crisis.
2. I am able to use information to critically evaluate solutions in times of crisis.
3. I am confident in my ability to work effectively in a team to produce a professional and persuasive presentation.
4. I am able to communicate clearly and concisely to different audiences.
5. I am confident in my ability to listen actively to the ideas of others and to respond appropriately.
6. I am confident in my ability to network with potential employers and other MHA students at a case competition.



Evaluation

(Kirkpatrick's Learning Evaluation Model)

Level 4: Results

- To what degree targeted outcomes occur, as a result of the learning event(s) and subsequent reinforcement

Level 3: Behavior

- To what degree participants apply what they learned when they are back on the job

Level 2: Learning

- **To what degree participants acquire the intended knowledge, skills, and attitudes, based on their participation in the learning event**

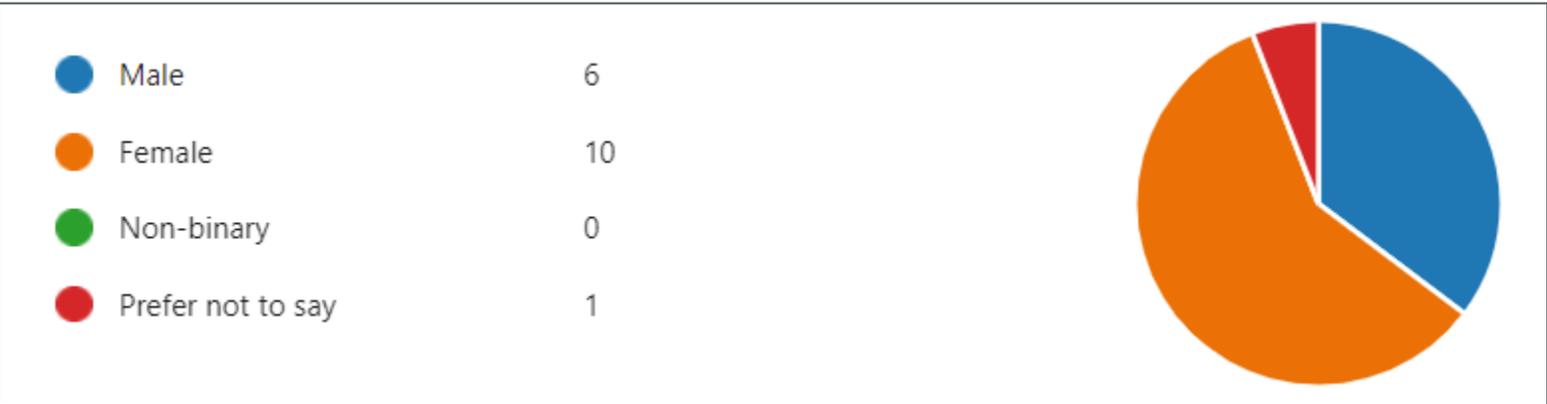
Level 1: Reaction

- To what degree participants react favorably to the learning event



Demographics

Gender:

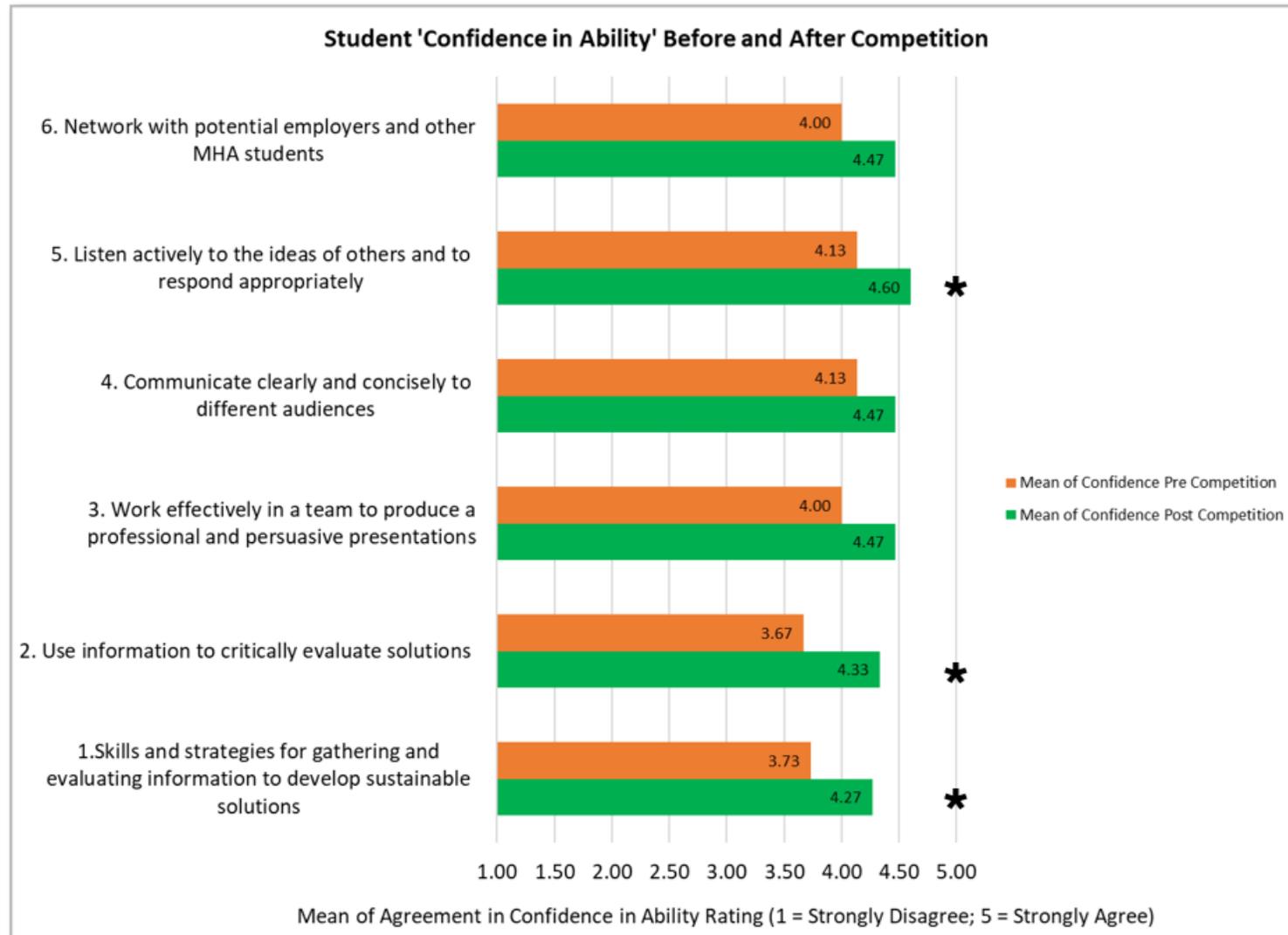


University Composition:





Results



Mean Percent Change
Confidence in Ability
13%

Significant ($p < 0.05$) *



Results

(Improved Skills After Case Competition - Kirkpatrick Level 2)

- Significant Skill Improvement ($p < 0.05$)
 - Gathering and evaluating information for sustainable solutions in crises.
 - Using information to critically evaluate solutions in crises.
 - Active listening and responding to others' ideas.



Results

(What did you like the most about the competition?)

- **Inter-School Collaboration:** Students highly valued the opportunity to work with peers from other institutions.
- **Diverse Teams:** The format of diverse teams with different backgrounds and experiences was appreciated.
- **Short Timeframe:** Some students enjoyed the challenge presented by the short turnaround time.
- **Networking:** Building connections with a wider range of individuals



Results

(What did you like the least about the competition?)

- **Limited Time:** Students felt the timeframe for working on the case was too short.
 - They desired more time to fully understand the case and develop diverse perspectives.
 - They requested additional time to refine their solutions and deliverables.
- **Wanted more guidance:** Having limited guidance on deliverables was challenging for some first-time participants



Results

How can this competition be improved?

- Room for improvement
 - **Time:** Students requested more time to work on the case (1-2 full days).
 - **Preparation:** Providing more information about the case beforehand and allowing time to analyze the prompt before Q&A to improve preparation.
 - **Networking:** Some students felt a networking event after the first day would enhance connections.
 - **Support:** Assigning a staff coach per team and providing general case guidance.



Recommend Case Competition to Other MHA Students?

All (100%) of the students responded “Yes”.



Next Steps



- Hosted by George Washington University, November 7-8, 2024
- New collaborator
- Future collaboratives will rotate among other universities (JHU in 2025)
- Families will be invited to watch presentations

Thank You

Questions?



REIMAGINE | REINVENT | TRANSFORM

AUPHA2024 | Tampa, Florida | June 4-6

Appendix 3

**CAHME / George and Regi Herzlinger Innovation Education Award:
2026 Platinum Award Application**

Presentation Prepared for Salon (*currently being featured on GMU-TV*)



Salon: Engaging the Gen-Alpha in Higher Education

“The most unique generation that has ever lived”

Dr. Brenda Helen Sheingold - Division Director, Health Administration

David Wright – Executive-in-Residence

Agenda

Salon: Engaging the Gen-Alpha in Higher Education
October 23, 2025 | 3:30 PM – 8:00 PM | Historic Blenheim House, Fairfax, VA
3610 Blenheim Blvd, Fairfax, VA 22030

Time	Agenda Item	Facilitator/ Presenters
3:30 – 4:30 PM (GMU-TV set up 3pm-4:45pm)	Arrival/Welcome Reception/ Blenheim House Guided /Historical Artifacts Viewing <ul style="list-style-type: none"> • Check-in • Light refreshments served • Informal networking • Rolling historical artifacts tours 	Paola Vasquez-Brown Taveion Mickens Alli Quirk Daniella Barnor Vinay Bhakthan
4:30-4:45 pm	Participant Introductions Among Table Mates	Table Captain Facilitation
4:45– 5 PM GMU-TV	Profile of Generation Alpha <ul style="list-style-type: none"> • Purpose of the Salon • Framing the challenge: <i>Why Gen Alpha and why now?</i> Characteristics, values, learning preferences, and emerging trends • Introduction of Panelists 	Brenda Helen Sheingold
5:00 – 5:45 PM GMU-TV	Panel Discussion: The Future Learner (7 Elementary Teachers) Panelists include: Elementary school, teachers & counselors <ul style="list-style-type: none"> ○ What is working in education today ○ Blending Gen-Alpha tech insight with emotional/social growth. ○ Rethinking classroom structure ○ Gen-Alpha and teacher priorities 	Brenda Helen Sheingold
5:45 – 6:15 PM GMU-TV	Audience Q&A with Panelists	Taveion Mickens
6:00 (GMU-TV break down)		

‘We know what they really need’

VS.

Intellectual Humility

Anne Hofmeyer, PhD
University of South Australia

The Magic 8 Ball



- Outlook look not so good.
- Reply hazy, try again.
- Ask again later.
- Better not tell you now.
- Cannot predict now.
- Concentrate and ask again.
- Don't count on it.
- My reply is no.
- My sources say no.
- Outlook Very doubtful.
- look not so good.

“Most Unique Generation That Has Ever Lived”



- Born 2010–2025 – first generation fully born in the 21st century
- Will be the largest, most educated, most digital generation in history
- Their learning expectations will redefine education and leadership
- *Look out for 2030*



“Most Unique Generation That Has Ever Lived”



- Digital Natives 2.0 – grew up with AI, smartphones, and streaming
- Diverse & Global – inclusion and representation are norms
- Short Attention Span
- Curious & Independent – love to explore and discover
- Visually Oriented – **video > text**
- Socially Conscious – **care about fairness, equality, and the planet**
- ***IMMERSED in technology***



“Most Unique Generation That Has Ever Lived”



How Gen Alpha Learns

- Experiential & Hands-On – learn best by doing
- Tech-Integrated – *technology is an extension of their mind*
- Personalized & Adaptive – *expect content to fit them*
- Visual & Interactive – short, dynamic, and visual content (**RHLM**)
- Collaborative – peer learning and teamwork
- Feedback-Driven – value *INSTANT* responses and progress



2025 CAHME/George and Regi Herzlinger Award for Innovation in Education



2025 CAHME/George and Regi Herzlinger Award for Innovation in Education

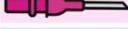
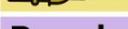
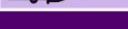
The Belmont® Rapid Infuser RI-2

Trusted in the most extreme situations for more than 20 years, The Belmont Rapid Infuser sets the pace for reliable, high-speed delivery of warmed blood and fluids. Simple, safe, and effective, this life-saving technology earns the confidence of civilian and military clinicians worldwide—every day. Experience peace of mind, knowing you're prepared for the worst because you're equipped with the best.

Related Product:

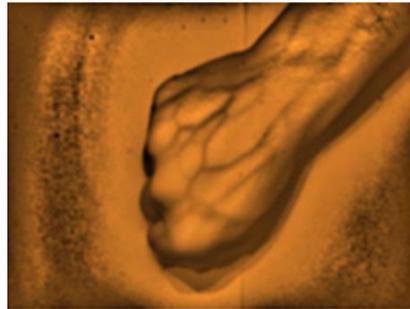
[The Belmont Rapid Infuser RI-2 \(Military\)](#)



IV Needle Gauges			
Size	Color	Flow	Common Uses
14G (2.1 mm)	Orange 	~240 mL/min	Emergency / Trauma (Fast administration of blood, meds, fluids, etc.)
16G (1.7 mm)	Gray 	~180 mL/min	Surgery, Trauma, ICU (Fast administration of blood, meds, fluids, etc.)
18G (1.3 mm)	Green 	~90 mL/min	Blood, Rapid Fluids (Can be used for special procedures like CT PE protocols, etc.)
20G (1.1 mm)	Pink 	~60 mL/min	IV Fluids, Medications (Some protocols may allow blood transfusion)
22G (0.9 mm)	Blue 	~36 mL/min	IV Fluids, Medications (Smaller size is good for elderly patients)
24G (0.7 mm)	Yellow 	~20 mL/min	Pediatrics / Elderly (Fragile or smaller veins)
26G (0.6 mm)	Purple 	~13 mL/min	Neonates / Peds (Tiny, fragile, or damaged veins)

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Free Quizzes & Lectures : RegisteredNurseRN.com
Digital Nursing Notes : NurseSarah.com

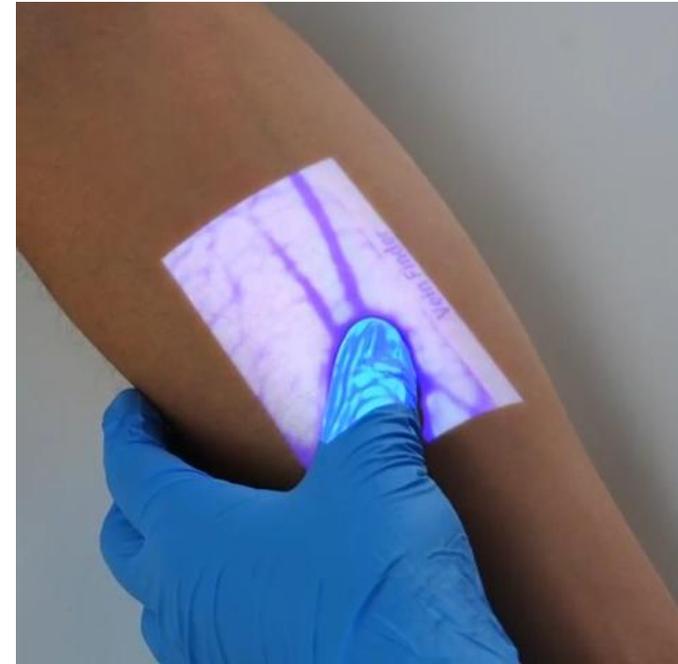
2025 CAHME/George and Regi Herzlinger Award for Innovation in Education



(a)



(b)



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2025 CAHME/George and Regi Herzlinger Award for Innovation in Education





Lauren Belfiore – 4th Grade Teacher

Carolina Bermudez – Dean of Students

Anne Garvey – 4th Grade Teacher

Stacy Gernatt – Physical Education Teacher

Caitlin Quincy – Technology Specialist

Morgan Rustia – Counselor

Megan Toland – 4th Grade Teacher

Supporting Evidence for Salon Format



Belmont Medical Technologies. Case Studies; Belmont Stories; YouTube

<https://belmontmedtech.com/rapid-infusion-pump>

Francisco, M. D., Chen, W.-F., Pan, C.-T., Lin, M.-C., Wen, Z.-H., Liao, C.-F., & Shiue, Y.-L. (2021). *Competitive real-time near infrared (NIR) vein finder imaging device to improve peripheral subcutaneous vein selection in venipuncture for clinical laboratory testing* (N. Tait, Ed.). *Micromachines*, 12(4), 373. <https://doi.org/10.3390/mi12040373>

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Category 1: Demonstrating Impact to Colleagues (Dissemination)

Appendix 4

**CAHME / George and Regi Herzlinger Innovation Education Award:
2026 Platinum Award Application**

Optional MP4 Video Submission: Tell Your Innovation Story

In March, 2025, George Mason University won the
CAHME/George & Regi Herzlinger Innovation in Education Award

This is our story . . .





PROMPT

Why were we selected for recognition with the CAHME/George & Regi Herzlinger award?



We innovate, disseminate, and share accomplishments with others



Virginia Commonwealth University



DMV CASE
COLLABORATIVE



George Washington University



George Mason University

Inaugural DMV Collaborative
Hosted by GMU 2023!



DMV Program Directors in 2023



Johns Hopkins University



Uniformed Services University

We innovate, disseminate, and share accomplishments with others

MHA Program Directors at the AUPHA National Conference after presenting together in 2024



New USU Program Director welcomed at GMU Annual Spring Symposium



GMU Students Honor Dr. Bonar (GWU) with Advocacy Award for Hosting DMV in 2024



GWU Hosts DMV 2024

GMU Program Director pictured with 2023 DMV Students at Hopkins in 2024



ACHE Star Chapter President & Regent volunteer as judges for the 2024 DMV at GWU



Johns Hopkins Hosts 2025 DMV



GMU Program Director invited to JHU MHA Program 50th Anniversary Celebration (2024)



PROMPT

What we have accomplished since winning the award?



Launched an Educational Scaffolding Vision to Reinvent
Health Administration Education
DELIVERY
to Attract Generation Alpha to Enter Healthcare Leadership

- Stage One Scaffold: Fall 2025 Complete – Listening to Current Educators
- Stage Two Scaffold: Spring 2026 – Listening to Gen-Alphas (planning underway)
- Stage Three Scaffold: AY '26-'27 – All Health Administration Faculty Generate Delivery Innovations

***Completed New Program Curriculum Delivery Launches AY '27-'28**

Launching a Vision Stage One: Fall 2025 Complete – Listening to Current Educators

The Salon : Engaging the Gen-Alpha in Higher Education

October 23, 2025

“The most unique generation that has ever lived”

- Born 2010–2025 – first generation fully born in the 21st century
- Will be the largest, most educated, most digital generation in history
- Their learning expectations will redefine education and leadership



- Stage One Scaffold: Fall 2025 Complete –
- Listening to Current Educators – The Salon



Venue:

Historic healthcare space; Union soldiers field hospital
National Park Service
National Register of Historic Places (NRHP)



Panel:

Laurel Ridge Elementary School Teachers



Food:

Fairfax County Public Schools
Career and transition education to students with disabilities



Davis Center Catering

Building the future together:

Students, Faculty, Alumni, Advisory Board, Executives, Entrepreneurs





PROMPT

What new initiatives, enhancements, or measurable impacts on students, healthcare systems, and our community.



New Initiatives, Enhancements, Impacts Stage One Scaffold: Fall 2025

*The Salon event was recorded live as an original production currently being broadcast by GMU-TV (<https://gmutv.gmu.edu/about-us/>) several times per week. Run time length 1 hour, 18 minutes
Link to broadcast: <https://vimeo.com/1131479022>

*GMU-College of Public Health Press Release, “*Engaging Gen Alpha in Higher Education: A Vision for the Future of Health Leadership*” Thompson, M. November 13, 2025.
Link to press release: <https://publichealth.gmu.edu/news/2025-11/engaging-gen-alpha-higher-education-vision-future-health-leadership>

*GMU-College of Public Health Professional Photographs distributed to Salon participants
Link to photographs: <https://masoncph.smugmug.com/Health-Administration-and-Policy/2025-2026/Gen-Alpha-Event>
Password: Patriots2025

*Association of University Programs in Health Administration (AUPHA) Proposal #4135 submitted to annual meeting, June 9-11th “*Engaging the Gen-Alpha in Higher Education.*” Deep Dive Session; Theme – Curriculum and Pedagogy for Future Fluency. Currently undergoing peer review.



PROMPT

Examples of how our program is advancing innovative healthcare education management—through teaching strategies, and initiatives delivering measurable social benefit.



What's Needed - Qualitative Themed Data from Salon:

- Modernize Learning Models
- Customize Curriculum Pathways
- Integrate Technology and “Durable” Skills
- Reimagine Faculty Roles
- Design for Flexibility and Inclusion
- Build Community and Career Connections

‘What's Needed - Quantitative Data from Salon:

Data collected from the Salon indicates we are on the right track to include input from Gen Alpha Strike Teams on campus

2025 CAHME/George & Regi Herzlinger Innovative Education Award Amount \$10,000

Scaffolding Stage One – Gen Alpha Salon Expenses

- Blenheim House rental – \$420.00 with tour
- Food – \$500.00
- Supplies/printing - \$85.62

Total spent - \$1,005.62

Scaffolding Stage Two– Gen Alpha Strike Teams Student Campus Day

- Work-in-progress
- On-campus event, in March, 2026 for the oldest Gen-Alpha's 15-16 years old
- Bussed from local high school for a day at GMU to learn about healthcare leadership and solicit input
- Meet with faculty/student/alumni teams strategically placed on campus in different locations to meet with rotating Gen-Alpha teams (including spiritual center, mental health, GMU free clinic staff)
- Eat in dining halls, given t-shirts, possibly meet with GMU President, mascot.
- Find out what they want from their college experience.

Budget – \$8,994.38



PROMPT

How will we spend the additional
\$10,000 Platinum Award funding?



Revolutionalize of Healthcare Administration Program Curriculum Delivery

- Provide small amounts of funding to our own Health Administration core & key adjunct faculty to develop delivery changes to specifically *engage Gen-Alpha's in healthcare leadership*
- All course modes of delivery will be redesigned with innovations researched and selected by faculty teaching economics, finance, policy, healthcare law, quality improvement, change management,
 - informatics, leadership, contemporary issues, strategic planning, human resources,
 - Capstone project management.

GMU's entire Health Administration program will evolve as a community to meet Gen-Alpha's where they are

Supporting References to Date

Belmont Medical Technologies. Case Studies; Belmont Stories; YouTube

<https://belmontmedtech.com/rapid-infusion-pump>

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Thank you for the invitation to apply for the
**2026 CAHME/George & Regi Herzlinger
Platinum Innovation Education Award**



**With Gratitude - to the many students, GRA's and HAP
staff for their hard work in supporting the success of
innovation in education and David Wright, MPH, & GMU's
Executive-in-Residence, Masters in Health Administration**