

## Appendix A: III.B. Curriculum Content and Competency Development

The Program curriculum should address the following healthcare management content areas, and is not necessarily course-specific, but rather content that should be taught somewhere in the program. (Note: bulleted sub-domains within the content areas are provided to illustrate relevant areas. The extent to which a program needs to meet each sub-domain will depend upon the mission of their program.)

### **III.B.1 Population health and status assessment INTERPRETATION**

Content should normally contribute to students' knowledge, skills and abilities regarding:

- The socioeconomic determinants of population health and health disparities;
- The theory and practice of health promotion;
- Behavioral and lifestyle factors affect health and illness;
- Methods for assessing community health needs
- Mobilizing community action to address health problems including cultural competence

### **III.B.2 Health policy formulation, implementation, and evaluation INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The distribution of health services; inequalities, inequities and social disparities in health services;
- The measurement, monitoring and significance of quality of care indicators;
- The various payment schemes relating to payment for health care in the public and private sector;
- The effects of competition and privatization through stakeholder analysis

### **III.B.3 Organizational development/organizational behavior theory and application**

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## **INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The application of organizational behavior theories for improving employee satisfaction and engagement;
- The development, assessment and redesign of specific organizational systems using organizational theory;
- Organizational culture, benchmarking and reward systems that can influence behaviors of organizations and the members of organizations

### **III.B.4 Management and structural analysis of healthcare organizations, including evaluation and redesign**

#### **INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Situational, and environmental factors that influence effective decision making and organizational performance;
- Assessing the performance of health services organizations;
- Issues involving mergers and acquisitions, vertical and horizontal integration, joint ventures and other financial arrangements with providers and vendors
- Structural designs for health services organizations and circumstances when they may be most appropriate;
- Sources of power and authority and how it is distributed among organizational subunits, such as to management and the medical staff.
- Medical staff and physician relations

### **III.B.5 Operations assessment and improvement**

#### **INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Optimizing resource use through the appropriate application of quantitative methods (e.g. simulation, forecasting, linear programming) using sound data collection methods.

**III.B.6            Management of human resources and health professionals  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Methods and techniques associated with job analysis, employee recruitment and retention, selection and placement, training and development, performance appraisal, compensation and benefits management, and labor relations;
- The legal, ethical and economic factors which affect management of human resources;
- The role that motivation theory and job satisfaction plays in the health care work place; with special focus on the unique needs of physicians and other health professionals

**III.B.7            Information systems management and assessment  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The historical development of information systems in the health services industry;
- The language and terminology of health services information systems management,
- Techniques and methods to evaluate information systems including forecasting, planning, design, requirements determination, procurement, development, and assessment techniques from an electronic environment perspective;
- Current threats and opportunities, such as privacy and security issues, associated with the management of information systems

**III.B.8            Legal principles development, application, and assessment  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The historical foundations of the appropriate judicial system, language and terminology such as basic legal principles: torts, negligence, and contracts, specific to health care ;
- Current legal concepts: revised case law, statutory law, and regulation, as well consequences of management decisions in relating to compliance, fiduciary responsibilities, and assessment of risk exposure)

**III.B.9            Governance – structure, roles, responsibilities, and alignment to leadership  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- The nature and role of governance as applied to for-profit and not-for-profit organizations and specifically to hospitals and health systems; resulting from legal obligations to stockholders versus other constituents and emanating from the appropriate regulations;
- The legal status of health services organizations in terms of corporate structure: owners; stakeholders, constituents, community and accountability in defining governance parameters in not-for-profit, tax exempt healthcare organizations ;
- The relationship between the governing board, the CEO and executive management and the respective roles of governance and management;
- Issues related to board and committee recruitment, selection and composition the role and contribution of individual governing board members; and ethical issues of governance among paid and unpaid boards.

**III.B.10 Leadership - visioning, change management and team development  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Concepts and theories of leadership and leadership development
- Clear and compelling communications about organization purpose and goals;
- Leading organizational change efforts using sound organizational change principles;
- The development and maintenance of high performance teams;
- Leading by using evidence- based principles of effective management.

**III.B.11 Written, verbal, and interpersonal communication skills  
INTERPRETATION**

Skills would be evident throughout the curriculum and include:

- Effective managerial communication in writing
- Effective, convincing oral presentations
- Demonstrating the ability to work well in teams .

**III.B.12 Statistical analysis and application  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Mastery of fundamental descriptive and inferential statistical concepts and procedures,
- Needs analysis, market assessment, outcome evaluation, forecasting, quality improvement, using statistical analysis tools;
- Planning and executing data collection strategies (primary and secondary);
- Constructing and managing databases;
- Applying appropriate statistical tools, techniques and procedures for data screening and analysis of variation and co-variation;
- Interpreting substantive results and communicating results in different venues.

**III.B.13 Economic analysis and application to decision making  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Costing techniques: including opportunity cost, sunk cost and the cost benefit principle);
- Assessing demand (including marginal benefit and valuation):
- Planning production (including diminishing marginal returns, with specific reference to "flat of the curve" medicine and values of current therapies cast in terms of marginal v. average);
- Calculating labor costs and the flow of funds;
- Calculating the fundamental theorem of exchange, discounting and return on investment);
- Dynamic v. static efficiency (including the role of organizations in promoting economic growth and welfare);
- Calculating insurance theory and risk-pooling;

**III.B. 14 Market analysis, research, and assessment  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Analysis of market segmentation including (demographics and disease frequency, health service/product usage patterns, health behaviors and beliefs, and health expectations);
- Analysis of consumer behavior (perceived risk and levels of involvement, consumer capability to comprehend information and willingness to engage in information search);
- Application of concepts of adoption of innovation; analysis of channels, referral behavior, and access;
- Market sensitivity to integrated communications;
- Integrating pricing, and the basics of market research.

**III.B.15 Financial analysis and management  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Time value of money; capital budgeting; risk and return; investment decision analysis; and lease valuation
- Analyzing financial statements to understand variance analysis;
- Use of pro forma development and evaluation, cost allocation and budgeting;
- Use of cost containment tools
- Developing capital, operating budget and cash flow budgets

**III.B.16 Ethics in business and clinical decision-making  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Analysis of principal moral and ethical principles relating to healthcare; bio-ethics and medical treatment decision-making ;
- Examining corporate ethics including duty to patients and shareholders, social responsibility, disclosure;
- Corporate compliance and how it influences ethical practice;
- Professional codes of ethics and how they relate to personal integrity

**III.B.17 Strategy formulation and implementation  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Analysis of the relevant health or medical environment including competitor analysis, and internal organizational analysis;
- Development and presentation of a business plan
- Directional strategies, alternative selection methods for strategies, value adding service delivery and support strategies, plan development, and management evaluation and control activities

**III.B.18      Quality assessment for patient care improvement  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- How healthcare quality is defined and assessed in a variety of healthcare settings;
- The economic impact, differences, synergies and conflicts created by the differing perspectives related to healthcare quality. i.e. patient , provider, payer, and societal perspectives;
- The standards, laws, regulations and accreditation criteria applied to clinical quality improvement and outcomes;
- The relationship between healthcare consumerism and the demand for quality care;
- The economic and non-economic gains related to quality improvement including the role of ethics in the provision of quality healthcare
- Improvement of healthcare quality through understanding and analysis of patient care delivery systems and processes

**III.B.19      Professional skills development  
INTERPRETATION**

Content should normally contribute to students' knowledge, skills, and abilities regarding:

- Preparing appropriate career progression documents;
- Cultivating professional networks for mutual support and career development purposes;
- Giving and receiving feedback from peers, superiors, and subordinates;
- Seeking skills enhancement when necessary (i.e., public speaking, applied research, business writing);
- Life-long learning activities for professional improvement;
- Conducting oneself in a manner that cultivates confidence and trust.