



**ST. LUKE'S** Episcopal Health System

**International Health Summit - Prague Symposium 2004**

**Leadership Needs For the New  
Realities of Expanded Europe:  
Perspectives From Recent  
Developments in the United States**

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**University of Texas School of Public Health**

**President and Chief Executive Officer**

**St. Luke's Episcopal Health System**

**Houston, Texas (USA)**

# Vital Statistics

# **Evolution and Revolution in Education for Health Care Administration**

**1924**

**Formal University Course in  
Hospital Administration First  
Offered in the United States**

**1950**

**Eleven Programs Evolved in  
First Generation of Graduate  
Hospital Administration  
Curricula**

**Faculty of First Generation Programs were typically practitioners, often with concurrent appointments as superintendents of university affiliated teaching hospitals**



**1948**

**Association of University  
Programs in Health  
Administration Established**

# International Members of AUPHA

## **Albania:**

National Institute of Public Health  
University of Tirana

## **Argentina:**

Fundacion ISALUD  
Universidad Austral  
Universidad de Buenos Aires  
Universidad de Cordoba  
Universidad Nacional del Litoral

## **Armenia:**

Erebuni Hospital

## **Australia:**

Curtin University  
Flinders Medical Centre  
University of New South Wales  
RMIT University

## **Belarus:**

Minsk Children's Hospital #4

## **Bolivia:**

Universidad NUR

## **Brazil:**

Escola Nal. de Saude Publica  
Faculdades Intregradas Sao Camilo  
Fed'1 Univ of Rio Grande Do Sul  
Fundacao Getulio Vargas  
Fundacao Jose Silveira/Hospital  
I.P.H.  
U. do Estado do Rio de Janeiro  
Universidade De Sao Paulo

## **Chile:**

CLADEA  
P.I.A.S., Universidad De Chile  
Pont. Univ. Catol. De Chile  
Universidad De Chile

## **China:**

Shanghai Medical University

## **Colombia:**

AASALUD  
Asociacion Columbiana de Universidades  
CENTRA  
Colegio Mayor de Nuestra Senora del Rosario  
EAFIT-CES  
Escuela Superior de Administracion Publica  
Especializacion en Admin. Hospitalaria (EAN)  
Universidad Del Norte  
Universidad Ind. De Santander  
Universidad Javeriana  
Universidad Tadeo Lozano

## **Costa Rica:**

Asociacion Costarricense de Hosp.  
CENDEISS  
Escuela Autonoma de Ciencias  
ICAP  
Univ. Estatal a Distancia  
Universidad de Costa Rica  
Universidad de Iberoamerica UNIBE

## **Czech Republic:**

Institute for the Theory and Practice of Nursing  
Palacky University  
Purkyne Medical Academy  
South Bohemia University  
University of Economics  
University of Education

## **Dominican Republic:**

Inst. Tec De Santo Domingo  
Univ. Autonoma De Santo Domingo  
Univ. Catolica Madrey Maestra Proasa  
Univ. Nac. P. Henriquez Urena

## **Ecuador:**

Escuela De Postgrado  
Univer. Central de Ecuador

## **England:**

University of Birmingham  
Gwent College of Higher  
King's Fund College

## **France:**

Minist. Affaires Soc Et De La S

## **Georgia:**

National Health Management Center  
Tbilisi Medical Institute

## **Greece:**

Greek Ministry of Finance for ACC  
National School of Public Health

## **Guatemala:**

INCAP  
Instituto Nacional De Maestria En Admin. Publica

## **Haiti:**

Institut Haitien De Sante Communautaire  
Institut Haitien De Sante Curs De Sante Communautaire

## **Hungary:**

Semelweis University of Medicine

## **India:**

Birla Institute of Technology & Science  
Center for Social Services Hinduja Institute of Health Care Management  
University of Delhi  
National Institute of Health & Family Welfare  
Postgraduate Institute of Hospital Administration

## **Israel:**

Ben Gurion Univ. of the Negev  
Galillee University  
Hebrew University Health Administration Track  
Ministry of Health  
Tel Aviv University

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## **Israel:**

Ben Gurion Univ. of the Negev  
Galilee University  
Ministry of Health  
Tel Aviv University

## **Italy:**

Instituto Superiore Di Sanita  
Universita Comm. L. Bocconi

## **Jamaica:**

University of the West Indies

## **Japan:**

Keio University, School of Medicine  
Nihon University  
Nippon Medical School  
Tohoku Univ School of Medicine

## **Kazakhstan:**

Alma Ata First Aid Hospital  
Almaty State Medical Institute  
Ministry of Health

## **Kyrgyzstan:**

Kyrgyz Institute of Oncology and  
Radiology  
Republican Center for Constant

## **Malaysia:**

Melorita Management Consultants

## **Mexico:**

Assn Mexicana de Hospitales  
Centro de Ciencias de la Salud  
CIESS  
Escuela De Salud Publica De Mexico  
Fundacion Mexicana Para la Salud  
Inst. De Desarrollo Directivo  
UNAM

## **Moldova:**

Center for Cardiovascular Surg  
Chisinau Medical University  
Chisinau Emergency Hospital  
Chisinau Medical University  
Moldova Ministry of Health

## **Netherlands:**

CBO National Organization  
Eramus Universiteit Rotterdam  
Rijksuniversiteit Limburg

## **New Zealand:**

University of Otago

## **Nigeria:**

University of Benin

## **Pakistan:**

Center for Health Management  
Sciences

## **Panama:**

Universidad De Panama

## **Peru:**

ESAN  
Ministerio De Salud Publica  
PROASA

## **Philippines:**

University of the Philippines

## **Portugal:**

Universidade Nova De Lisboa

## **Romania:**

Institute of Health Services  
Management  
University of Medicine and  
Pharmacy

## **Russia:**

City Clinical Hospital No. 1 Pirogov  
Far East State Medical University  
Government Hospital of the  
La Crosse/Dubna Health Sciences  
Resource Center  
Medsanchast  
Moscow Medical Academy  
Moscow Medical Dental Institute  
Municipal Clinical Hospital #2  
Murmansk City Public Health  
Department  
Saint Petersburg Medical University  
Savior's Hospital  
Sechenov Moscow Medical Academy  
St. Petersburg Medical Academy

## **Saudi Arabia:**

King Saud University

## **Slovak Republic:**

Health Management School  
University of Matej Bel  
Trnava University

## **Sourth Korea:**

Korea Inst of Health Srvc Mgmt

## **Spain:**

EADA  
Escuela Superior de Admin. And  
Hospital Management

## **Sweden:**

Center for Public Health Research  
Nordic School of Public Health  
Stockholm School of Economics

## **Switzerland:**

Robert Kennedy University

## **Turkey:**

Baskney University  
Hacettepe University  
University of Istanbul

## **Turkmenistan:**

Medical Consultative Center in the  
Name of President Niyazov

## **Ukraine:**

University of Kiev-Mohayla-Academy  
L'viv Clinical Railway Hospital  
L'viv Institute for Management  
L'viv Oblast Hospital  
L'viv State Medical Institute  
Ministry of Health of Ukraine  
Odessa Oblast Hospital  
Regional Perinatal Centre  
School of Health Administration  
Ukrainian State Medical University

## **Uruguay:**

ORT  
Universidad de la Oriental del Uruguay

## **Uzbekistan:**

First Tashkent State Medical Institute  
Second State Medical Institute  
First State Medical Institute  
Second State Medical Institute

## **Venezuela:**

FEPAFEM  
IESA Curso De Metodos Gerenciales  
Universidad Central De Venezuela  
Universidad De Los Andes

# 1966

## 28 Graduate Programs Comprised the Field

- Typical Course of Study  
One-Plus-One

**1968**

**Accrediting Commission for  
Education in Health Services  
Administration**

**1973**

**77 Graduate Programs  
Comprised the Field**

- Typical Course of Study  
Two-Plus-Zero

# Balancing Didactic and Experiential Learning

**2004**

## **82 Accredited Programs**

Faculty Typically Drawn from Traditional  
Academic Disciplines

# Uncatalogued Number of Part-Time, On/Off Campus, Web-Based and Non Traditional Programs

# Four National Commission Reports on Hospital and Health Administration Have Guided Evolution of the Field

- Prall Report - 1948
- Olsen Report - 1954
- Dixon/ Austin Report - 1975
- National Summit on the Future of Education and Practice in Health Management and Policy - 2001

**The National Summit was initiated with collegial intentions. Its outcomes now appear to be revolutionary to parts of the healthcare administration establishment**

# National Summit Executive Summary

- Declining support for young managers, particularly in close mentoring relationships and planned career development
- Inconsistencies and uneven quality in mid-career education in health care compared to leading corporations in other industries
- Failures in the advancement of women and underrepresented minorities
- An acute shortage of individuals prepared for the senior ranks of the emerging multibillion-dollar health care systems and health insurance companies

# The National Center for Healthcare Leadership

NCHL

21<sup>st</sup> century healthcare

# Calls to Action

## Institute of Medicine Watershed Reports

- **To Err Is Human**
- **Crossing The Quality Chasm**

*Healthcare Services Should Be Safe, Effective, Patient  
Centered, Timely, Efficient And Equitable*

# National Center for Healthcare Leadership

- **Core Competency Council**
- **Advanced Leadership Development Council**
- **Recruitment and Diversity Council**
- **Blue Ribbon Task Force on Accreditation**
- **Evaluation and Continuous Improvement**

## **Gist of NCHL**

- **Experiential Learning in the Graduate Curriculum and Beyond**
- **Competency-Based Education**
- **Advanced Leadership Development**

# Building an Understanding of the Competencies Needed for Health Administration Practice

- **Richard Shewchuk PhD**
- **Stephen O'Connor PhD**
- **David Fine**

**Competency is "a cluster of related knowledge, skills and attitudes that:**

- **Affect a major part of one's job**
- **Correlate with performance on the job**
- **Can be measured against well accepted standards**
- **Can be improved by training and development"**

[Lucia and Lepsinger, 1999]

## **Educators in Health Care**

**Administration must consider evidence based management approaches as a primary vehicle for determining what is taught to students.**

**What is being taught in our health administration programs is more and more detached from what students will be expected to perform in a job setting.**

**By identifying core competencies and skills, the field can more accurately specify what needs to be taught and measure student mastery of this content.**

[Griffith, 1999]

**An added complication is the fact that health care is comprised of multiple contexts (acute care, ambulatory, long term care, insurance, etc) and that different competency sets emerge at different points along the career trajectory.**

## **Consensus building uses two critically important groups of informants:**

- **Opinion leaders from practice settings**
- **Academics**

# Cognitive Maps

# Nominal Group Technique

# Competency Clusters

- **Traditional Management Tasks**
- **Patient Interests**
- **Political, Legal and Ethical Concerns**
- **Financial and Economic Issues**

**Still no consensus among practitioners, professional societies, accrediting bodies. The National Center for Healthcare Leadership defines competencies within three domains:**

- **Transformation**
- **Execution**
- **People**

# 1. Transformation

Visioning, energizing, and stimulating a change process that coalesces communities, patients, and professional around new models of healthcare and wellness

- **Achievement Orientation**
- **Analytical Thinking**
- **Community Orientation**

## 2. Execution

Translating vision and strategy into optimal organizational performance

- **Accountability**
- **Change Leadership**
- **Collaboration**

## 2. Execution (continued)

- **Communication Skills**
- **Impact and Influence**
- **Initiative**
- **Information Technology Management**

## 2. Execution (continued)

- **Organizational Awareness**
- **Performance Measurement**
- **Process management/  
Organizational Design**
- **Project Management**

## 3. People

Creating an organization climate that values employees from all backgrounds and provides an energizing environment for them. Also includes the leader's responsibility to understand his or her impact on others and to improve his or her capabilities, as well as the capabilities of others.

## 3. People (Continued)

- **Human Resources Management**
- **Interpersonal Understanding**
- **Professionalism**
- **Relationship Building**

## 3. People (Continued)

- **Self Confidence**
- **Self Development**
- **Talent Development**
- **Team Leadership**

# Experiential Learning in Health Care Administration

# Apprenticeship Taxonomy

# Pre-Professional, Early Career

- **Internship**
- **Clerkship**
- **Residency**
- **Fellowship**

# Mid Career

# Advanced Career

# Corporate College



NCHL

21<sup>st</sup> century healthcare

**To be a catalyst for industry-wide collaboration to assure that high quality, relevant, and accountable health management leadership is available to meet the needs of 21st century healthcare.**

## Conclusion

In context, the United States manages to create an arguably inferior healthcare outcome for a certainly higher healthcare cost. We need to manage our way out of this sorry state. To do so we need to invest in healthcare management education.