

LEND
Health Administration
Curriculum Guidelines

2006

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BACKGROUND

In February 2004 the Maternal Child Health Bureau (MCHB) of the U.S. Health Resources and Services Administration (HRSA), and the Association of University Centers on Disabilities (AUCD) sponsored a meeting for Health Administrators in the MCHB-Leadership Education in Neurodevelopmental Disabilities (LEND) programs¹. Forty faculty, staff, and trainees from around the country attended this meeting and discussed the inclusion of Health Administration content in LEND training programs.

The subsequent pages provide activities, resources, and suggestions to build the skills of LEND Health Administration trainees. If you have questions or comments about the information within, please contact Crystal Pariseau at cpariseau@aucd.org. We hope this will become a valuable resource for you and your trainees.

LEND PROGRAMS

LEND programs provide long-term interdisciplinary leadership training to graduate-level health professionals at universities and schools of medicine around the country. In LEND, long-term trainees are those who complete 300+ hours in the MCHB LEND leadership training program. The purpose of LEND programs is

*to improve the health of infants, children, and adolescents who have or are at risk for developing neurodevelopmental and other related disabilities by preparing trainees from a wide variety of professional disciplines to assume **leadership** roles and to ensure high levels of interdisciplinary clinical competence².*

The objectives of the LEND program are to:

- (1) advance the knowledge and skills of the full range of child health professionals to improve health care delivery systems for children with developmental disabilities;
- (2) provide high-quality interdisciplinary education to health professionals which emphasizes the integration of services supported by States, local agencies, organizations, private providers and communities;
- (3) provide a wide range of health professionals with the skills needed to foster a community-based partnership of health resources and community leadership; and
- (4) promote innovative practice models that enhance cultural competency, partnerships among disciplines, and family-centered approaches to care³.

To address these objectives a workgroup of Health Administration meeting attendees was formed to examine and develop competencies for use by LEND programs provide a level of uniformity within the Health Administration discipline.

The nation's LEND programs are funded by HRSA's MCHB. LEND programs are members of AUCD, a 501(c) 3 national association. In addition to the LENDs, AUCD counts as its members the nation's 64 University Centers for Excellence in Developmental Disabilities (UCEDDs) funded by the Administration on Children and Family's Administration on Developmental Disabilities (ADD) and the 19 Developmental Disabilities Research Centers (DDRCs) funded by the National Institute of Child Health and Human Development (NICHD). AUCD provides a national network and technical assistance to help UCEDDs, DDRCs and LENDs carry out their missions.

¹ In FY2005 35 LENDs were funded by MCHB in 28 states and the District of Columbia. For a current listing of all LEND programs and their contact information, please visit www.aucd.org and click on LEND.

² HRSA-06-048 program guidance: Maternal and child leadership education in neurodevelopmental and other related disabilities. New competitive announcement; fiscal year 2006; release date December 12, 2005. CFDA No.93.110.

³ Ibid.

INTRODUCTION

The discipline of Health Administration (HA) is an important part of many LEND programs. Traditionally, HA curriculum has included topics that are relevant to the administration of programs that provide services to children with special health care needs. Typically, LEND programs also provide training in areas such as those shown here:

Typical LEND Health Administration Training Topics

- Agency administration
- The administrative process
- Funding sources for health services for this population
- The identification of other service providers for this population
- Public policy and advocacy that may influence all of the above areas

Recognizing the critical importance of these areas and the emergence of new health care realities, the 2005-2006 Health Administration Workgroup was charged with identifying which additional areas, if any, the contemporary marketplace demands of HA graduates from our LEND programs. Two essential questions were identified:

1. "What central administrative skills do most health professionals need today that their training did not provide?"
2. "How should the HA team member assist the team in addressing administrative challenges and in fostering HA skill development?"

THE BUSINESS PLAN

Since most LEND programs provide training to all trainees in such administrative areas as leadership, team building, cultural competency, family inclusion, advocacy and the agencies and structures that provide services to children with special health care needs, the LEND HA training experience should focus on unique skill areas needed in today's business environment. The changing world of health care demands new skills from administrators as well as from health professionals not bearing a job title of "Administrator". The HA training component should therefore focus on the application of business administration skills and competencies to the disability health care arena in order to improve the competitive position of LEND services and supports for children with special health care needs. *Foremost among these skills in demand is the ability to produce a **Business Plan** which is necessary to substantiate the viability of a new idea, to prove the financial stability of a clinic, to write a winning grant, or to communicate the goals and plans of the organization.* In addition to the array of interdisciplinary training topics in neurodevelopmental disabilities that LEND programs currently provide, this Workgroup feels all HA trainees must demonstrate an understanding the basic structure of a Business Plan and should be able to produce such a document in response to a LEND program need. The end goal of the training year is the ability of the Health Administration student to apply the skill of developing a business plan that fits the world of Maternal Child Health and children with disabilities. The major components of a business plan will be applied in one or more settings during the trainee experience. An

effective Business Plan emanates from an understanding of strategy, marketing, operations and finance.

Proposed LEND Health Administration Training Topics

- Strategic Planning
- Marketing
- Operations and Facilities Management
- Finance
- Business Planning

APPLICABILITY TO ALL TRAINEES

Business principles and practices have infiltrated all areas of health care; no discipline can afford to remain uninformed about such a basic management tool as a business plan. Anyone moving into a leadership position in the work of health care must understand the components of a business plan, how one is constructed, what the important vocabulary refers to and how business thinking relates to the world of neurodevelopmental and related disabilities.

Trainees in disciplines other than HA should be encouraged to see the applicability of their projects to one or more skill sets that are used in developing Business Plans. For example, a Nursing trainee might do a Leadership project which results in a new curriculum for her Nursing program that includes specific information on children with special health care needs. The HA coordinator (or the HA trainee) might help the Nursing trainee understand that her department's commitment to this curricular change means the department Chair must convince the faculty of the importance of this change (a marketing task), and must determine who is capable of teaching this material (a personnel issue). As all trainees see that many of their activities are similar to the activities in a Business Plan, the mystery and hurdle that such a plan may present will diminish and trainees will become more able to speak the new business language of the health care world.

COMPETENCY MATERIALS

The HA Workgroup has committed to developing HA-specific and supplemental curriculum materials to bring to all LEND trainees a basic understanding of the role and construction of a business plan. The Workgroup set out to distinguish its materials in two ways. First, by creating original content, all materials could be placed on the AUCD website for free access by the entire AUCD network. Second, by creating original content, the Workgroup ensures that all materials tie directly to LEND-related topics. Examples are drawn from LEND settings, vocabulary explained done in a way that illuminates LEND issues and cases are developed that enhanced a trainee's LEND-related understanding of business plans. In this way the Workgroup has differentiated its material from the numerous books and seminars which provide non-specific, basic business plan knowledge.

The materials created include an *Introduction to Business Planning* and a pair of documents for each of the four main business plan areas: *Strategic Planning*,

Marketing, Budget/Finance, and Operations & Quality. Each of these four areas contains a short introduction to the field written in an easily accessible format establishing key vocabulary, and a specific case study or training example from a LEND-related setting applying the vocabulary that the trainee should now know.

USING THE COMPETENCIES

To develop a working knowledge of the contents and purpose of a business plan, the workgroup feels all non-HA trainees should be assigned to read the Introduction and the first document in each area. Individual LEND programs should decide whether to use the second document in each area as additional reading or as a case study for in-class discussion. For programs that assign both documents in each area, additional cases have been gathered by the workgroup to provide a set from which an instructor may draw for additional in class discussion. These materials may be found within the LEND discipline webpages of www.aucd.org.