

A short description of
Health Administration components
in some LENDs

Prepared for: February 28, 2004 Discipline Meeting

Contents:

Arkansas LEND
California CHILD LEND
Cincinnati LEND
Colorado JFK LEND
Iowa LEND
Massachusetts Shriver LEND
Memphis Boling LEND
Missouri LEND
Nashville MIND LEND
New Hampshire LEND
NY Bronx RFK LEND
Oregon LEND
Philadelphia CHOP LEND
Utah LEND
Virginia LEND
Wisconsin Waisman LEND

UNIVERSITY OF ARKANSAS FOR MEDICAL SCIENCES
DEPARTMENT OF PEDIATRICS

COURSE DESCRIPTION:

This LEND course presents foundation didactic information and clinical/community experiences necessary to develop leadership and research skills for the purpose of delivering interdisciplinary family-centered health care to children with neurodevelopmental and related disabilities and their families. Emphasis is on the development of skills needed to successfully work with children and families as a member of an interdisciplinary team, to provide culturally sensitive services and to exhibit leadership skills in planning and implementing interventions based on individual family and community assessments. In addition, there is an emphasis on analysis and synthesis of research information for policy formulation, financing of health care and health system management.

COURSE OUTCOMES:

1. To exhibit the GUIDING PRINCIPLES OF PARTNERS (core values of practice as endorsed by the Bureau of Maternal and Child Health), the student will acquire the following knowledge, skills, and attitudes:
 - The willingness and skills required for collaboration and coordination with other health professions
 - An ability to analyze the importance of coordinated care of children with neurodevelopmental and related disabilities and their families
 - A sensitivity to cultural competence in interactions with families and professionals
 - An ability to engage in practices that are developmentally appropriate
 - An understanding and support of family-centered practice
 - An ability to advocate for all services to be received in inclusive settings
 - An understanding and ability to develop a comprehensive approach to community-based services delivery
2. To have advanced skills as in INTERDISCIPLINARY TEAM MEMBER, the student will acquire the following knowledge, skills, and attitudes:
 - An ability to develop advanced skills in evaluation, intervention, and development of a plan of care for each disability studied
 - An ability to assess the efficacy and effectiveness of various models of health care teams
 - A sensitivity to the impact of disability on family members and family functioning
 - An understanding of terminology, history of treatment, attitudes and cultural issues regarding neurodevelopmental and related disabilities and chronic conditions
 - An ability to effectively interpret the results of assessments to families and members of the interdisciplinary team

- An understanding of the contributions of other disciplines to team assessment
- An understanding of the importance of the values of including family members on the assessment team
- An awareness of the impact of social and cultural factors on health care practices and services utilization
- An ability to identify environmental, ethical, legal and financial issues that impact service delivery
- An ability to examine the components of comprehensive service delivery to a child with neurodevelopmental and related disabilities

3. To be an advocate for the development, IMPLEMENTATION AND ADMINISTRATION OF SYSTEMS OF HEALTH CARE, in the areas of current and emerging state and national legislation, financing health care, health economics, public policy formation and the development, implementation and administration of systems of health care, the student will acquire the following skills, knowledge and attitudes:

- An ability to effectively assess and analyze the impact of recent legislation, policies and programs on the practice of health care of children with neurodevelopmental and related disabilities
- An understanding of the barriers to health care
- An ability to identify options for financing health care of children with neurodevelopmental and related disabilities
- An understanding of an ability to explain the process of policy formation, including the importance of political milieu and the distinction between legislation and regulation
- An ability to evaluate the impact of policies and legislation on a specific individual with Neurodevelopmental or related disabilities
- An ability to critique the implementation of a specific policy at a given agency

4. To apply research methods and principles to guide practice, program and policy development, program evaluation, needs assessments and assessment of health outcomes for children with neurodevelopmental and related disabilities and their families, the student will have acquired the following knowledge, skills and attitudes:

- An ability to discuss methods and use of research
- An ability to critique relevant research articles
- An ability to apply research findings in assessing health outcomes
- An ability to utilize computerized database to retrieve and evaluate literature that establishes an evidence based for practice
- An ability to evaluate the effectiveness of his or her own practice
- An ability to answer a research utilization question based on appropriate methodology
- An ability to recommend practice decisions that are based on strength of research evidence

Health Administration Training as part of the USC LEND Training Program

The USC UCEDD has incorporated Health Administration faculty and trainees in the LEND training program for five of the last seven years. At least four different training models have been utilized depending on faculty and staff availability. These four models will be briefly described. Currently, there are no long-term health administration trainees and our Health Administration Director, La Vonna Blair-Lewis, PhD, has been unable to participate during the regularly scheduled LEND training hours, though her students have participated in developing a project (4th model). We would like to develop a more predictable health administration curriculum integrated with the LEND program.

Model 1: Two long-term health administration trainees worked with two different faculty members on specific projects. One trainee helped to develop the American Psychological Association accreditation application for our current APA-approved Psychology Internship. Both trainees were stipended and spent at least ½ time (20 hours per week) at the UCEDD (formerly UAP) with a deliverable outcome at the end of the training period.

Model 2: Two long-term health administration trainees worked with our LEND Associate Director gathering national, state and local health and service-related statistics and conducting literature searches to inform program development and grant and research proposals. These two trainees also participated fully in the 300 hour LEND interdisciplinary training with evaluation of competencies in all areas. The two trainees were ½ time (20 hours per week) and received training stipends.

Model 3: One long-term health administration trainee had a similar role to that of the two trainees in Model 2, but with more selected experiences in terms of the 300 hours of interdisciplinary training. He was paid ½ time (20 hours per week) and also did health administration research and database development for various projects at the UCEDD.

Model 4: Two groups of six-seven health administration students enrolled in a residency seminar at USC conducted research and completed a project at the USC UCEDD. The projects focused on developing and enhancing a service model for one of the training clinics. At the end of the semester, these trainees produced a short paper (5 pages) and powerpoint presentation on their proposals.

Of the five long-term trainees, at least three are still employed in health care administration (two are no longer in contact with us). The current Health Administration Director feels that the most valuable training experiences included exposure to, and participation in, the interdisciplinary consultation clinics, and working with trainees from the other disciplines (models 2 and 3). However, to continue the program, we would like to develop specific and unique

competencies for the health administration trainees in the areas of cooperative decision-making, resource allocation, marketing/funding and analytical functions (data collection, program evaluation) as part of their LEND training.

Anne Bradford Harris, PhD, LEND Training Director (aharris@chla.usc.edu)
La Vonna Blair-Lewis, PhD, Health Administration Director (lblair@usc.edu)

**LEND Health Administration Program
University of Cincinnati
Cincinnati Children's Hospital Medical Center
Division of Developmental Disabilities**

Experiences in the area of Health Administration are individually designed for the student in conjunction with faculty of the Health Planning/Administration Program based upon the student's learning needs. The student will participate with students from the discipline of psychology, social work, pediatrics, nursing, nutrition, speech pathology, audiology, occupational therapy and special education as part of the Interdisciplinary Leadership Core Curriculum. This requires 5 -8 hours per week of the 20 hours for various didactic and experiential experiences. The purpose of this Core Curriculum is to develop well-trained, knowledgeable professionals in medical and health-related disciplines that are required to provide leadership at the national, state, and local levels in the field of maternal and child health, particularly as it relates to children with neurodevelopmental and related disabilities and their families. All trainees, including HA, observe the delivery of direct services in the various disciplines and participate in trainee team activities.

The student also gains experiences in specific administrative areas which could include financial management, program development and/or evaluation, interagency coordination/planning, grant budgeting, billing and scheduling. The remaining part of the program depends on the student's specific area of interest. This is determined before the student is selected. Specific experiences are developed and added which allows the student to enhance their knowledge in the area of interest. IN the past, trainees have focused on managed care, involvement on a task force to determine community needs and policy development.

In the past five years there have been three HA students enrolled in the LEND program.

JFK Partners, Colorado LEND

While Health Administration has existed as an academic program at the University of Colorado- Denver (CU) for some time, it has not yet been fully incorporated into the LEND program at JFK Partners, University of Colorado Health Sciences Center. The recently hired Administrator for JFK Partners' has been charged with creating a HA curriculum and infusing that curriculum into the interdisciplinary core courses offered to LEND trainees. Inherent in this effort will be the establishment of strong links between the LEND program and the MBA-Health Administration and Executive MBA- Health Administration offered at the CU Denver campus. It is expected that the curriculum will be developed by June 2004, and recruitment for the first HA trainee will commence in July 2004.

Contact Information for HA Staff at JFK Partners, UCHSC:

Robyn Mobbs
Administrator and HA Discipline Director
JFK Partners, UCHSC
4200 East Ninth Avenue, C221
Denver, Colorado 80262
tel: 303-864-5366
fax: 303-864-5270
mobbs.robyn@tchden.org

Health Administration at the Iowa LEND Program

Overarching Goal: Develop in carefully selected leadership trainees and fellows, high levels of clinical competence and leadership skills needed to improve the planning and delivery of family-centered, culturally competent, community-based, integrated systems of care for children with neurodevelopmental and other disabilities, and for their families.

General Description: The Iowa LEND Program provides health administration leadership training opportunities for both clinical and administration trainees through a host of interdisciplinary didactic, experiential, and individual or small group mentoring activities. While all trainees will become familiar with the core functions of administration/management in health services for children with neurodevelopmental and related disabilities (e.g. strategic planning, personnel management, financial management, information management, legal and ethical issues, marketing, performance improvement and organizational effectiveness, patient/client satisfaction, family-centered care, health care financing, quality and safety matters, capital facility/equipment management, collaboration and communication issues) and will complete both “administrative” and “leadership” projects, health administration trainees will spend considerable more time working side-by-side with senior administrators and their direct reports to address actual organization and system priorities.

Setting: The Iowa LEND Program is based within a university hospital setting and is administratively directed by faculty of the college of medicine. The health administration training curriculum is facilitated by senior administrators of the university hospital who also hold adjunct academic appointments in various colleges and schools within the University of Iowa. Training activities occur in multiple settings, including tertiary and community hospitals, community-based clinics, local schools, public health and other government agencies, the state legislature, family homes, childcare environments, advocacy organizations, etc.

Trainees: Since program inception in 1994, the Iowa LEND program has ‘graduated’ a total of 13 master’s and doctoral level health administration trainees. Typically, one health administration trainee is participating in the program for a minimum of 300 hours over the course of two semesters. Trainees have assumed leadership positions in various settings across the nation, including hospitals, freestanding clinics, multi-specialty group practices, and healthcare consulting firms.

Contact:

Mark G. Moser
Health Administration Training Director, Iowa LEND Program

Administrator, Center for Disabilities and Development (Iowa’s LEND & UCEDD Programs)
Assistant Director, University of Iowa Hospitals and Clinics

(319) 356-1430 tel
(319) 356-8284 fax
mark-moser@uiowa.edu
www.uihealthcare.com/cdd

Description and Requirements of the Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program

Mission

The mission of the LEND Program is to provide *Leadership Education in Neurodevelopmental and Related Disabilities* in order to improve the health status of infants, children, and adolescents, including children with special health needs, and their families.

The LEND Program is an innovative partnership that unites the Shriver Center's University Center for Excellence in Developmental Disabilities (UCEDD) Education, Research, and Service, University of Massachusetts Medical School, the Center for Children with Special Needs (CCSN) at Tufts-New England Medical Center, and Suffolk University's Department of Public Management. The LEND Program is devoted to providing leadership education to health and allied health professionals with terminal degrees who are committed to improving the lives of children and adolescents with neurodevelopmental and related disabilities and their families. The LEND Program provides a milieu in which leaders and future leaders in *maternal and child health* related areas can be nurtured, challenged, and given opportunities to conduct research, to teach and to enhance their expertise in specific areas of study. The LEND Program is dedicated to providing the highest quality of service to children with disabilities and their families; forging partnerships with families, communities and public health agencies; dissemination of best practice information about neurodevelopmental and related disabilities; and conducting outcome research related to improving the health status of children and adolescents with disabilities. To achieve its mission, the LEND program utilizes a *family-centered, community-based and culturally-competent* approach to leadership education, assessment and intervention.

Leadership Need

While many individuals have assumed leadership roles in the delivery of services to children with neurodevelopmental disabilities and their families, most have had little or no training as leaders and develop whatever leadership skills they possess "on the job". In addition, technologic innovations, diverse populations, increasing demands for services, organizational and planning issues, human resource development, increased competition, changing consumer demography, and diminishing resources challenge leaders and managers to focus simultaneously on multiple aspects of service provision.

Trends toward an information society, decentralized support systems and a definition of "health care" that includes all aspects of health place increasing demands on leaders. Leaders must determine how to make the most of existing resources while driving the system to be more responsive to the needs of children and their families; to expand efforts in areas of prevention; to tackle increasingly complex ethical questions; and to create and support inclusive communities so that most people can address most of their

needs at the local level, as part of the mainstream of society. A comprehensive, strategic view of leadership held by people with the skills to implement that view is needed throughout the health and human services system.

LEND Curriculum

The LEND Program provides didactic and experiential education and training in the following areas:

- Interpersonal leadership skills with emphasis on team building communication, conflict resolution, negotiation and problem-solving
- Strategic and systems analysis skills
- Public policy
- Research and its relation to health care
- Family and cultural perspectives

The LEND Fellows are required to:

- spend a minimum of 1½ days per week over a 10-month period in the program;
- participate in courses taught by the LEND Faculty at the Shriver Center in Waltham and at Suffolk University in Boston;
- work closely with a family of a child with a disability or an adults with a disability;
- complete a community project or program project; and
- collectively produce the winter issue of an on-line journal.

In addition to obtaining a Certificate upon successful completion (see section on **Successful Completion of the LEND Program**) of the LEND program, all Fellows have the option of obtaining a Master of Health Administration (MHA) degree through Suffolk University. Since you are admitted to the Suffolk MHA program through the LEND Program, you must successfully complete all of the LEND requirements before being awarded the MHA degree.

Required Courses and Seminars for All LEND Fellows

All LEND Fellows are required to take the following courses:

PAD 716: Human Resources and Human Relations

PAD 717: Organizational Effectiveness in Government

PAD 823: The United States Health System

PAD 834: Disability and Public Policy: *Evolution of Policy in Addressing the Needs of Children*

PAD 832: Disability Issues: *Underserved and Unserved*

PAD 759: Capstone Course

- **Developmental Disability Leadership Journal**
- **Project**
- **Career Development Exploration**

Family/Consumer Experience

- A year long relationship with a family or adult with a developmental disability.

- Interviews with five families/adults on three different topics— Legislation, Stigma/Prejudice, and a topic of the Fellows' choice. Fellows will discuss their findings in a 5-7 page essay on each topic.
- Capstone Course Project. Within the context of their Capstone project, Fellows will also be encouraged to consider how individuals with neurodevelopmental disabilities and/or families would benefit from the project.

Additional Required Courses for Fellows in the MHA Program

For Fellows in the Master of Health Administration program, additional courses are required through Suffolk University. If you already have a master degree, a total of 10 courses are required for the MHA degree. For Fellows who have a bachelor degree, 15 courses are required for the MHA degree. The following two courses are required.

PAD 712 Policy Analysis and Program Evaluation

PAD 713 Foundations of Public Financial Administration

Other Optional Educational Opportunities

CCSN Clinical Training Seminars

Shriver Center Colloquium Series

Melding the disciplines of Public Management and Health Administration, the MHA will help LEND Fellows to successfully assume leadership roles in the public, nonprofit, or private sectors.

Brief review of Health Administration Curriculum
Boling Center for Developmental Disabilities (BCDD)
University of Tennessee Health Science Center, Memphis

Basic Orientation: During the first month of the training period the trainees have to attend a 2-days orientation workshop. This orientation-includes basic issues such as introduction to developmental disabilities, legislation (ADA, IDEA), Health care policy (Medicaid, Medicare, Etc), cultural competence. The first 8 weeks the students rotate through all the areas of the BCDD. These include patient intake, medical Records, administration (personnel, facilities), billing, and fiscal administration.

Trainees have to observe clinical work by following a patient for a day during interdisciplinary evaluations, observing the whole process of evaluation by each specialist, team discussion and feedback to the parents. They also attend a Project DOCC. This is a training originally developed for pediatric residents, it coordinated and done by parents of Children with Special Health Care Needs (CSHCN). They go to a home of a child with CSHCN. The parent talks about her/his child and how its condition affects their life. A second parent is also there and his/her role is to talk in general terms on how other families with CSHN are affected.

Trainees have to meet with all the section chiefs and key staff from the center.

Projects: After the 8 weeks of orientation the trainee is given the choice to develop one or more projects. These projects depend on the interest of the trainee and the needs of the center. Some examples are: participation on different stages of grant writing, developing a training curriculum about HIPPA, research on the effects in the family when a child with cerebral palsy has a gastrostomy tube, develop the ground work to establish a billing system for a High-risk Follow-up Clinic, research on software programs to change the system from paper-base to digital, comparison of two billing systems, development of a data entry system to provide families with a written report on the same day of the evaluation.

Number of trainees: 1 per year, 5 total

Mario César Petersen, MD, MSc
Chief, Head Administration
mpetersen@utmem.edu
(901) 448-7459

Health Administration Function in Training in Interdisciplinary Partnership and Services for Kids (TIPS for Kids) at the University of Missouri LEND

At least one-faculty members from the Department of Health Management and Informatics (HMI), School of Medicine at the University of Missouri-Columbia has actively participated in the Training in Interdisciplinary Partnership and Services for Kids (TIPS for Kids) since 1995. Over the past five years, five Health Management graduate students have participated in the TIPS for Kids interdisciplinary training program. The HMI faculty members and trainees are actively involved in providing leadership training and team building training and skills as well as increasing interdisciplinary understanding of the interdependence of administration and clinical processes and activities.

The TIPS for Kids core faculty believe that leadership and team-based skills development are an essential part of trainees' learning to provide interdisciplinary care. Health Management and Informatics faculty member and trainee lead the team-building element of the training. The team building training begins early in the TIPS for Kids curriculum with an "Introduction to Teams" presentation by the Management and Informatics faculty member. This introduction includes 1) a definition of teams and the continuum of team types; 2) the stages of team development; 3) team-player type assessments. Throughout clinical portion of the TIPS for Kids interdisciplinary training, the health administration trainee, with the advise of the health management core faculty member, engage the trainees in team building activities that contribute to team effectiveness in the following areas:

1. Understanding of the team's relationship to the greater organization and alignment of team charter with the organization's vision and mission,
2. Developing a clearly stated and commonly held charter - team purpose, goals, and clear understanding of team members' roles and functions,
3. Understanding team members' diverse competencies and team player-styles,
4. Developing Leadership skills by serving the team in three distinct roles - leader, manager, and facilitator,
5. Developing common values and operating principle to guide how team members will work together – work processes, procedures, and norms,
6. Improving team competencies in communication, decision making, and conflict management, and
7. Measurement of performance and feedback allowing team members to assess their work performance and outcomes. At the end of each interdisciplinary clinic session the health management trainee leads a Kaizen (Continuous improvement process (What went well? What needs work/improvement?). The focus of Kaizen process is to help the interdisciplinary team to evaluate and improve its teamwork performance.

**Health Administration Training Component
Of the MIND Training Project at
Vanderbilt University –Nashville, Tennessee**

The MIND Training Project at Vanderbilt Children’s Hospital is organized around six goals: to develop leaders in Neurodevelopmental disabilities, to provide state-of-the-art training to interdisciplinary trainees of different levels, to provide model-demonstration-quality services as a context for training, to use technology to further learning and services, to enhance community skills through inservice training, and to conduct interdisciplinary clinical research with child with neurodevelopmental disabilities and their families. Attention to family-centered practices, sensitivity to cultural competence, distance education, community-based screenings for EPSCY, and collaboration with Title V and MCH or MCH-related programs are woven throughout the goals.

For the past two years, we have had two long-term health administration trainees. The primary goal of the administrative component is to develop leaders in the field of services to children with neurodevelopmental disabilities. Four competencies have been determined to be essential for such leaders: research; advocacy; administration; and policy; teaching; and consultation. Long-term trainees receive mentorship in research skills as well as clinical skills from the core or auxiliary faculty.

The curriculum is designed to enhance the knowledge and application of communication skill, financing and managed care, management skills, advocacy, and public policy. Trainees meet with our interdisciplinary faculty once a month for 1.5 hours to address the following topics:

September	Defining Leadership and Lifestyles Inventory
October	Goleman article review, discussing and planning of group project and Family Mentoring experiences
November	Management: Financing & Managed Care
December	Discussions of Interdisciplinary Care Studies
January	Screening Tools-gross/fine motor, speech language pathology, comprehensive assessments
February	Interdisciplinary Research
March	Book review: Identify and discuss leadership styles and results of interviews
April	Discussion of practicum experiences, group projects, LEND training experience

Health Administration Faculty

Vera Chatman, PhD

Craig Anne Heflinger, PhD

University of New Hampshire/Children's Hospital at Dartmouth MCH-LEND

Health administration students have been involved in the LEND program since its inception, although in small numbers, typically, one HA trainee per year. Frequently, HA trainees have been experienced clinicians (RN, OT, etc), enrolled in the graduate Health Administration program. HA trainees complete the same program activities as trainees from other disciplines, so there is not a distinct core curriculum for HA per se. The program curriculum does include HA components, such as: presentation/discussion about the U.S. Health Care System, basics of insurance/risk, financial aspects of operating a clinic to evaluate needs of kids with special needs, and completion of an analysis of pertinent health legislation and the policy process.

HA Contact Information:

James B. Lewis, Sc.D.
Associate Professor
Health Management & Policy
University of New Hampshire
Hewitt Hall
Durham, NH 03824
James.lewis@unh.edu

**ROSE F. KENNEDY CENTER UCEDD
ALBERT EINSTEIN COLLEGE OF MEDICINE OF YESHIVA UNIVERSITY
LEND TRAINING: PUBLIC HEALTH ADMINISTRATION**

Curriculum Elements

General: To produce future leaders with an understanding of, and a degree of competence in, the many facets of Administration, so as to better manage organizations, systems and individuals to further family centered services to mothers and children, emphasizing those with special health care needs.

Training Objectives:

1. To understand the legislative process at the local, state and national levels, including an overview of historical legislation impacting CSHCNs covering relevant public health, maternal and child health, educational, and disability issues.

2. To understand the value and purpose of administration within complex organizations and systems of care for children with NARDS.

3. To understand organizational theory, task environments, behavior and structures, and their impact on children and families.

4. To understand the role and mechanisms of service agencies at the local, state and national levels, and the various funding streams for services to children with NARDS, and how to influence and effectuate change in those service systems or funding streams.

5. To understand communication technology, various funding and service delivery models, and the use of management and client information systems .

6. To learn the lexicon and practice of budgeting, concepts of overhead and indirect costs, and those systems involved with funding services, training and research.

7. To analyze a request for applications (RFA) or proposals (RFP), considering all essential components, and to develop a proposal outline, including strategies and costs.

8. To learn strategic planning, time management and leadership styles.

9. To understand health economics, comparisons of traditional and emerging health-delivery systems, case mix, cost/benefits analysis and supply vs. need vs. demand.

10. To understand service delivery family dynamics from a sociological perspective, including interview methods, satisfaction surveys, focus groups and needs assessment.

Oregon LEND Core Curriculum Related to HA
K. Shelton & M. Hartzell, Acting HA Training Coordinators
February, 2004

The core curriculum is represented as twelve components around a core emphasis on leadership. The twelve components are: Clinical competence, care coordination, organization and program administration, community resources, health service systems, prevention, interdisciplinary function, essential values, education, research, family systems and human development, and public policy. Of those, the following components are emphasized for health administration trainees: organization and program administration, health service systems, essential values, research, community resources, interdisciplinary function, and public policy.

Each of the core components includes a definition, several specific learning objectives, and a range of activities leading to proficiency along a continuum—basic awareness of the content and literature on the topic to knowledgeable in the content area to expertise for active participation/implementation. The content areas for the core components emphasized for health administration are as follows:

- Organization and Program Administration: basic administrative theory, effective communication strategies, organizational behavior, human resource management, Grantsmanship, budget preparation, and program evaluation.
- Health Service Systems: concepts of health care systems, health indicators, healthcare financing.
- Essential Values: cultural competence, family centered care focus, community based care services, ethics, and patient rights.
- Research: elements of research, critical review or research projects and publications, reporting results for presentations and/or publications.
- Community agencies and interagency collaboration, needs assessment, economic impact, community consultation, and community education.
- Interdisciplinary Function: theory and principles, interdisciplinary team function, and interdisciplinary assessment.
- Public Policy: basis of disabilities legislations, legislative process, enabling and appropriations legislation, administrative rules, role of courts, and advocacy.

Our last two HA trainees spent time observing in clinics, attending the weekly interdisciplinary seminars, and working on projects related to their specific areas of interest. We have no formal HA readings, modules, or other structured learning activities; instead we assigned readings related to particular projects, diagnostic categories of disabling conditions in children, and literature related to family issues.

February, 2004

I am the discipline leader and curriculum director for The Children's Hospital of Philadelphia LEND administrative fellowship. I have had the opportunity to serve in this role for the past five years. I have the fortune to recruit our LEND administrative fellows from the University of Pennsylvania Wharton School of Business Graduate program.

I have a relationship with the Wharton Director of Graduate Health Care and she assists me in recruiting approximately ten potential candidates per year. I interview the candidates and allow our LEND Director and Co-Director to participate in the screening process. My selection criteria include assuring the students interest and commitment to our interdisciplinary care model.

My previous and current LEND administrative fellows have received a thorough orientation to hospital leadership and the complexities of clinical operations. Each of the fellows have worked at my direction on a series of projects which support the LEND mission. For example, my 2002-2003 fellow developed a gap analysis model which illustrated the funding issues for children with special health care needs in the Commonwealth of Pennsylvania. The analysis was presented to our senior leadership and to the Governor of Pennsylvania. Based on the fellow's work, our hospital CEO hired a Vice President of Government Relations.

My current LEND administrative fellow is developing a financial model for our interdisciplinary Feeding and Swallowing Center. This past fall the fellow completed a project aimed at further developing our National Patient Access Model.

As you will note from the few examples I gave you, the LEND administrative fellowship has added value to our organization and has a demonstrated track record for preparing future leaders in the area of interdisciplinary health care. I can provide much more information about the administrative lectures I deliver and our LEND fellowship.

Sincerely,

Madeline Bell
Vice President, Patient Access and Clinical Services
The Children's Hospital of Philadelphia

Utah LEND Health Administration

Contact Person/Title: Terry Pavia

Telephone: 581-8696

E-mail: mkttp@business.utah.edu

Job Duties: **The HSA trainee for the academic year 2004 – 2005 has three commitments.** The first is to take the **interdisciplinary seminar** the grant supports. This 3-hour class (each semester) meets on Friday afternoons. It carries a MKTG prefix and satisfies a graduate elective in the Marketing Department applicable to the MBA or HSA degree. The class sessions cover: ethics, special education, financing, disease definitions and descriptions (e.g. cerebral palsy, spina bifida, etc.), coordination of medical teams, involving all stakeholders in decision making, and a wide range of other topics. The HAS trainee gets extensive seminar discussion opportunities with other professionals as well as trainees in other disciplines. It is an opportunity to look at a number of health care issues from both within a business context, and outside the “business” box.

The second requirement is to **attend/visit various clinics** providing care to children with special health care needs. The grant opens doors for the student to go into clinics to see the way they operate and discuss the way they *should* operate. Clinics are held all over the Salt Lake Valley. There are also Itinerant Clinics elsewhere in Utah (e.g., St. George, Moab, Blanding etc.). The grant pays to fly the student to these clinics if he/she wishes to visit them. Clinic visits and experiences are processed/discussed with both the HSA supervisor (Professor Pavia) and in the interdisciplinary seminar.

The third requirement is to **participate in a research project.** The project is jointly designed by the trainee and the supervisor and can be used to hone the candidate’s research skills in a very flexible manner.

This grant offers the trainee an unprecedented opportunity to network within the medical community that provides services to families with special health care needs in Utah. It is of special interest to MBA or HSA students with a personal interest in this area; anyone with a desire to work in health care in Utah; anyone interested in working in health care at the State or Federal level; anyone wishing to build some specific research skills; and anyone interested in increasing his/her peer network outside the MBA/HSA programs.

Grant responsibilities (summary): attending all seminar sessions, spending approximately 100 hours traveling to and attending clinics, and spending approximately 100 hours conducting a research project.

Special Qualifications needed by applicants? Graduate business student, MBA preferably HSA focused.

Health Administration at VA-LEND

Background

3 trainees in 9 years

Public Health program with more MCH/CSHCN overlap at VCU

Core faculty with HA appointment for first 7 years, then PH (Community Health and Preventive Medicine)

Methods

Recruitment materials shared with HA and MPH programs

Leadership projects and practica tailored to health administration interests/goals

Across three core courses in teamwork, leadership, and childhood

neurodevelopmental disabilities – administrative principles (e.g. federal and state MCHB/Title V, AUCD, UCDs, state health department organizations, systems approaches, reimbursement, management styles and decisions, etc.) emphasized within an interdisciplinary approach

Orientation to community organization part of our interdisciplinary clinics

Trainees share in marketing, advocacy communication plan of the UCD

Adding advocacy lawyer to core faculty in grant renewal

Health economics/health care systems/quantitative methods part of research training

Challenges

Recruitment

Curriculum “light” on some administration areas, esp. financial facilities management and management information systems

Getting HA/PH programs to “care” re: CNDD

Role models

Wisconsin MCH LEND Health Administration

The Wisconsin MCH LEND Program typically has 1 or 2 trainees in health administration each year. These individuals come from three departments or programs on the University of Wisconsin-Madison campus: Social Work, the Robert La Follette School of Public Affairs, or the Business School. Over the last five years we've had 5 trainees and during this time period all have come from Social Work or La Follette.

The LEND curriculum is divided into required and elective activities for all trainees. The Health Administration trainees participate in required activities to learn about ID Clinical, Community Service and Supports, Health Care Systems, Research and Leadership. This involves attending and leading seminars, discussions, and debriefings; by participating as active members of interdisciplinary teams for clinical assessments, conceptualizing and writing grant applications and preparing formal presentations; engaging in family mentor and community outreach activities; and working with a mentor to do self-assessments for developing a leadership vision and plan. The kinds of activities the Health Administration trainees engage in for their elective activities include working with Waisman Center and LEND administrators on projects that help the trainees learn what they want in order to strengthen their administrative and public health knowledge and skills. Some trainees wanted to learn about grant writing and the grant management process so collaborated on developing, writing, and/or evaluating grant applications. Others worked on developing agreements with the UW Hospital around our collaborative clinical efforts so became part of the Waisman/LEND negotiating team. Some have wanted to strengthen their public health leadership abilities so attended state and national meetings and summarized what they learned for LEND staff and other trainees. For the Health Administration trainees, as for all LEND trainees, the elective portion of their program is geared to help them accomplish their individual leadership vision and goals so activities, assignments, readings, computer searches, etc are individualized and developed through collaboration by the trainee and his/her MCH Mentor.