



XAVIER
UNIVERSITY

Health Services Administration

CAHME

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**Award for Sustainability in Healthcare Management
Education and Practice**

The Xavier University Master’s Program in Health Services Administration (MHSA) was established in 1958, has been CAHME accredited continually since 1968, is a cohort program, and is one of seven MHA programs in the country that still requires the third year administrative residency.

AWARD CRITERIA

1. Overview of program and how it embodies the mission of CAHME: To serve the public interest by advancing the quality of healthcare management education.
 Xavier MHSA has lived CAHME’s mission since the program’s founding in 1958. Our program is focused on our graduate students reaching their “prize” of a healthcare administrative position by being faithful to our program mission: “to educate knowledgeable, highly skilled, values-oriented future leaders who will contribute to the health of society by continuously improving the management of health related organizations through employment in decision support, managerial and/or executive positions”. We do this through a concerted scholar-practitioner model over three years, with years #1 and #2 providing the didactic coursework and year #3 providing the 8-12 month administrative residency.

2. Explain how your University Leadership is committed to sustainability initiatives.
 Since 2008 Xavier University has been part of the American College & University Presidents Climate Commitment and maintains a “Climate Action Plan”. XU’s active Sustainability Committee included opportunities for students to take the lead on a variety of things, including sustainability interns, the Urban Farm, “hoop” house, compost “factory” and waste management, Bike XU, NEXUS Garden, Ride Board (carpools), Sustainability Club. One publication is noteworthy: “The Xavier University Guide to a Green Cincinnati” <http://www.xavier.edu/green/documents/cincinnatiagreenguide1.pdf>

3. Explain how your Program utilizes innovative techniques in teaching and program delivery to improve the overall graduate healthcare management curricula, especially in sustainability in healthcare management education and practice. Cite specific innovative technologies and processes used in these teachings.
 - Environmental: in HESA 603, Professional Development 3, students do a five-week module about facility planning that involves presentations by two healthcare architects, field trips to two complex healthcare organizations in Cincinnati, and a class session about hospital environmental sustainability.

- Fiscal: in HESA 559, Project Management, focuses on applied financial management topics in healthcare with an emphasis on implications of project analysis, business valuation, capital growth, and decision-making. In addition, our MHPA students have the option of earning a LEAN credential while in the program. This incorporates MHPA already required courses (fall of year #1: HESA 521 "Quantitative Methods for Healthcare Management", HESA 511 "Managerial Concepts in Healthcare Organizations", and HESA 551 "Financial Management of Healthcare Organizations" and spring of year #1: HESA 523 "CQI Techniques in Healthcare Management", HESA 519 "Strategic Management & Marketing Strategy for Healthcare", and HESA 555 "Capital Acquisition") After these courses, interested students begin to identify potential Lean Projects that improve organizational operations. Students continue with required MHPA coursework in the fall of year #2: HESA 559 "Project Development and Management in Healthcare" and spring #2: HESA 599 "Integrative Seminar". Students keep working on their Lean projects and complete these in summer #3 during their administrative residency. Success means achieving a basic certification in LEAN and our partner for this is TechSolve of Cincinnati, a consulting firm. This is a LEAN certificate option without creating another course in our full 64 CH curriculum.
- Social: a combined project of the HESA 519 "Strategic Management & Marketing" and HESA 555 "Capital Acquisition in Healthcare Organizations" courses is the Philanthropy Project, and a key criterion of not-for-profit organizations being considered for a philanthropy award of \$4,000 is sustainability (leadership structure, strategy, overall viability). In addition, one of our MHPA Executives-in-Residence was a 30+ year executive with GE Aviation in Cincinnati who she headed the healthcare division for the past several years. She has generously working with our students on the LEAN and related aspects.
- Technological: Knowledge about change management is essential and this comes primarily through HESA 523 "CQI Techniques in Healthcare Management" and in HESA 603 "Professional Development 3".

4. Explain how healthcare sustainability education is integrated throughout the curriculum and identify required and elective courses for the same.

HESA 599 Capstone Course: This course is taken by all MHPA students, both full time and part time, and not only does it showcase mastery of the domains and competencies but also allows the students to perform a project of significant value as consultants would do. As the culminating didactic course, how are we good stewards of our organizations? Here is a sampling of the 43 student projects designed to heed sustainability issues since 2009:

<ul style="list-style-type: none"> • Comprehensive Facility Energy Sustainability Action Plan for a multi-location ambulatory surgery practice • Business/Strategic Plan for a neighborhood health center (FQHC) (clinical and physical facility issues) • Community Health Assessment and Action Plan for a local village 	<ul style="list-style-type: none"> • Transition Plan for a move into a new facility for an existing LTC multi-modality center (facility issues/transition plan) • Face Mask Design Study for pediatric patients at an academic medical center (environmental considerations/waste/patient outcomes/costs)
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As mentioned prior, sustainability concepts carry through these courses: HESA 519, 523, 551, 555, 559, 599, and 603.

5. Explain how your Program encourages and teaches the selection of environmentally friendly technologies and procedures that contribute towards your effective sustainability initiatives. Explain in detail how these selections achieve:

- Energy Efficiency: covered in HESA 603's module about facilities (planning, healthcare construction both old and new, integrated project delivery, sustainability). We hold two classes in offsite locations that provide much to learn about with respect to facility sustainability. One location is the local academic medical center that has grown exponentially over 100 years on a limited urban site with very real issues of historical preservation, domino-effect of needed changes, and traffic flow pattern challenges—all impacting energy and efficiency. The other location is the local children's medical center that has added a suburban campus and is poised for robust technology to run energy systems for maximum efficiencies.
- Resource Conservation: covered in HESA 603's module about facilities (electricity, water, disposables). This is also reviewed in conjunction with the above point about energy efficiency.
- Reduced Carbon Footprint: covered in HESA 603's module about facilities and in student projects in HESA 599 Capstone, e.g. comprehensive facility energy sustainability project for a multi-location surgery practice.

No matter what type of organization our MHSA students ultimately lead, sustainable facilities will be imperative.

6. Explain through specific examples how your alumni share their knowledge and practical experiences in healthcare sustainability with current students.

The Xavier MHSA program as a scholar/practitioner program is totally focused on “the prize” or the employment position each student wants to attain through the program. A number of program graduates are now fulfilled through positions in sustainability areas. In particular, alumni serving at TechSolve consulting in Cincinnati have been instrumental in assisting with our LEAN certificate option. The HESA 511, 519, 555, 559, and 603 courses have alumni as guest presenters. Current examples relating to sustainability:

- In HESA 511 an alumna presents about telecommuting and reduction of the carbon footprint
- In HESA 511 a physically handicapped physician alumna presents about diversity as an element of social sustainability
- In HESA 511 students go on-site to a local medical center and learn about their proton beam facility details from an alumna who has an engineering background
- In HESA 601 “Professional Development I” our alumni employed at a local consulting organization do a class session that includes an introductory exercise with our first year students about process improvement and why this is important in an organization.

7. Provide a description of experiential opportunities like internships, fellowships or residencies pursued by students in healthcare sustainability related areas.

Beginning with our comprehensive orientation sessions spanning two days during the week before classes begin, we start emphasizing our culture of professionalism, teamwork, and “Being Men and Women for Others” with MHSA students. In addition to the rigorous academic program, our faculty members engage MHSA students immediately with outside organizations to assist on various projects, including the Cincinnati Health Department, local hospitals and systems, health clinics, and for-profit as well as not-for-profit organizations. During the summer internship between years #1 and #2 our students not only experience the real healthcare organizational world but also want to learn more and to contribute. Our required third year administrative residency locations are all around the country in organizations of all sizes and types. Defining “sustainability” as good stewardship of healthcare means that each resident experiences the real-world of organizational realities and goes to residency prepared to experience the broad array of matters involving sustainability, e.g. facility issues, financial issues, social issues, and technological issues.

8. Provide the key performance indicators that are used to measure the success of the Program.

While Xavier MHSA has an extensive student learning assessment system based on 5 Domains and 30 Competencies – a system that CAHME has recently recognized as exemplary during our fall 2015 re-accreditation site visit – the measure of success of our Program is the ability of our graduates to get jobs in health services administration. We do annual research with graduates about their job status. Our third year in Xavier MHSA is an 8-12 month administrative residency, a continuing requirement since our program was founded in 1958. Our students are selected by a myriad of healthcare organizations, from local to regional to national residencies, including national fellowships. For example, during this current 2016-2017 academic year, 39% of our Xavier MHSA students were selected for national fellowships. Because the success of our MHSA program is found in the graduates’ success at finding jobs, we’re delighted to share that 94% of third year administrative residents who completed residencies in 2015 were offered jobs at those residency organizations.