

November 13, 2018

James H. Tiessen

Re: School of Health Services Management (HSM) Two-Year Follow-up Report for the Periodic Program Review (PPR)

Background

The Health Services Management program is degree-completion and part time, leading to a Bachelor of Health Administration degree. Students typically work in the health care system. Most students have clinical certifications, though some come from other fields. Courses offered in the program are also accessed by Continuing Education students who may take them as one-offs or as part of Certificates in Health Services Management, Health Informatics or Health Studies. The School has five full time RFA.

The May 2016 Senate Report Agenda requested one and two year follow-up reports for the 2015 HSM Bachelor of Health Administration (BHA) program PPR. The first follow-up was submitted to the ASC Chair Dr. Marcia Moshé on September 7, 2017.

Particularly, the Report Agenda states: “The Academic Standards Committee also recommends a Two-Year Follow-up Report as follows: (1) Mapping and analysis of the required courses to the revised program outcomes.”

From 2016, the School of Health Services Management (SHSM) developed and carried a proposal for a Master of Health Administration (Community Care) through approval processes. With support from the Deans of TRSM, YSGS, the Vice Provost Academic and the Provost the new program was launched in September 2018. The School welcomes the additional 1.0 faculty member recommended by the reviewers. We look forward to securing the 0.5 complement that would bring us to the suggested level.

As this review process cycle is completed, in light of the MHA (CC) and the need to rationalize, the School is considering the combining the already similar Health Services Management and Health Information Management programs. The BHA would then have only one program.

Health Services Management Program Learning Outcomes

The SHSM met in Fall 2017 to discuss and revise the Health Services Management program Learning Outcomes (LOs). They were approved by the School, and in June-July 2018 discussed with Curriculum Consultants in the Office of the Vice Provost, Academic. This led to further revisions and the LOs listed in Table 1. In Table 1, the LOs are related to Ontario Universities Council on Quality Assurance’s Undergraduate Degree Level Expectations (UDLES)¹. The LOs are mapped to the SHSM required courses in Table 2 attached.

¹ Ontario Universities Council on Quality Assurance, Appendix One: OCAV’s Undergraduate and Graduate Degree Level Expectations. Available <http://oucqa.ca/framework/appendix-1/>

Table 1: Health Services Management LOs and UDLEs

| Undergraduate Degree Level Expectation | Health Services Management Learning Outcomes (LOs) |
|--|---|
| 1. Depth & breadth of knowledge | LO1a. Define, describe, and apply relevant policy concepts and theories to support decision making in the Canadian healthcare services environment. |
| | LO1b. Identify and describe management skills associated with core functions (human resources, governance and strategy) within organizations across the health services sector. |
| 2. Knowledge of methodologies | LO2a. Assemble, interpret, and evaluate extant research to support evidence-based management in healthcare. |
| | LO2b. Read and interpret financial reports. |
| 3. Application of knowledge | LO3. Collect, analyze and interpret quantitative and qualitative data to develop and effectively communicate evidence informed solutions to health service delivery problems |
| 4. Communication skills | LO4a. Communicate in written form clearly effectively for health service management audiences. |
| | LO4b. Communicate in verbal form (presentations) effectively for health services management audiences. |
| 5. Awareness of limits of knowledge | LO5a. Discuss and acknowledge knowledge gaps with respect to decision-making in healthcare services. |
| | LO5b. Recognize, describe and analyze the roles of ethics, diversity and equity in health services management. |
| 6. Autonomy and professional capacity | LO6. Exercise initiative and demonstrate personal responsibility and accountability. |

Table 2: Health Services Management Learning Outcomes Mapped to Required Courses

| Program: TRSM - Health Services Management - 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--------|---------|--|---|-------|---|-------|---|-------|---|------|---|------|---|-------|---|-------|---|-------|---|------|---|---|---|---|---|---|---|---|---|---|---|---|
| Report: 1. Overall Program Map | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Standard: Bachelors | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Date/Time: 2018/10/24 13:06:04 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | LO 1a | | LO 1b | | LO 2a | | LO 2b | | LO 3 | | LO4a | | LO 4b | | LO 5a | | LO 5b | | LO 6 | | | | | | | | | | | | |
| | | Code | Course Name | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | | | | | | | | | |
| Required | Year 1 | ACC 100 | Introductory Financial Accounting | | | | | | | X | | | X | | | | | | | | | | | | | | | | | | | | |
| Required | Year 1 | LAW 326 | Law for Health Managers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Required | Year 1 | PHL 302 | Ethics and Health Care* | X | | | | | | | | | | | | | | | | X | | X | | | | | | | | | | | |
| Required | Year 1 | PHL 444 | Ethics in HSM* | X | | | | | | | | | | | | | | | | X | | X | | | | | | | | | | | |
| Required | Year 1 | HIM 301 | Healthcare Info Analysis | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Required | Year 1 | HIM 408 | Statistics for Health Services Managers | | | | | | | | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 1 | HSM 301 | The Healthcare Systems | X | | | | | | X | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 1 | HSM 305 | The Management Cycle | X | | | X | | | | | | X | | | | | | | | | | | | | | | | | | | | |
| Required | Year 1 | HSM 306 | Management, Leadership and Decision Making | | | | X | | | | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 1 | HSM 330 | Managerial Epidemiology for Healthcare | | | | | | | | | | X | | | X | | | X | | | X | | | | | | | | | | | |
| Required | Year 2 | HIM 404 | Intro to Health Economics | X | | | | | | | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 2 | HSM 407 | Healthcare Financial Management | X | | | | | | X | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 2 | HSM 408 | Program Planning and Evaluation | | | | | | | | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 2 | HSM 417 | Research Methodology | | | | | | | | | | X | | | X | | | X | | | | | | | | | | | | | | |
| Required | Year 2 | HSM 418 | Practicum Seminar | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Required | Year 2 | HSM 419 | Practicum | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Required | Year 2 | HSM 437 | HR Management in Healthcare | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Total | | | | 4 | 3 | 1 | 1 | 2 | 0 | 1 | 3 | 1 | 1 | 1 | 0 | 3 | 6 | 1 | 2 | 6 | 1 | 2 | 6 | 1 | 1 | 5 | 1 | 2 | 2 | 0 | 2 | 1 | 2 |
| TOTAL | | | | 4 | 3 | 1 | 1 | 2 | 0 | 1 | 3 | 1 | 1 | 1 | 0 | 3 | 6 | 1 | 2 | 6 | 1 | 2 | 6 | 1 | 1 | 5 | 1 | 2 | 2 | 0 | 2 | 1 | 2 |
| Red Flags (low or high) | | | | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Note: * Either PHL 302 OR PHL 444 are required. Therefore Ethics courses only counted once in I, R or P totals.

Mapping SHSM required courses to Learning Outcomes

Table 2 shows that the program's Learning Outcomes are introduced and reinforced in the required Program courses. Many of LOs, particularly those related to communication in written and verbal formats are addressed in many courses. The program relies on the capstone Practicum and Practicum seminar, in which students complete a study in a host organization (not their own), to help students develop proficiency in all LOs, except for financial and management skills, and ethics, diversity and equity.

The mapping also shows that the program focuses primarily on evaluation, policy and public health related knowledge and skills. Coverage of financial and management skills is adequate, including at least two courses that introduce and analyze financial reporting, for example. However, the management and financial courses lead only to the reinforcement levels of proficiency. The situation is similar for ethics, diversity and equity, which reinforce outcomes in two courses.

In contrast, the program's final courses, Research Methodology and Program Planning and Evaluation are sequenced to lead to the conducting of a program, or in some cases product, evaluation. This is not at all a criticism; rather it reflects the Program's earlier home in the Faculty of Community Services. Students and industry value evaluation skills. As importantly the techniques employed reflect an evidence-based approach to organizational problems, whether they are clinical, operational or managerial in nature.

Since the capstone course projects vary by student, they do not all necessarily address management-focused or ethics/diversity/equity issues explicitly. The School in future curriculum discussions will consider including a Practicum project element asking students to reflect on management, financial and ethical/diversity/equity implications of recommendations that arise from their studies.

Conclusions

The School has redrafted and adopted appropriate learning outcomes that reflect industry, and related student needs. Mapping these learning outcomes onto the program's required courses reveals they are being met. This exercise will inform our deliberations as we consider offering a single BHA program. This rationalization will enable the School to more efficiently deliver its BHA, together with three Certificates and the new MHA (CC).