

**WEDNESDAY, JUNE 12  
3:15 PM – 4:15 PM  
EDUCATION SESSIONS**

**»» Authentic Collaboration: Developing Long-Term  
Industry and Institution Connections**

**Bayside A (4<sup>th</sup> Floor)**

Working with employers and the industries in which our students are entering is critical to ensuring a competent and successful workforce. As noted by Wilson (2015), many chief academic officers indicated their institutions adequately prepared students for the workforce, while very few employers felt students were adequately prepared. Authentic collaboration and partnerships are essential to engaging students, institutions, and industries in relevant activities, while building relationships that foster long-term, mutually successful outcomes. This session will examine innovative industry/institution partnerships from first-hand experiences from three different universities: 1) Promoting practice-based learning in and outside of the classroom; 2) Creating and sustaining industry-based academic advisory boards and partnerships; 3) Developing competency-based internship courses; and 4) Designing travel-based experiential student learning opportunities.

- Seedorf, Erin, MSU Denver
- Dore, Amy, MSU Denver
- Jones, Wittney, Northcentral
- Sanders, Dale, Alma College

**»» Changing Practice in a Changing World**

**Bayside B (4<sup>th</sup> Floor)**

Facing sky-rocketing tuition expenses, contemporary healthcare administration students are loading up their schedules to finish earlier while working to cover costs beyond financial aid packages. These and other factors present challenging new barriers to effective learning strategies such as the healthcare administration internship or practicum. This Education session is designed to facilitate interactive discussion about contemporary practicum experiences. The University of Kentucky College of Health Sciences Clinical Leadership and Management (CLM) program recently identified some of these barriers and subsequently redesigned the undergraduate model to address hurdles and offer online as well as face-to-face delivery. The model will be presented and the audience will be engaged to discuss relevant dynamics. In this session, participants will discuss new approaches to the contemporary healthcare administration practicum.

- Clancy, Karen, University of Kentucky
- Kercksmar, Sarah, University of Kentucky

**WEDNESDAY, JUNE 12  
3:15 PM – 4:15 PM  
EDUCATION SESSIONS**

**»» Maintaining Relevancy in Healthcare Administration  
Education: Implementing Novel Cross Geographical  
Educational Collaborative Models**

**Southdown (4<sup>th</sup> Floor)**

We will present a model of cooperative inter-regional education piloted by TWU and UTEP as a way of providing evidence-based content to students in Texas. We propose creating close partnerships with local and regional healthcare systems to provide students with cross-geographical and inter-community hands-on experience. In this context, we will discuss the UTEP Healthcare Management Academy, an outcomes-based program pairing curricula with industry needs. The need for healthcare managers with expertise across regions and across population groups is growing, and our model represents a dynamic approach for maintaining updated market-relevant content. We build on innovative models of collaborative education, which meld competency-based curricula and expert subject matter from external professional society resources with employer-defined subject competency needs.

- Murdock, Sandra, Texas Woman's University
- Delgado, Rigoberto, University of Texas at El Paso

**»» Teaching Health Management Students About  
Social Determinants of Health in Healthcare**

**Bayside C (4<sup>th</sup> Floor)**

The US health care system is increasingly aware that social determinants of health (SDOH) are a significant factor in the delivery of care, patient outcomes, and financial success. Our session will present novel approaches to teaching future health care leaders about the role social determinants of health play in the health care system. We employ a cross-curricular approach where the role of SDOH in health care is featured across several courses including Ethical Leadership in Health Care, Health Care Organization, and Population Health Management, and Analytics. Each course employs innovative, project and case-based learning opportunities to help students gain competencies in the rapidly-evolving relationship between SDOH and healthcare.

- BeLue, Rhonda, St. Louis University
- Rozier, Michael, St. Louis University
- Walter, Marcea, St. Louis University
- Howard, Steven, St. Louis University



**WEDNESDAY, JUNE 12  
4:30 PM – 5:15 PM  
FACULTY FORUM SESSIONS**

<b>»» Ethics</b>	<b>Bayside A (4<sup>th</sup> Floor)</b>
<b>»» Finance, Economics, &amp; Insurance</b>	<b>Oak Alley (4<sup>th</sup> Floor)</b>
<b>»» Global Health Management</b>	<b>Nottway (4<sup>th</sup> Floor)</b>
<b>»» Innovative Teaching</b>	<b>Bayside B (4<sup>th</sup> Floor)</b>
<b>»» Interprofessional Education</b>	<b>Bayside C (4<sup>th</sup> Floor)</b>
<b>»» Online Program Directors</b>	<b>Southdown (4<sup>th</sup> Floor)</b>

**THURSDAY, JUNE 13  
9:30 AM – 10:30 AM  
EDUCATION SESSIONS**

**»» Connecting the Dots: Collaborating Across  
Courses Through “Shared” Assignments**

**Bayside A (4<sup>th</sup> Floor)**

Critical thinking and problem solving are essential skills for healthcare leaders in an increasingly complex and dynamic healthcare environment. In this session, faculty from two accredited graduate programs will describe their use of "shared" assignments across courses (e.g. strategy/finance, economics/health policy) to develop students' critical thinking and problem solving skills. Presenters will share insights into how they structure these assignments to examine healthcare challenges across disciplines, apply different approaches to addressing healthcare problems, and consider trade-offs of approaches. Participants will engage in a group dialogue to 1) identify their experiences using cross-disciplinary learning tools, 2) address opportunities and challenges for adopting these tools for different student populations and/or learning environments, and 3) develop concrete ideas for how these concepts might be adapted in multiple settings.

- Robbins, Julie, The Ohio State University
- Hogan, Tory, The Ohio State University
- Schumacher, Edward, Trinity University
- Shea, Patrick, Trinity University

**»» Preparing Leaders to be Resilient: Innovative  
Pedagogical Approaches**

**Bayside B (4<sup>th</sup> Floor)**

Programs in healthcare management prepare students for leadership roles by helping them learn to be personally and professionally resilient, and adapt to rapidly changing circumstances. In this session, speakers from three graduate programs will describe learning approaches to help students develop personal resiliency, as well as foster a resilient workforce and work environment. Learning approaches appropriate for students at the beginning, middle, and final stages of educational preparation will be discussed. Learning activities include a novel approach to creating a resilient work environment, personal reflections on resiliency and grit, utilizing case studies and simulation to model resiliency in a multidisciplinary environment. Presenters will facilitate small group discussions aimed at collecting best practices.

- DelliFraine Jones, Jami, Medical University of South Carolina
- Landry, Amy Yarbrough, University of Alabama at Birmingham
- Johnston, Ann, Indiana University



**THURSDAY, JUNE 13  
9:30 AM – 10:30 AM  
EDUCATION SESSIONS**

**»» Teaching and Assessing  
Professional/Leadership Skills**

**Bayside C (4<sup>th</sup> Floor)**

As a follow up to the 2019 AUPHA Graduate Program and Practitioner Workshop in Chicago, this session will continue the discussion on professional/leadership skills that need to be taught and learned to the current and future generation of healthcare administration professionals. Join attendees as they received a synopsis of what was discussed at the Workshop, as well as taking part in group discussions to further clarify and streamline several of the primary types of professional/leadership skills.

- Farnsworth, Tracy, Idaho State University

**THURSDAY, JUNE 13  
9:30 AM – 10:45 AM  
DEEP DIVE SESSIONS**

**»» An Urgent Imperative: Enriching Professionalism  
Education to Promote Resilience and Relevance**

**Nottoway (4<sup>th</sup> Floor)**

Professionalism in health management education continues to be a critical and high priority in our field. AUPHA is working in collaboration with the authors of the 2017 article "The Charter on Professionalism for Health Care Organizations" published in Academic Medicine, to better define and enhance the role of professionalism competencies in health management education. This session will provide an update on the work of "the Charter" since its publication in 2017 and explore next steps on how our academic community and stakeholders can be included, involved and engaged in the next iteration of this imperative "Charter." Any health management educator with an interest in improving and enhancing professionalism education in health management programs and health organizations should attend.

- Agris, Julie, Stony Brook Medicine
- Louis, Chris, Boston University
- Meacham, Michael, Medical University of South Carolina
- Brichto, Eric, Commission on Accreditation of Healthcare Management Education

**»» M3: Members Mentoring Members**

**Oak Alley (4<sup>th</sup> Floor)**

As members of AUPHA, we attend the annual meeting each year, but often times we have no lasting connections, or meaningful contact, throughout the year. Although, the AUPHA Network provides a platform to communicate, it lacks the human touch that would enable robust mentorship opportunities. The purpose of this session is to propose a mentorship program, M3, open to all AUPHA stakeholders which would effectively create learning communities to address issues faculty face in terms of teaching, research, and career progression. This program would create value throughout the year for all participants. These formalized mentorship relationships would assist members in participating in the AUPHA community and recognizing added value from day one.

- Oetjen, Reid, University of Central Florida
- Richardson, Eric, University of North Carolina, Wilmington



**THURSDAY, JUNE 13  
11:00 AM – 11:45 AM  
FACULTY FORUM SESSIONS**

- |  |   |
|--|---|
| <b>»» Public Health</b>                    | <b>Bayside A (4<sup>th</sup> Floor)</b> |
| <b>»» Health Policy</b>                    | <b>Bayside B (4<sup>th</sup> Floor)</b> |
| <b>»» Management</b>                       | <b>Bayside C (4<sup>th</sup> Floor)</b> |
| <b>»» Online Teaching &amp; Technology</b> | <b>Nottoway (4<sup>th</sup> Floor)</b>  |
| <b>»» Quality Improvement</b>              | <b>Oak Alley (4<sup>th</sup> Floor)</b> |

**THURSDAY, JUNE 13  
2:45 PM – 3:45 PM  
EDUCATION SESSIONS**

**»» Improving Collaboration Between Scholars  
& Practice: The University Center for Healthcare  
Management**

**Bayside B (4<sup>th</sup> Floor)**

The UCLA Center for Healthcare Management brings together academics, students, and practitioners from diverse fields to improve the current state of applied research, knowledge, and practice in healthcare management. We will discuss the conceptual diagram on the following page. By actively involving healthcare organizations as collaborative partners with academic faculty, the Center will produce practical, evidence-based scholarship. This collaboration will also be a rich source of inspiration for curriculum content and healthcare management cases developed by the Center. The Center doesn't fit a traditional UCLA model based on grant-funded research but, by working with current and former healthcare executives and faculty members across enough momentum was created for high levels of participation and early private financial donations.

- Vriesman, Leah, UCLA
- Erskine, Laura, UCLA

**»» The Pedagogical Utility of Community Health  
Assessments for Improving Population Health**

**Bayside C (4<sup>th</sup> Floor)**

Our prior population health-themed sessions shared findings from the advisory boards of several programs who identified what should be taught in health administration curricula; presented innovative cases that illustrated a successful integration of the healthcare and public health systems; and discussed pedagogical methods that have been successfully implemented to address "what" and "how" we teach population health. We now propose to build upon these prior sessions by sharing pedagogical methods on how to conduct a CHA, which is a key tool implemented when assessing the health of populations. Following a brief author-developed CHA tutorial, participants will work in groups to discuss, practice, and present their experiences in preparing the future healthcare administrator with the knowledge and skills required to practice this population health approach.

- Caron, Rosemary, University of New Hampshire
- Hooker, Edmond, Xavier University
- Carmalt, Julie, Cornell University
- Hewitt, Anne, Seton Hall University

**THURSDAY, JUNE 13  
2:45 PM – 4:00 PM  
DEEP DIVE SESSIONS**

**»» Agility and Resilience: Leading Yourself, Your Team, and Your Organization to High Performance**

**Nottoway (4<sup>th</sup> Floor)**

Dr. Amer Kaissi is an-award winning Professor of Healthcare Administration at Trinity University, a Top-10 program. He will be holding an invited session at this year's meeting on Agility and Resilience in Healthcare Leadership. Dr. Kaissi recently published the book "Intangibles: The Unexpected Traits of High-Performing Healthcare Leaders," which uses an evidence-based approach, story-telling and research results to examine humility, compassion, kindness and generosity in healthcare leadership. He joined the faculty of Trinity University in 2003 after earning a PhD in health services administration from the University of Minnesota. At Trinity, Dr. Kaissi teaches courses in Health Care Management & Leadership, Strategic Planning and Human Resource Management. He is also the Director of the Executive Program. His research interests include leadership, retail clinics and strategic planning. Dr. Kaissi is a national speaker with the Studer Group and a certified Executive Coach. He also consults with hospitals and healthcare organizations in their strategic planning efforts.

- Kaissi, Amer, Trinity University

**»» Exceeding Expectations: Ensure Your Students Are Obtaining Desired Competencies**

**Oak Alley (4<sup>th</sup> Floor)**

Ensuring our program graduates achieve the necessary knowledge, skills, and behaviors they need to be successful, contributing members in their chosen field is a shared goal of all academicians. However, it can be challenging to efficiently assess students' attainment of program competencies at the level that provides the greatest insight, that is, the student level. In this session, participants will be exposed to a comprehensive competency attainment model that has been refined across two university graduate health administration programs. Various tools will be shared and the participants will have the opportunity to apply the model to their own program's competencies and course learning objectives/outcomes. To that end, participants should bring a copy of their program competencies, a course syllabus and the corresponding course outline.

- Nesser, Chris, University of the Incarnate Word
- Downs, Lynn, University of the Incarnate Word
- Kim, Forest, University of the Incarnate Word
- LaFrance, Kevin, University of the Incarnate Word

**THURSDAY, JUNE 13  
4:15 PM – 5:15 PM  
EDUCATION SESSIONS**

**»» Building Healthcare Management Student and Alumni Career Resilience Amidst Rapid Environmental Change**

**Bayside A (4<sup>th</sup> Floor)**

Health care organizations across the world are currently facing major transformational environmental challenges including: diverse types of macro-level health care reform initiatives, the introduction and expansion of value-based payment systems, rapid digitalization of health care services and continued population aging. The purpose of this competency-based session is to examine the concept of healthcare management career resilience and discuss how healthcare management programs can help their students, faculty and alumni strengthen their ability to effectively adapt to complex environmental changes. This highly interactive session will include 3 brief expert presentations that will describe major improvements that are needed. The final section of the session will address reactions, concerns, suggestions and comments from session attendees.

- Howard, Steven, Saint Louis University
- Counte, Mike, Saint Louis University
- West, Dan, University of Scranton
- Tuttle, Bill, Baptist Memorial Healthcare, & University of Memphis

**»» Striving for Inclusive Excellence**

**Bayside B (4<sup>th</sup> Floor)**

Increasingly, organizations throughout the US healthcare industry strive to offer culturally competent care and to create working environments where multigenerational individuals from diverse backgrounds can thrive. To succeed in an industry and society that is more diverse than ever before, it is critical for health administration programs to develop strategic, sustainable, and impactful efforts in the areas of diversity, equity, and inclusion (DEI). In this session, panelists from four different universities will share how their programs are actively engaging various stakeholders and resources to develop graduates who possess the competencies required to lead diverse, inclusive organizations. Panelists will also describe their departments'/programs' efforts to build their own internal cultures of inclusion and to align their activities strategically, such that diversity becomes synonymous with institutional excellence.

- Celaya, Leandra, University of Alabama at Birmingham
- McMillen Dielmann, Karen, Pennsylvania College of Health Sciences
- Gentry, Dan, University of Iowa
- Saunders-Russell, Carmen, California State University--Northridge



**THURSDAY, JUNE 13  
4:15 PM – 5:15 PM  
EDUCATION SESSIONS**

**»» Time for Your Students to Experience the  
“Patient Experience”**

**Oak Alley (4<sup>th</sup> Floor)**

The "patient experience" (PX) has grown critically important to healthcare management, finance, and quality, to the point where it is being incorporated both across the curricula in the different graduate and undergraduate programs. This session is designed to provoke a discussion among our AUPHA community about PX, how we are currently teaching it, and the gaps we may have between what students are taught and the competencies they need on the job.

- Fullam, Francis, Rush University
- Vriesman, Leah, UCLA
- Oetjen, Dawn, University of Central Florida
- Wolf, Jason, The Beryl Institute

**THURSDAY, JUNE 13  
4:15 PM – 5:15 PM  
CONVERSATION AND COLLABORATION SESSIONS**

**Bayside C (4<sup>th</sup> Floor)**

**»» Academic Burnout: Recognize, Reverse, Resilience**

Putting together an Advisory Board strategically to learn from and collaborate with leaders in the field is important. The makeup of a Board should align with the need for insight relevant to one's competency model and to foster interactive connections between one's students, faculty, professionals, and other stakeholders. A strategically developed Advisory Board can also be a vehicle for significant financial support, support which can provide for students and faculty, and to create financial viability and independence for the program. The University of Miami has successfully developed and nurtured an Advisory Board which, through several different avenues, including an annual conference, provides support of over a half a million dollars a year. Description of that methodology will be provided.

- Ullmann, Steven, University of Miami

**»» An Important Seat at the Table: Health Administration Inclusion in IPE Simulation**

Providing health professions students with quality experiences in team-based learning is an increasingly essential component of their academic preparation. Health administration is one of nine programs in the College of Health and Human Services working collaboratively to develop robust, relevant IPE opportunities via the IPE Faculty Scholars Program. A large-scale simulation exercise is one opportunity for health administration students to meet and work closely with students from diverse health professions in our college. Nearly 500 students representing nine majors in the college have participated in this annual event. This session will present the core elements of the simulation, the structure of the patient scenarios, and ways to recruit and engage health administration students in the event both as participants and observers.

- Mihalko, Beverly, Eastern Michigan University

**»» Identifying and Applying Resilient and Relevant Authentic Assessments in Changing Learning Environments**

During these turbulent times of change, the healthcare industry requires graduates who are resilient and well prepared in "real world" scenarios. More than ever, employers in the healthcare industry are seeking graduates who can make an immediate and relevant contribution to their healthcare organizations. Thus, the use of competency-based, authentic learning assessments within health administration program curricula offers students the best opportunity to learn and apply their knowledge, skills, and abilities in ways that are highly valued by future healthcare employers. The session presenter will share a variety of authentic and relevant learning assessments that will properly prepare students for emerging leadership positions in healthcare. Session participants will be encouraged to consider and apply these unique competency-based learning assessments in their own health administration programs.

- Fick, John, A.T. Still University



**THURSDAY, JUNE 13  
4:15 PM – 5:15 PM  
CONVERSATION AND COLLABORATION SESSIONS**

**Bayside C (4<sup>th</sup> Floor)**

**»» Interactive Classroom Activities to Build Generational Competency**

Health care organizations in both clinical and nonclinical settings are experiencing an unprecedented situation - the presence of five unique generations. These classroom activities will build students' skills and confidence in working with individuals from different generations.

- Esveldt, Sarah, Carroll University

**»» MHA Students Report Heightened Awareness in the Value of Interprofessional Education**

Students from various healthcare disciplines must effectively communicate, collaborate and converse with one another. The online graduate course demonstrates the impactful value in preparing nursing, physician assistant, occupational therapy and healthcare administration and medical students insights into ethical decision-making and legal responsibilities. The course is offered across multiple disciplines and two different institutions. The students are placed in mixed teams to include all disciplines to examine ethical-legal principles and cases. Teams complete an in-depth case study analysis and an on-campus Healthcare Ethics Team Challenge. The challenge focuses on a real case with an Ethics Panel. Teams collaborate and present on an assigned ethical position, ending with the Ethics Panel's discussion. Students report heightened awareness of ethical issues in light of the varied scopes of practice.

- McIntyre, Rebecca, Jefferson College of Health Sciences



**FRIDAY, JUNE 14  
9:45 AM – 10:30 AM  
FACULTY FORUM SESSIONS**

- |   |   |
|---|---|
| <b>»» Advancing Women Leaders in Healthcare</b>       | <b>Oak Alley (4<sup>th</sup> Floor)</b> |
| <b>»» Cultural Perspective</b>                        | <b>Bayside A (4<sup>th</sup> Floor)</b> |
| <b>»» Health Information Management</b>               | <b>Bayside B (4<sup>th</sup> Floor)</b> |
| <b>»» Medical Group Practice/<br/>Ambulatory Care</b> | <b>Bayside C (4<sup>th</sup> Floor)</b> |
| <b>»» Post-Acute Care</b>                             | <b>Nottoway (4<sup>th</sup> Floor)</b>  |

**FRIDAY, JUNE 14  
10:45 AM – 11:45 AM  
CONVERSATION AND COLLABORATION SESSIONS**

**Bayside C (4<sup>th</sup> Floor)**

**»» Advisory Board Development: Important Input and Strategy for Significant Financial Support**

Putting together an Advisory Board strategically to learn from and collaborate with leaders in the field is important. The makeup of a Board should align with the need for insight relevant to one's competency model and to foster interactive connections between one's students, faculty, professionals, and other stakeholders. A strategically developed Advisory Board can also be a vehicle for significant financial support, support which can provide for students and faculty, and to create financial viability and independence for the program. The University of Miami has successfully developed and nurtured an Advisory Board which, through several different avenues, including an annual conference, provides support of over a half a million dollars a year. Description of that methodology will be provided.

- Ullmann, Steven, University of Miami

**»» Collaboration Between a Health Administration Program, a Hospital, & Urban Agriculture**

A Michigan urban hospital expanded its geographic footprint by buying much of the surrounding vacant and blighted land. The hospital considered utilizing some of the land for agriculture to support health, healing, and provide tasty food for the people that they serve; to be more cost efficient, and meet capacity needs. The surrounding community associations protested the hospital's lack of community outreach and involvement around development. This session will describe how a community organizer's conversation with a professor about this problem evolved into a course-long project for Health Administration students to address healthy food access for an urban hospital. Recommendations included a community benefit agreement between the hospital and urban farmers; and hospital policies for food services to eliminate waste and increase patient satisfaction.

- Green-Weir, Robbya, Florida Agricultural & Mechanical University

**»» Disaster Week: Increasing Organizational Resilience by Preparing Future Leaders**

Health care leaders are often faced with different disasters and crises during the course of their careers, which require personal and professional resilience. This presentation will describe how one graduate program incorporated disaster preparedness into the curriculum without creating a standalone course. Participants will also learn about free and low-cost resources they can utilize to implement their own disaster preparedness learning activities for students.

- Lee, Heather, University of Alabama at Birmingham

**FRIDAY, JUNE 14  
10:45 AM – 11:45 AM  
CONVERSATION AND COLLABORATION SESSIONS**

**Bayside C (4<sup>th</sup> Floor)**

**»» Informatics and Information Management Accreditation in the AI/ML Era**

Informatics and Information Management accreditation is dominated by two professional societies with self-vested interests. These entities are unlikely to recognize the necessary skills, competencies, or curriculum requirements to fully usher in an era of artificial intelligence and machine learning using cloud based computing technology coupled with advanced algorithms. This ignite session seeks to understand and inform both the current landscape of accreditation and the need for industry partnerships with solutions providers and vendors to enable experiential learning environments. Further, aside from sparring and divergent interests in specialty accreditation what should be a baseline level of skills and competence from CHAME accredited programs?

- Martin, Thomas, Saint Joseph's University

**»» Journaling: A Simple Method for Developing Resiliency in Students**

A simple, useful class exercise of having students complete a journal over the semester is a relevant method of developing resiliency. For various reasons, far too many students lack in-depth reflective thinking skills as they prepare to enter the workforce. Requiring a semester long journaling project that includes prompted topics, topics of one's own choice, coupled with stress management activities, and concluding with reflective analysis has proven beneficial to many students. This assignment has been required of first-semester freshmen through senior managers in an executive master's program. Results indicate that each semester some students develop a long-term benefit from journaling. In today's challenging, high-paced, over-stimulating environment taking time to force reflective thinking helps students learn one method of developing resiliency.

- Benson, Keith, Winthrop University

**FRIDAY, JUNE 14  
10:45 AM – 12:00 PM  
DEEP DIVE SESSIONS**

**»» Integrating Crisis Leadership, Planning, and  
Decision- Making Into Curricula and Lifelong  
Learning**

**Oak Alley (4<sup>th</sup> Floor)**

Effectively incorporating preparedness into community and organizational resiliency and culture has proven challenging within and outside the healthcare sector. Nevertheless, the urgency for greater attention to crisis preparedness and response continues to increase as natural and manmade disasters and other crises become increasingly prevalent. Moreover, the recent rule from the Centers for Medicare and Medicaid Services (CMS) establishing consistent emergency preparedness requirements for healthcare providers creates a new opportunity to increase patient safety during emergencies. This panel will share ideas, exchange resources, and discuss innovative approaches, including virtual training, to integrate crisis leadership, planning, and decision-making throughout the curricula and beyond. Presenters will discuss techniques and tools used by the US Department of Veterans Affairs, the University of Memphis, Texas A&M University, and UCLA.

- Dobalian, Aram, University of Memphis
- Radcliff, Tiffany, Texas A&M University
- Cote, Murray, Texas A&M University

**»» Survival of the Fittest? Preparing Healthcare  
Administrators for Contemporary Health System  
Mergers**

**Nottoway (4<sup>th</sup> Floor)**

As the realm of healthcare and its partnerships continues to change, so must the leadership charged with managing it. Due to hospital and health system mergers, the lens of the health administrator must be wide enough to encompass the public-private partnerships, global relationships that foster daily operations as well as those that help innovate and structure the newly formed organization. A well-rounded healthcare professional needs an equally well-rounded management foundation, building the ability to operate in challenging economic situations and to not only survive the merger process, but to also improve operations and quality of care. Creating successful healthcare mergers means establishing a common language for communication across disciplines and geographic boundaries. Each player must understand the value the respective disciplines/sectors bring to the table.

- Henson, Cassandra R., Towson University
- Knepper, Hillary J., Pace University



**FRIDAY, JUNE 14  
2:00 PM – 3:00 PM  
EDUCATION SESSIONS**

**»» Beyond Etiquette... Values-Based Professional Development**

**Bayside A (4<sup>th</sup> Floor)**

In this session, we will explore the "why" of professional development. We will highlight ways three graduate Health Administration programs have integrated professional development into their curriculum. We will discuss: professional development in experiential learning, values-based professional development, and innovative ways to teach etiquette. We will facilitate a group discussion around how to evaluate students professional development progress and collect examples that will be shared with the AUPHA community.

- Mishek, Justine, University of Minnesota
- Simms, Jeffrey, UNC Chapel Hill
- Haga, Rachel, Virginia Commonwealth University

**»» Beyond Statistics: Can Your Students Navigate Today's Data-Driven Healthcare World?**

**Bayside B (4<sup>th</sup> Floor)**

In this session, we'll discuss the data-related skillsets necessary for new graduates of Health Administration undergraduate and graduate programs to have immediate value to employers. We will provide examples of publically available health care data sets, open-source analytical tools, and techniques to prepare the "next generation" of health care workers, including: How to represent a data model to a Database Analyst so that data requests from an Enterprise Data Warehouse return the most appropriate data set. How to move beyond MS Excel and Access to open source tools like MYSQL R, Python, and Tableau for more robust queries and reporting. Data Visualization and Business Intelligence tools and techniques that help simplify data consumption. Project Management and requirements analysis skills necessary to manage dashboard projects.

- Dorsey, Amanda, The University of Alabama at Birmingham
- Erwin, Cathleen, Auburn University
- Opoku-Aguyeman, William, The University of Alabama at Birmingham

**FRIDAY, JUNE 14  
2:00 PM – 3:00 PM  
EDUCATION SESSIONS**

**»» Flickers-->Sparklers: Focusing on Joy, Purpose  
and Resiliency in Teaching and Learning**

**Bayside C (4<sup>th</sup> Floor)**

Students are stressed and uncertain about psychological safety, accountability, power or purpose and sometimes these human aspects can interfere with the learning process. All instructors see students with low power (self-efficacy), psychological safety, accountability/motivation and purpose, the comfortable, victim, the anxious, the apathetic, the bystander, the controller or the learner-thrivers. How can we address psychological safety concepts such as the comfort, learning and fear zones? How can we address the fixed versus the growth mindset? Can we silence the inner critic with real-time resiliency concepts? The Fun User Interface (FUI) of this session will teach skills to nourish the teacher and the learner's well-being.

- Frndak, Diane, Robert Morris University
- Hampe, Holly, Robert Morris University

**»» Innovation by Design: Incorporating Design  
Thinking in Health Administration Curricula**

**Oak Alley (4<sup>th</sup> Floor)**

"Design thinking" is a human-centered approach to problem solving that emphasizes empathy, innovation, collaboration, and continual experimentation. This unique way of thinking has recently gained interest among healthcare leaders, and it's been applied in renowned organizations such as Mayo Clinic, Johns Hopkins Hospital, and Kaiser Permanente, among others. However, it remains generally underused in addressing critical challenges faced by health administrators, and few health administration education programs address design thinking in their curricula. This session will introduce and discuss this approach, sharing how programs can collaboratively incorporate design thinking across a variety of courses such as economics, health policy, population health management, and operations management, and offering faculty members' experiences of how this has benefited both on-campus and executive students in their development as leaders.

- Shay, Patrick, Trinity University
- Schumacher, Edward, Trinity University