

## **Planning Worksheet: Quality Matters, Adult Learners, and Leadership**

### **Section I: Exploring Opportunity at Your Institution**

- A. What *key skills* do you believe would be needed for graduates of a program such as the Healthcare Leadership and Administration program?
  
  
  
  
  
  
  
  
  
  
- B. What *kinds of interdisciplinary programs* do you think your university could create?
  
  
  
  
  
  
  
  
  
  
- C. Who would be the *key departments and players/point people/opinion leaders* you would want to have included in your preliminary discussions?
  
  
  
  
  
  
  
  
  
  
- D. What do you see as *some of the challenges* in doing this at your university?

### **Section II: Needs Analysis**

Thinking about what you have developed above as possible interdisciplinary online programs for adult learners, list the following:

- A. Your personal needs as a course designer/instructor
  
  
  
  
  
  
  
  
  
  
- B. Your program, department, or college-level needs to support such programs
  
  
  
  
  
  
  
  
  
  
- C. Your institution's or university's needs in creating and supporting such programs

# HEALTHCARE LEADERSHIP AND ADMINISTRATION AT A STATE UNIVERSITY

By Jane Foote, EdD, MSN, RN

In 2010 the Winona State University Center of Excellence was asked to develop a baccalaureate completion degree to advance the educational level of working professionals from a variety of allied health professions. This article describes the process used and challenges and opportunities that accompanied the process of developing a new completion degree, and specifically the engagement of the polysomnographic community in Minnesota in the degree development process.

## BACKGROUND AND DRIVING FORCES

Winona State University (WSU) had a long-standing reputation for excellence in their Business, Nursing and Exercise Science programs. For more information, visit their website at [www.winona.edu](http://www.winona.edu). WSU also housed the Minnesota State Colleges and Universities Center of Excellence in healthcare called HealthForce Minnesota. For more information, visit their website at [www.healthforceminnesota.org](http://www.healthforceminnesota.org). Prior to assuming my executive director role at HealthForce Minnesota, I was the Dean of Health Sciences at Minneapolis Community and Technical College (MCTC). During my tenure at MCTC the Polysomnography and Electroneurodiagnostics Associate of Applied Science (AAS) degree programs was developed. For full degree options, visit [www.minneapolis.edu](http://www.minneapolis.edu). A recurrent workforce development theme emerged over time at MCTC and HealthForce Minnesota. There appeared to be a gap in access to four-year state-supported baccalaureate degree programs for experienced allied health professionals desiring to attain a degree preparing them for leadership roles in allied health care settings. This gap was impacting employers' ability to find and hire qualified leaders for clinics, outpatient departments, in-patient departments and stand-alone sleep centers.

Employers shared a clear need to advance talented allied health professionals with two-year degrees into leadership and management roles. However, additional knowledge, skills and abilities were needed for this employment advancement to transpire within the regional health care systems. In fall of 2009, HealthForce Minnesota convened a group of over 20 employers from across the state to engage in initially a one day dialogue about what knowledge, skills and abilities they required

in graduates from a baccalaureate degree focused on health care leadership and administration. Sleep centers were well-represented with four major employers from the Minnesota sleep medicine community attending the dialogue session. University faculty from WSU and Bemidji State University (BSU) were invited to attend for the purpose of clarifying with employers the completion degree learner outcomes expected. The original day of dialogue with employers guided the curriculum design.

## GUIDING PRINCIPLES

Employers emphasized that accessibility to a baccalaureate degree program needed to be flexible. Employers from all over the state provided input on the program's design, and it was determined that an online degree would be an ideal delivery method. It was anticipated that these adult learners would continue to work while attending school, so online delivery would be flexible and eliminate geographical and schedule barriers. An initial challenge was that WSU had a limited number of faculty experienced with online course and program delivery. BSU is a sister university in the system, and faculty at BSU were accomplished in online course design and as a result they became a full partner in the degree design. For more information, visit <http://www.bemidjistate.edu/>.

Employers and academics agreed the degree must be of high quality and for that reason a commitment was made to have all courses nationally certified by Quality Matters. For more information, visit [www.qualitymatters.org](http://www.qualitymatters.org). This process involves each individual faculty member teaching in the program to design their course to meet the rigorous standards of the Quality Matters (QM) certification process. Small stipends were offered to the faculty in the new degree program in an effort to compensate for the additional work necessary to attain the QM seal of approval. Core competencies of the program included financial, statistical, business, policy and leadership content areas. Graduates needed to be able to communicate and work effectively with diverse communities and be able to participate as leaders in creating a strategic plan. This degree was the first of its kind at WSU, and the interprofessional and interdepartmental design of the program, bringing business, nursing, statistics, communications, education, and exercise science faculty together, was a learning experience for the university.



**JANE FOOTE, EDD, MSN, RN**

Jane Foote has been serving in the Minnesota State Colleges and University System since 1991. Her current role is as an associate professor teaching graduate and undergraduate courses in Health Policy, Leadership, Nursing Education and Integrative Therapies at Winona State University.

## IF YOU BUILD IT, THEY WILL COME

Response to the Healthcare Leadership and Administration (HLA) degree has been growing and the HLA program will produce its first graduates in the summer of 2015. Currently there are 42 students in cohorts one and two, with approximately another 15 students seeking admission for spring 2015. Current students include those with associate degrees in a variety of areas including polysomnography, intraoperative monitoring

(IOM) technicians with a degree in electroneurodiagnostics, dental professionals (both hygiene and assisting), radiography, respiratory therapy, and medical office professionals. Some of the major employers in the region have required that all managers have a baccalaureate degree. Local health professionals with an associate degree as the terminal degree in their field, like an AAS in Polysomnography, have found the HLA degree is a great option for those seeking promotion and career advancement.

The HLA degree at WSU is a 120 semester credit Bachelor of Applied Science (BAS) degree. Following transcript review from the WSU registrar and the program director, usually all 60 credits of an AS and most of the credits from an AAS degree will transfer into WSU. For students with an applied associate's degree, up to 30 technical credits are transferable, which helps reduce time to degree completion for these students. Students might also need general education credits to complete graduation requirements. These allied health professionals may also be eligible for credit for prior learning. Each student creates a plan of study and timeline for degree completion with the program director. The 38 upper division credits for the HLA Core and 12 elective credits are offered online, and 30 credits must be completed through WSU for the degree to be conferred.

#### RESOURCES AND LESSONS LEARNED

Adult learners are focused, motivated and generally are a joy to teach. The interprofessional nature of the learners brought a variety of expertise to the course topics and kept the online classroom engaging and interactive. For example, in the Health Policy course students were asked to find a policy or a current bill that interested them. In required online discussions, students presented the background on this policy and how it impacted their area of health care practice. They learned to write letters to their elected officials, gave elevator speeches on the policy topic they chose, and finally wrote a scholarly paper on a needed

policy change including why the change was needed, who the opponents and proponents were and how the change might be funded. Students were asked to go online and reflect on the Affordable Care Act (ACA) insurance options by actually using the online registration site and sharing with their classmates the accessibility of the system, how affordable the plans were, and what the impact of the ACA might be for patients they are caring for. The application of basic health policy processes was applied to their area of expertise or passion and in this way the content was mastered and new abilities were attained. Course evaluations were strong and students commented that the course was fun.

Challenges in start-up of the completion degree program were many. Initial funding for the HLA completion degree program came from a small \$70,000 grant from Minnesota Online, part of the Minnesota State Colleges and University system, and approximately \$25,000 from HealthForce Minnesota. Additionally, the WSU Outreach and Continuing Education Department provided administrative and staff support, as well as significant assistance from the WSU Technology Learning and Teaching department. Internally WSU stretched in new ways to serve adult learners seeking an undergraduate degree.

Increasing complexities in health care are apparent to most of us who work with patients, regardless of what that setting is. This includes management of scarce resources, people, and facilities. Academics are beginning to actively engage with employers in meeting their needs for a qualified workforce, including development of leaders with technical skills in patient care areas. The HLA degree at Winona State University is an example of a baccalaureate completion degree that was built upon what health care employers identified was essential to meet their current and future workforce needs. ❖



*Image courtesy of Jane Foote. A recent social gathering of Winona State University HLA students and faculty, taken November 3, 2015 in Rochester, Minn.*

# HLA Program Competencies by Course

Revised March 21, 2012

Domain	Domain Competency	Course Objective Aligned with Domain
<b>Knowledge Domain I: Communication and Relationship Management</b>	<b>D1a. Will demonstrate effective oral and written communication abilities</b>	CMST 266 HERS 270
	<p><b>Assignments/Assessment</b></p> <p>CMST 266 -            Online Listening Quiz            Interpersonal Self-Assessment assignment            Discussion Board Responses            Survey Critique assignment            Library Search assignment            Crisis Communication assignment            e-Folio creation            Salary negotiation assignment            4 Presentations:  <i>Presentation #1 – Individual Presentation Options:</i>            You may choose from one of the following, to run from 5-7 minutes in length:</p> <ul style="list-style-type: none"> <li>• Technical presentation (give a survey or scholarly research proposal presentation to seek approval/funding for a proposed project; explain a complex technical process)</li> <li>• Internal communication presentation (present your draft of an internal or alumni newsletter for a specific organization; propose or critique an inter/intranet web site, organizational memos, or other forms of internal communication)</li> <li>• Career coaching interview (you will be paired with a guest to conduct an assessment/performance evaluation)</li> </ul> <p>You will need to submit a one-page outline and a bibliography of at least five sources that are cited in your presentation via the appropriate D2L dropbox on the day you are scheduled to speak or points will be deducted (online sources count for half credit, so if your bibliography contains only online sources it must have 10 or more total citations).</p> <p><b><i>Presentation #2 – External Group Consulting Project/Presentation:</i></b> This semester, all teams will be working on a proposal for a training/informational video for one of your chosen organizations. Your task as groups competing for the ‘contract’ is to create a professional communication campaign proposal.</p>	

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	<p>Based on a <i>thorough</i> investigation of the problem and data collected at your place of employment, your team will have 40 minutes to apply the theories and concepts discussed in class to present an analysis of the organization's needs, and also create and deliver a professional presentation targeted to 'selling' the organization in question on your services.</p> <p><b>Presentation #3—Individual Presentation Options:</b> You may choose from one of the following, to run from 7-10 minutes in length:</p> <ul style="list-style-type: none"><li>• Risk analysis (describe a significant problem facing audience members and persuade them to take action; more so than a 'normal' persuasive presentation, this requires the interpretation of data to confirm your risk analysis)</li><li>• Crisis communication (identify and describe a potential or existing crisis facing a real-world organization, and present your communicative plan of action for coping with this crisis; remember to identify all relevant publics)</li><li>• Marketing analysis (propose a product, service, <b>or</b> internal training/education program that an organization should offer or revise)</li></ul> <p>You will need to submit a one-page outline and a bibliography of at least five sources that are cited in your presentation on the day you are scheduled to speak or points will be deducted (online sources count for half credit, so if your bibliography contains only online sources it must number 10 or more).</p> <p><b>Final Exam—Performance-based Portfolio/Employment Presentation</b></p> <p>Your final exam is performance-based; you will be presenting your electronic portfolio to a number of reviewers, including your classmates, and will be delivering a 5-10 minute application 'spiel' for a specific job/organization as you refer to your portfolio.</p> <p><b>HERS 270</b> Discussion Posts -10 points each Online quizzes-2 quizzes-20 points each Complete a mid-term and final paper-50 points each Group projects-25 points each Technology lab work-2-5 labs 15 points each</p>	
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	<p><b>D1b. The development of positive interpersonal and relationship skills resulting in personal health and wellness</b>          [CMST:How do you measure “resulting in...”]</p>	<p>CMST can add if neces.          EL 449          NURS 325</p>
	<p><b>EL 449</b>          1. Online Discussions: Analysis &amp; Application of Research- learners demonstrate a comprehensive connection between research and practice through active contributions in D2L discussion board          2. Review of one of the Positive Processes Website Content- learners select one of the websites listed and explore for explanations of process, scholarly material found that enhances learner’s understanding of the process and meaning of material to the learner. This includes but is not limited to introductions to the process, videos, scholarly papers, self-assessments          3. Project Paper – learners select one of the positive processes that especially interests them. Using the core text for that process, plus any investigation of the process’ website and online sessions, describe the process and one application (at work, at home, in your social life) that you have experimented with using scholarly language and APA 6<sup>th</sup> edition formatting and referencing.          4. Module Reflections and Self-Assessments – learners will create a reflective synthesis of learning for course content and technologies</p> <p><b>NURS 325</b>          COURSE REQUIREMENTS:</p> <ol style="list-style-type: none"> <li>1. Self-Cultural Assessment Paper: 30 Points</li> <li>2. Cultural Assessment Interview / Paper: 100 Points</li> <li>3. Two online quizzes (one on Chapter 1 and one on Chapter 2): 20 points (10 points/quiz)</li> <li>4. Two Case Study Analysis Short Papers (approximately 2 pages/ case study): 50 points (25 points/case study)</li> <li>5. Analysis of Social Determinants of Health / Paper 100 Points</li> </ol>	
	<p><b>D1c. Enhancement of group performance</b></p>	<p>CMST 385          EL 414          MGMT464          HERS 270</p>

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	<p><b>CMST 385</b>            Course Assignments:            1. Research presentation – consists of creating a brief presentation about a research topic related to health communication            2. Healthcare debate – will allow your team to choose one of four perspectives on healthcare and then debate its value            3. Health communication team project – consists of an idea submission form, an overview presentation, a presentation of your team’s goals, objectives, and action plan, a final presentation, and a group portfolio</p> <p><b>EL 414</b>            Assignments:            1. D2L Discussions            2. Personal Improvement Plan – Students will self-evaluate their leadership strengths and weaknesses and develop a plan to refine and improve their leadership skills            3. Paper – Based on the course content, students will select an organization they are familiar with, and write an 8-10 page paper reflecting on how their leadership impacts change</p> <p><b>HERS 270</b>            Discussion Posts -10 points each            Online quizzes-2 quizzes-20 points each            Complete a mid-term and final paper-50 points each            Group projects-25 points each            Technology lab work-2-5 labs 15 points each</p>	
	<p><b>D1d. Effective problem solving across all levels of the organization</b></p>	<p>MGMT435</p>
	<p><b>D1e. Consensus building and conflict resolution across all levels of the organization</b></p>	<p>MGMT435            MGMT464</p>

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<p><b>Knowledge Domain II: Leadership and Critical Thinking</b></p>	<p><b>D2a. Will exercise appropriate leadership styles and behaviors by demonstrating effective decision-making and critical thinking skills</b></p>	<p>BUSA 441 CMST 266 EL 414 NURS 445 HERS 270</p>
	<p><b>BUSA 441</b> Course Assessment: Exams 200 pts. (2 exams worth 100 points each) Ethics Simulations 150 pts. (3 simulations worth 50 points each) Case Briefs 100 pts. (2 case briefs worth 50 points each) Group Discussions – 50 pts. (5 case discussions worth 10 points each)</p> <p><b>CMST 266</b> Online Listening Quiz Interpersonal Self-Assessment assignment Discussion Board Responses Survey Critique assignment Library Search assignment Crisis Communication assignment e-Folio creation Salary negotiation assignment 4 Presentations: <i>Presentation #1 – Individual Presentation Options:</i> You may choose from one of the following, to run from 5-7 minutes in length:</p> <ul style="list-style-type: none"> <li>• Technical presentation (give a survey or scholarly research proposal presentation to seek approval/funding for a proposed project; explain a complex technical process)</li> <li>• Internal communication presentation (present your draft of an internal or alumni newsletter for a specific organization; propose or critique an inter/intranet web site, organizational memos, or other forms of internal communication)</li> <li>• Career coaching interview (you will be paired with a guest to conduct an assessment/performance evaluation)</li> </ul> <p>You will need to submit a one-page outline and a bibliography of at least five sources that are cited in your presentation via the appropriate D2L dropbox on</p>	