THE OHIO STATE UNIVERSITY
COLLEGE OF PUBLIC HEALTH

MASTER OF HEALTH ADMINISTRATION

SUMMER ADMINISTRATIVE RESIDENCY
PROGRAM GUIDELINES

Division of Health Services Management and Policy
College Of Public Health
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The Ohio State University
College of Public Health- Division of Health Services Management and Policy
Master in Health Administration (MHA)
Summer Administrative Residency Guidelines

The Ohio State University Master in Health Administration (MHA) is accredited by the Council on Accreditation for Health Management Education and is currently in the top 10 nationally among graduate programs in healthcare management as ranked by *U.S News and World Report*.

The Ohio State University MHA program prepares students for management and/or policy positions in health services and related careers. The program consists of two years of full-time academic coursework with a practice-based administrative residency between the first and second year. The MHA curriculum is designed to develop student competencies in five major areas, including: management functions, health systems and policy, leadership and professionalism, and business and analytic skills (See *Appendix A* for a list of competencies).

STUDENT PREPARATION FOR THE RESIDENCY
The first year of the program is designed to provide students with foundational knowledge in the following areas:

- Health and Health Care Services in the U.S.
- Health Services Organizational Management
- Health Service Finance I and II
- Economic Analysis of Health Services
- Health Insurance and Payment Policy
- Operations Management in Health Services Organizations
- Health Services Strategy and Marketing
- Understanding Health Care Organization Data
- Principles of Epidemiology
- Clinical Rotations

First-year MHA courses provide students with foundational knowledge and are designed to develop their critical thinking, analytic, and communication skills. The first year also includes a focus on student professional development, including: career planning, development, resume writing, interviewing skills, and networking basics. Please see *Appendix A* for more detail on our two-year curriculum.

SUMMER RESIDENCY OBJECTIVES
The administrative residency is a vital part of the total educational experience for our MHA students and is critical to their development as healthcare leaders. The residency is completed during the summer between the first and second years of the program and gives students the opportunity to apply their academic knowledge to "real life" health care settings. The overarching objectives of the residency are to enable students to:

1. Obtain practical knowledge about health services management and policy; and

2. Develop leadership, management, and/or policy analysis skills through direct participation in management activities and projects.

The summer residency also provides an excellent opportunity for students to continue their professional development.

RESIDENCY STRUCTURE AND CONTENT

Although the specific structure and content of each administrative residency will vary based on the student's background and goals as well as the host organization's focus and priorities, each should include assignment of a residency preceptor, exposure to key leadership issues, and completion of well-planned projects as described below.

Residency Preceptor

Central to a successful residency is the assignment of a leadership preceptor. The preceptor is the student's main point of contact within the organization and oversees the residency to ensure a positive learning experience. Typically preceptors coordinate the following:

- ***Onboarding—*** Resident onboarding should be designed to help the resident quickly understand the culture, structure, and key functions of the organization. Sample onboarding activities include: introductory meetings with key leaders, clinical rotations, and attendance at key meetings. For complex organizations, a 1-2 week orientation is typical.

- ***Goal Setting—*** The preceptor and resident should meet at the outset of the residency to set goals for the summer. These goals should be based on a combination of the organization's needs, the student's interests, and his/her development priorities. To support this process, we have included a goal-setting tool as ***Appendix B.*** *Students should review and finalize goals with their preceptors and submit to Helene Cweren (cweren.1@osu.edu) by Monday, May 22, 2017.* **.**

- ***Education and mentoring—***The preceptor's most important role is to facilitate student learning and development. Typically, preceptors will meet with residents on a weekly basis to discuss key organizational issues, answer questions, review progress, and provide mentoring and feedback. Suggested content for the residency experience is included as ***Appendix C.***

- ***Performance evaluation***. Preceptors are asked to complete a written evaluation of the resident's experience and performance using the tool included as ***Appendix D.*** *Preceptors should discuss performance evaluation with the resident prior to the end of the residency.*

Prior to the summer, the program will coach students on the role of the preceptor, the importance of being open both to opportunity and constructive feedback, and their responsibility for participating in a constructive preceptor/ resident relationship.

Exposure to Key Leadership Issues

A goal of the residency is to exposure students to a wide range of "real life" issues and challenges in healthcare organizations. Residents should be encouraged to develop relationships with a variety of organizational leaders and be included in as many key leadership meetings as time permits.

Projects

As residents, our students lead and contribute to important projects for their host organization. Preceptors should assign students a variety of projects that enable the student to contribute to organizational priorities and develop his/ her skills. Projects typically vary in scope and duration, although it is important that at least some can be completed during the summer   Projects should be designed so that students:

- Understand specific organizational or health system issues
- Participate in research, data collection and analysis
- Formulate a plan for action
- Present findings and recommendations to the project sponsor, members of the project team, and/or decision-makers.

Ideally, students will be assigned at least one comprehensive project that allows the full evaluation and resolution of a specific management issue. Preceptors and other stakeholders should give students on-going guidance and constructive feedback on the quality of their project work and future development needs. See *Appendix E* for a list of sample projects from previous years.

STUDENT WORK EXPECTATIONS

The summer residency is a full-time, paid experience that typically starts in the middle of May and continues through August (12-14 weeks) with start and end-dates determined through mutual agreement. The resident should be expected to work during the same hours as the management team. Students have been instructed that the appropriate number of work hours is the number that it takes to get the job done. In addition, they have been instructed to be available for extra hours to circulate/ rotate on different schedules and shifts where appropriate to fulfill the educational and organizational mission.

COMMUNICATION WITH THE MHA PROGRAM

Over the course of the summer, the MHA Program Director and/or Career Services Coordinator will check-in with both preceptors and residents to see how the residency is going. In addition, preceptors are encouraged to communicate with the program if they have any questions or concerns.

Julie Robbins, MHA, PhD
MHA Program Director
Email: robbins.11@osu.edu
Phone: 614.292.1428

MHA Competencies

The Ohio State University MHA Program curriculum is designed to support students in attaining the competencies listed below. The summer administrative residency should be designed to complement students' coursework relative to competency development.

Management Functions

MHA 1. Organizational Management. Assess opportunities to improve health services organizations through application of organizational theories and organization development principles.

MHA 2. Organizational Structure and Governance. Analyze how organizational and environmental factors shape the structure of health care organizations and the roles, responsibilities and influence of governing bodies.

MHA 3. Workforce and Organizational Development. Apply methods and techniques for organizational, employee, and professional staff development that ensure a diverse and high performing work force.

MHA 4. Operations Assessment and Improvement. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.

MHA 5. Clinical Quality Assessment and improvement. Apply principles of quality improvement in the context of clinical performance.

MHA 6. Information Technology Management and Assessment. Analyze the value, risks and opportunities of information technology and associated data for improving performance of health organizations and the broader health system.

MHA 7.   Strategic and Business Planning. Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement.

MHA 8. Financial Management. Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.

Health Systems and Policy

MHA 9. Economic Analysis*.* Analyze and apply economic theory and concepts for decision-making.

MHA 10. Health Care Issues and Trends. Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.

MHA 11. Health Policy. Describe the public policy process related to health care, including the creation and implementation of policy and the political aspects of policy and articulate the impact on the delivery of health services.

MHA 12. Health Care Legal Principles. Recognize legal issues that may arise in health care delivery and business settings and respond appropriately

MHA 13.   Population Health. Describe how epidemiological, market, patient outcome, and organizational performance data are used to improve quality, and manage financial and other risks associated with defined populations.

Leadership and Professionalism

MHA 14. Leadership and Change Management. Develop effective leadership approaches to communicate a vision, motivate stakeholders, build consensus, and lead organizational change efforts.

MHA 15. Impact and Influence. Shape opinions, processes, or outcomes through example, persuasive communication, or use of informal power

 MHA 16.   Professional Development. Demonstrate a commitment to continuous learning and self-improvement through reflection, goal setting, self-assessment, and the cultivation of professional networks.

MHA 17. Collaboration and Working in Teams. Work cooperatively with others, create, participate on, and lead teams, including inter-professional.

MHA 18. Personal and Professional Ethics. Apply ethical principles, social and professional values to analyze managerial, organizational and policy situations   demonstrate professional values and ethics.

MHA 19: Critical Thinking. Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.

Business and Analytic Skills

MHA 20.   Written Communication. Write in a clear, logical manner and prepare effective business communications.

MHA 21.   Verbal Communication. Demonstrate effective oral communication and presentation skills.

MHA 22.   Quantitative Skills. Analyze data and interpret quantitative information for organization decision making.

MHA 23.   Project Management. Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.

MHA 24.   Performance Measurement. Identify and use data within organizations to improve performance.

MHA 25. **Problem-Solving and Decision-Making**. Use multiple methods and sources to seek comprehensive information, generate creative new solutions—or adapt previous solutions—and apply structured decision-making techniques and tools to address health care questions

MHA Curriculum (Class of 2018)

	Autumn Semester			Spring Semester		
	Course Number/Name	**Credit Hours**		**Course Number/Name**	**Credit Hours**	
Year One	PUBHHMP 6611: Health and Health Care Services in the U.S.	3		PUBHHMP 7680: Operations Management for Health Services	3	
	PUBHHMP 7615: Health Services Organizational Management	3		PUBHHMP 7684: Health Services Strategy & Marketing	3	
	PUBHHMP 7620: Health Services Finance I	3		PUBHHMP 7621: Health Services Finance II	3	
	PUBHHMP 7601: Economic Analysis of Health Services	3		PUBHHMP 7602: Health Insurance and Payment Policy	3	
	PUBHEPI 6410 Principles of Epidemiology	3		PUBHHMP 7673: Understanding Health Care Organization Data	1.5	
	Professional Development Series	NC		PUBHHMP 7672: Clinical Rotations	1.5	
Summer	**Summer Administrative Residency**					
	Autumn Semester			Spring Semester		
	Course Number/Name	**Credit Hours**		**Course Number/Name**	**Credit Hours**	
Year Two	PUBHHMP 7605: Introduction to Health Policy	3		PUBHHMP 7611: Health Care Law for Managers	3	
	PUBHHMP 7622: Health Services Financial Decision-Making	3		PUBHHMP 7617: Health Services Leadership and Organizational Change	3	
	PUBHHMP 7682: Information Systems for Health Services Organizations	1.5		PUBHHMP 7631: Strategic Management & Program Development (CAPSTONE)	3	
	PUBHBIO 6210: Design & Analysis of Studies in the Health Sciences	3		PUBHHBP 6510: Preventing Disease and Promoting Health	3	
	PUBHEHS 6300: Environmental Issues in Health Administration	1.5		ELECTIVES	3	
	ELECTIVES	3				

2017 SUMMER ADMINISTRATIVE RESIDENCY AGREEMENT/GOALS

The preceptor and student should complete this document together. A copy of this agreement should be retained for future reference and monitored by all parties.

RESIDENCY/INTERNSHIP DETAILS

Student's Name: _____

Organization Name: _____

Organization Address: _____

City: _____ **State:** _____ **Zip:** _____

Preceptor Name: _____ **Title:** _____

Preceptor Phone #: **(** _____ **)** _____ **Email:** _____

Start Date: _____ **End Date:** _____ **Wage/Salary/Stipend:** _____

Expected # of hours per week: _____ **Benefits (parking, vacation, etc):** _____

GOALS & COMPENTENCIES

Please use the attached tool to develop goals.

Student's Signature: _____ **Date:** _____

Preceptor's Signature: _____ **Date:** _____

The Ohio State University
Master in Health Administration (MHA)
Summer Administrative Residency Goal-Setting

The Ohio State University MHA Program is organized to support students to develop 25 competencies (attached) that we have identified as most important for health care management early careerists. The summer administrative residency is critical for student competency development. Not only is it an opportunity for hands-on learning, but also provides both the students and the program with valuable feedback from the field.

Although we recognize that the focus and priorities of each organization and residency is slightly different, our aim is for all of our students to complete projects during the summer that will enable them to develop the following competencies:

Competency	Description
Healthcare Issues & Trends	Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.
Financial Management	Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.
Strategic and Business Planning	Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement.
Operations assessment & improvement	Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.
Critical Thinking	Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.
Quantitative Skills	Analyze data and interpret quantitative information for organization decision making.
Written Communication	Write in a clear, logical manner and prepare effective business communications.
Verbal Communication	Demonstrate effective oral communication and presentation skills.
Project Management	Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.

To support this aim, we ask students to work with their preceptors to set goals for the summer in each of the identified competency areas. Beyond the nine areas noted above, we encourage students to set goals that will further their own learning and professional development and may relate to other competencies. Key considerations for goal-setting include:

- *What do I want to learn about the healthcare system and organization?* Residency goals should be set to build on or explore topics from the first year of the program, fill in knowledge gaps, and expose students to new ideas.

- *What skills do I want to develop? Where do I have gaps?* Residency goals should enable students to refine and/or develop critical skills. Students are encouraged to set goals that build on their natural strengths, but also enable them to stretch in areas where they may be less comfortable.

- *What do I want to learn about myself as a healthcare professional?* During the residency, students should seek opportunities to learn about the wide range of jobs and career paths in healthcare management. Project and learning goals should be designed so that students have the

opportunity to learn not only about different organizational functions, types of jobs, and the skills needed to get there, but also encouraged to reflect on where their own skills and interests might lie.

The summer residency goals should reflect a combination of the organization's priorities, the student's interests, and his/ her development opportunities. We recognize (and encourage) projects that support multiple goals/ competencies.

The Ohio State University
College of Public Health- Division of Health Services Management and Policy
Master in Health Administration (MHA)
Summer Administrative Residency Goal-Setting

The OSU MHA programs aims for all students to complete projects during the summer residency that will enable them to develop competencies in at least five areas: strategic and business planning, operations assessment and improvement, financial management, project management, written and verbal communication. We also encourage students to work with their preceptors to set goals in other areas in order to build on strengths and interests, address competency gaps, and contribute effectively to the sponsoring organization.

Depending on scope, some projects may support goals for multiple competencies Using the table below, students should set—but not be limited to—one goal in each of the competencies described above.

- *Goal Statement*— Brief statement of the student's goal
- *Link to MHA Competencies*— Indication of how goal links to specific MHA competency(ies)
- *Key Activities*—Overview of activities the resident will undertake to achieve goal, e.g. observation, project etc.
- *Measure* – Indicator for goal attainment

	Goal Statement	MHA Competency(ies) Addressed	Key Activities	Measure (s)
1.				
2.				
3.				
4.				
5.				
6.				
7. *(add as many as necessary)*				

The following suggestions for content of the residency are offered as a framework for fulfilling the objectives and can be modified, *depending on the type of organization and operational circumstances.*

A.   Organizational mission and goals
1. Organizational vision, mission and values
2. Key strategies and priorities for patient care, education, research, community services, etc
3. Performance monitoring and reporting processes
4. Strategic challenges and opportunities

B.   Executive Organization and Functions
1.   Executive staff organization and roles
2.   Decision making processes and reporting mechanisms
3.   Relationships among board, management, medical staff, if in a healthcare organization.
4.   Relationship between administration and clinical staff in healthcare organizations.
5.   Ethical considerations, codes, and documentation.
6.   Leadership decision-making processes

C.   Services
1.   Identification and observation of healthcare or other services provided to the community.
2.   Process and approach for addressing community needs
3.   Process for measuring and improving operational efficiency and effectiveness

D.   Professional Relationships
1.   Roles and relationships among the professional / clinical departments.
2.   Relationships among professional and service departments.
3.   Specific challenges related to managing professionals and clinical services
4.   Medical staff organization and relationships.

E.   Financial Management
1.   Payment mechanisms – managed care, risk arrangements, incentive contracting
2.   Information systems and processing
3.   Organizational considerations related to new payment mechanisms

F.   Selected Other Management Functions
1.   Strategic planning, business development, marketing and communication
2.   Operations management techniques and monitoring systems to improve productivity and service systems.
3.   Measurement and systems for quality and patient safety improvement

G.   External Factors
1.   Accreditation, licensing, and other certifying agencies.
2.   Impact of public policy and political processes on the organization.

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Residency Performance Evaluation

Instructions for Preceptors: At the end of the summer, please complete and review this performance evaluation with your resident(s) and send it to Julie Robbins at robbins.11@osu.edu by **September 6, 2017.**

Background

Student's Name : _____

Organization Name: _____

Organization Address: _____

City: _____ **State:** _____ **Zip:** _____

Preceptor Name: _____ **Title:** _____

Preceptor Phone #: **(   )** _____ **Email:** _____

Key Accomplishments

What were the student's top 3 accomplishments during his/ her residency?

1. _____

2. _____

3. _____

Overall Assessment

What were the student's major strengths in the residency?

4. _____

5. _____

6. _____

In what areas could the student improve in order to function more effectively?

1. _____

2. _____

3. _____

Competency Assessment

In the table below, please provide your assessment of this resident's level of competency *at the end of the residency*, using the definitions/ scale included at the end of this document which defines attainment levels for basic (1-2), intermediate (3) and advanced (4-5) for each competency. *Please add comments as they will be very helpful for helping us to support student development and focus and improve our program*:

Competency	Definition	Evaluation						Comments
		1	2	3	4	5	NA	
Knowledge of Healthcare Issues and Trends	Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.							
Financial Management	Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.							
Strategic/ Business Planning	Perform environmental, market, and community needs analyses, develop strategic alternatives, formulate strategic goals, and develop programs, business plans, and implementation strategies to support goal achievement.							
Operations Assessment & Improvement	Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.							
Critical Thinking	Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.							
Quantitative Skills	Analyze data and interpret quantitative information for organization decision making.							

Written Communication Skills	Write in a clear, logical manner and prepare effective business communications.							
Verbal Communication Skills	Demonstrate effective oral communication and presentation skills.							
Project Management Skills	Design, plan, implement, and assess projects and develop appropriate timelines related to performance, structure and outcomes.							

Goal Attainment

Please review the residency goals established at the start of the summer and assess goal attainment. Please note if any goals were added, deleted or changed over the course of the summer.

Goal Statement (from original goal setting form)	Was goal met/ partially met/not met	Comments
1.		
2.		
3.		
4. **(etc.)**		

Comments:

_____

_____

Professionalism Assessment

Did the Student…	Some of the Time	Most of the Time	Always	Comments
Maintain a positive attitude?				
Maintain a professional demeanor, e.g. dress, behavior etc.				
Demonstrate a genuine interest in learning and contributing to the organization?				
Appropriately seek help or feedback on projects?				

Summary Assessment

What is your overall evaluation of the student's performance?

____ Excellent   ____ Good   ____ Satisfactory   ____ Needs improvement   ____ Unsatisfactory

MHA Program Assessment

Based on your experience this summer, would you consider taking another resident in the future? (Y/N), Explain if necessary.

How could the MHA program improve our residency placement process?

Based on your experience this summer, do you have any suggestions for how we might strengthen the first year of our program to better prepare students for the summer residency?

Additional Comments?

If you have any additional comments regarding this resident's performance over the summer, please include in the space below. If you have any feedback that you would like to share with us regarding our shared interest in helping our student's develop, please do not hesitate to reach out to:

Julie Robbins, MHA, PhD
MHA Program Director
Email: robbins.11@osu.edu
Phone: 614.292.1428

Performance Evaluation Tool

Directions: Please use this tool as a guide for assessing this resident's competency *at the end of the summer*. These attainment level definitions were developed by the OSU MHA faculty for use with for early careerist MHA students. We welcome any feedback on improving this tool.

MHA Competency	Competency Assessment		
	Basic (Score= 1-2)	**Intermediate (Score=3)**	**Advanced (4-5)**
Health Care Issues and Trends. Explain important issues in health care, including circumstances causing major changes and reform in U.S. health care delivery.	Is conversant on current health care issues and trends.	Applies knowledge of current health care issues and trends to specific cases and/or questions of defined scope.	Identifies and analyzes the effect of health care issues or trends, their underlying causes, and/or their potential impacts on broad managerial and policy decisions.
Financial Management. Explain financial and accounting information, prepare and manage budgets, and evaluate investment decisions.	Demonstrates basic accounting and/or finance knowledge and skills.	Applies accounting and/or finance skills to develop budgets, explain a situation and/or develop potential solutions in defined situations.	Analyzes complex or "real life" situations by appropriately applying finance knowledge and skills.
Strategic and Business Planning. Perform environmental, market and community needs analyses, develop strategic alternatives consistent with organizational goals, and prepare integrated plans for evaluating and implementing a proposed program or business.	Familiar with concepts and methods	Apply concepts and methods to complete strategic analyses and formulate strategic goals in defined situations.	Analyzes complex or "real life" situations to frame strategic problems, complete strategic analyses, and develop business plans and/or implementation strategies
Operations Assessment and Improvement. Use systems-thinking and analytic methods to assess operations performance and improve organizational processes.	Describe concepts and analytic methods for assessing and improving processes within organizations	Apply concepts and analytic methods to explain and/or develop potential solutions in defined situations	Analyze complex or "real life" situations and appropriately apply concepts and methods to identify and/or assess potential solutions

MHA Competency	Competency Assessment		
	Basic **(Score= 1-2)**	**Intermediate** **(Score=3)**	**Advanced** **(4-5)**
Critical Thinking. Evaluate a situation, issue, or idea by understanding and challenging assumptions, considering competing points of view, and anticipating potential effects within and beyond the health care system.	Uses logic to describe underlying assumptions and perspectives related to a situation, issue or idea	Examines a situation, issue or idea by challenging assumptions, considering multiple points of view, and describing potential effects.	Completes an in-depth critical analysis of a complex or "real-world" situation, issue or idea; or creatively re-imagine a complex situation, issue or idea.
Quantitative Skills. Analyze data and interpret quantitative information for organizational decision making.	Explains simple data and execute basic quantitative analyses.	Interprets quantitative analyses and discuss their potential implications on organizational decisions.	Analyzes complex or "real life" situations to frame organizational decisions, assess available data, complete appropriate qualitative analyses, and assess potential implications on organizational decisions.
Written Communication Skills. Speak and write in a clear, logical manner and prepare effective business communications.	Writing adequately communicates required material, but may have flaws or error	Writing effectively communicates required material and is clear and well-organized	Writing is exceptionally clear, well-organized and engaging
Verbal Communication Skills. Speak and write in a clear, logical manner and prepare effective business communications.	Adequately communicates required material, but may have flaws or errors	Effectively communicates required material	Communication is exceptionally clear, well-organized and engaging
Project Management. Plan, execute and control projects that involve multiple stakeholders and team members using appropriate tools and techniques.	Able to describe key phases in the project management process and demonstrate use of basic project management tools.	Develops and implements a plan for managing a defined project.	Analyze a complex or "real life" situation to define and scope a project, develop a project management plan, assess and incorporate contingencies, and track results.

The following are samples of projects from recent residencies. These are included to offer suggestions and ideas.

Typical Projects for Residents in Hospitals, Health Systems, Managed Care Organizations or Other Health Care Delivery Settings

- *Operations Management*. Implemented a productivity software package. Performed revisions and restructuring of the system. Assisted in creating comprehensive disaster recovery and business continuity plan. Performed radiology process flow analysis.

- *Materials Management.* Coordinated the evaluation of a pneumatic tube system for small material transport throughout the hospital.

- *Staff/Personnel Management*. Investigated problems in staffing for the Department of Patient Unit Management. Developed and recommended new strategies to improve staff utilization. Researched charges for therapists employed by contract therapy companies.

- *Financial Management.* Performed a revenue audit for the Medical Genetics Department. Developed pro forma for new business line.

- *Contract Negotiation*. Developed the treatment protocols, the managed care operational procedures, and the contract between an insurance plan and an outpatient head trauma rehabilitation program; coordinated the home care agency and case management agency resources necessary to support this relationship.

- *New Product Design.* Supervised the benefits design for a new, comprehensive, managed care product; coordinated the design process with claims processing, provider relations, sales, and utilization review. Assisted with the purchasing and implementation of medical device recall and tracking program.

- *Business and market planning.* Assisted in developing the market plan for a new, over age 65, product, conducted market segment analysis, enrollment projections, and analysis of competing products. Developed annual report for network of community health providers.

Typical Projects for Residents in a Hospital Association or Governmental/Public Agency
- Worked toward enactment of legislative bills dealing with health subjects.

- Analyzed clinical outcome data to determine impact of legislation on quality of care.

- Wrote public hearing testimony.

- Participated in Joint Commission Surveys in member hospitals.

- Attended Policy Development meetings.

- Wrote membership / constituent bulletins.

Typical Projects for Residents in a Long Term Care Facility
- Supervised installation of materials management software for facility.

- Developed service utilization data for city agency.

- Wrote and distributed Health Assessment questionnaire for residents.

- Participated in policy meetings.

- Revised Policy Manual.