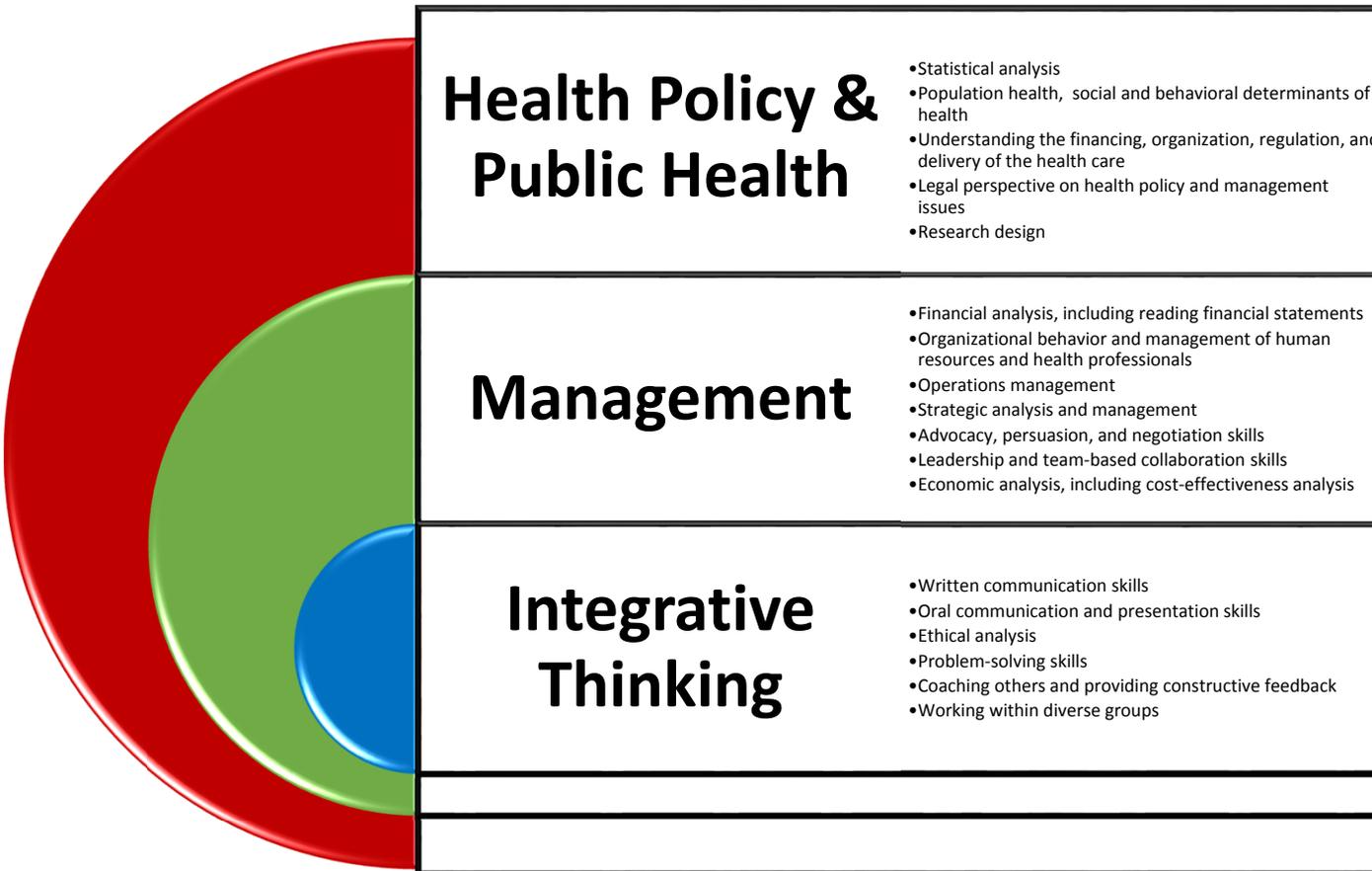




# Competency Model and Definitions



The Sloan Program is designed to develop student competency in three areas:

**Health Policy and Public Health**

**Management**

**Integrative Thinking**

We ask students and recent graduates to self-assess their competence in these areas using a 1 to 5 response scale:

- 1 = no knowledge
- 2 = a little knowledge, but unable to perform skill,
- 3 = some knowledge, and able to perform skill with assistance,
- 4 = a lot of knowledge, and able to perform skill independently
- 5 = mastered skill, could perform independently and instruct others.

# Health Policy & Public Health

## Statistical analysis

- Perform bivariate and multivariate analysis
- Interpret statistical findings

## Population health, social and behavioral determinants of health, and epidemiology

- Use population-level data to understand disease prevalence, incidence, and health outcomes
- Estimate associations between exposures and outcomes
- Understand the strengths and limitations of various study designs
- Use epidemiologic and demographic tools to measure population health
- Identify social and behavioral determinants of health
- Design interventions to improve population health and reduce health disparities

## Understanding the financing, organization, regulation, and delivery of the health care

- Describe key aspects of the U.S. health care system, including its organization, finance, regulation, delivery of care, and governance
- Perform stakeholder analysis
- Frame policy choices
- Write a policy analysis paper

## Legal perspective on health policy and management issues

- Assess the implications of statutory and case laws on health policy and management
- Apply legal frameworks to antitrust, medical malpractice, and liability issues

## Research design

- Understand how published research informs the development of evidence-based medical guidelines
- Design a study to test hypotheses
- Perform relevant statistical analyses to test those hypotheses
- Critique empirical literature

# Management

## Financial analysis, including reading financial statements

- Analyze financial statements
- Create budgets and perform budget variance analysis
- Evaluate investment decisions using NPV, IRR, and breakeven analyses

## Organizational behavior and management of human resources and health professionals

- Apply organization theory to assess organization design and improve performance
- Manage human resources and health professionals

## Operations management

- Analyze organizations' operations strategy
- Perform process and quality improvement analysis
- Evaluate impact of information technology on operations and quality

## Market analysis and planning

- Conduct market research
- Create a marketing plan
- Manage product, price, promotion (communication) and place (distribution)

## Strategic analysis and management

- Perform internal and external environmental analysis.
- Write and evaluate strategic plans
- Assess strategic organization design choices (e.g. vertical integration)

## Advocacy, persuasion, and negotiation skills

- Articulate support for a viewpoint
- Convince stakeholders to change points of view
- Use persuasion to influence decisions

## Leadership and team-based collaboration skills

- Effectively lead individuals and teams
- Collaborate with team members to complete projects
- Evaluate performance of others

## Economic analysis, including cost-effectiveness analysis

- Perform supply and demand analysis
- Assess market conditions
- Identify market failures and design efficient solutions
- Predict how economic incentives will affect behaviors
- Perform economic evaluations of health care policies and health care technologies

# Integrative Thinking

## Written communication skills

- Write executive summaries, reports, and cover letters that achieve their intended purpose
- Develop effective presentation slides

## Oral communication and presentation skills

- Communicate effectively with colleagues and supervisors
- Verbally present issues and findings to diverse external audiences
- Respond to questions effectively

## Ethical analysis

- Apply ethical frameworks to issues of provider-patient relations, confidentiality, and informed consent
- Evaluate the ethical underpinnings of health and organizational policy as well as statutory and case law
- Evaluate the impact of decisions on stakeholders

## Problem-solving skills

- Identify root causes of problems
- Define objectives and evaluate alternative strategies for achieving objectives
- Create implementation plans and timelines
- Develop evaluation framework including metrics drawing on multidisciplinary approaches

## Coaching others and providing constructive feedback

- Offer peers and staff advice to develop their work skills
- Facilitate group work through constructive and timely feedback

## Working within diverse groups

- Appreciate and value individual differences
- Listen to and consider alternative points of view
- Share responsibility and information within diverse groups

## Mission

To provide highly-motivated recent college graduates with a health care business management curriculum that allows them to develop the skills, knowledge, and leadership attributes to obtain early-career positions in a variety of health care organizations and eventually to help lead those organizations to improve health care delivery and population health.

## Vision

To improve the operation of health care systems and the health of the community.

## Values

- **Critical Thinking:** Problem solving, complex negotiations, and policy development.
- **Integrity:** Individual and personal respect for honesty, accountability and mutual respect
- **Leadership and Teamwork:** To inspire and work together in organizations to strive for value based healthcare
- **Services Excellence:** A commitment to the highest quality of health care and service delivery
- **Evidence-Based Research:** Carry out and use evidence-based research to inform decision making and teaching
- **Sense of Community:** Build a sense of community among students, faculty and alumni fostering community oriented thinking in future healthcare roles
- **Experiential Learning:** To value opportunities for learning from practitioners and “real world” experiences