



# Health Management Competencies and Education for Value-Based Healthcare

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# Value based healthcare management

1. Significant **elements** and international **perspectives of Value Based strategies** in healthcare systems.
2. Analyze **incentives** for the application of **Value Based Management Strategies (VBMS)**
3. Key **Competencies** from the **IHF Inventory** required to lead and manage the **implementation** of Value Based Management Strategies
4. Best approaches to prepare **healthcare teams for transformational** change to **Value Based performance**

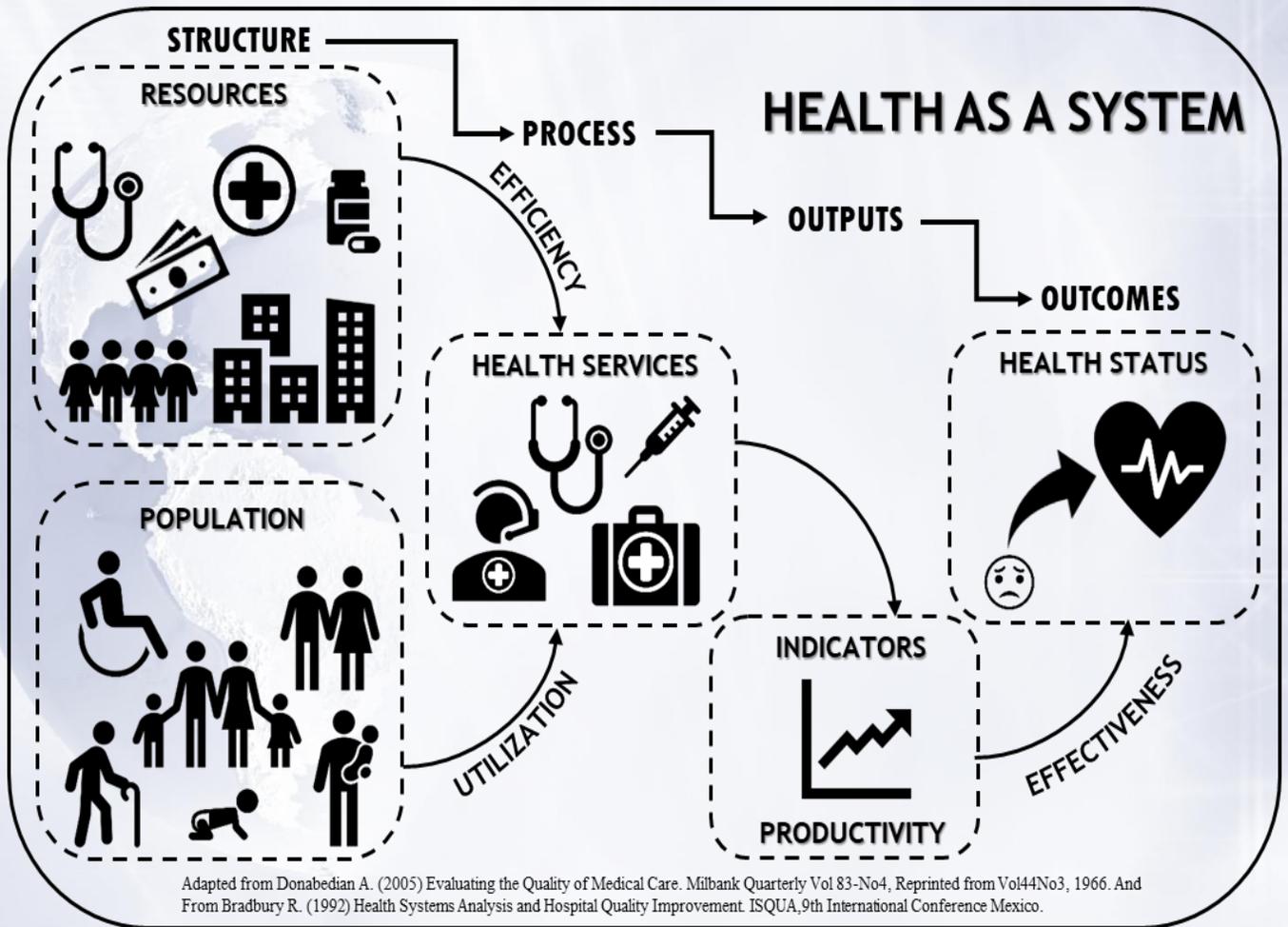
# Health and Health Spending

## Health Determinants (What makes us healthy):

- Access to Health Services: 10%
- Genetics: 20%
- Environment: 20%
- Health Behaviors: 50%

## Health Spending (What we spend on being healthy):

- Medical Health Services: 80%
- Healthy Behaviors: 4%
- Other: 8%



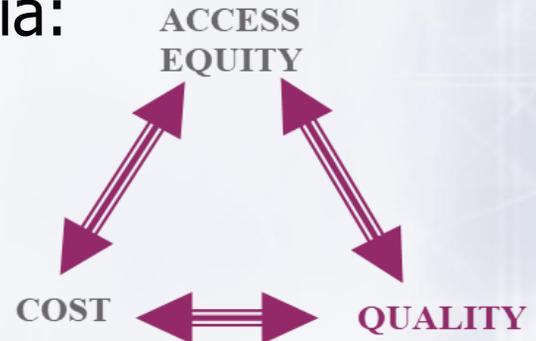
# The Challenge: Deliver Value

**Value:** quality provided at lower relative cost.

$$V=Q/C$$

**Challenge of value for patient proposed to providers, suppliers and insurers**

**Deliver** health care value via:

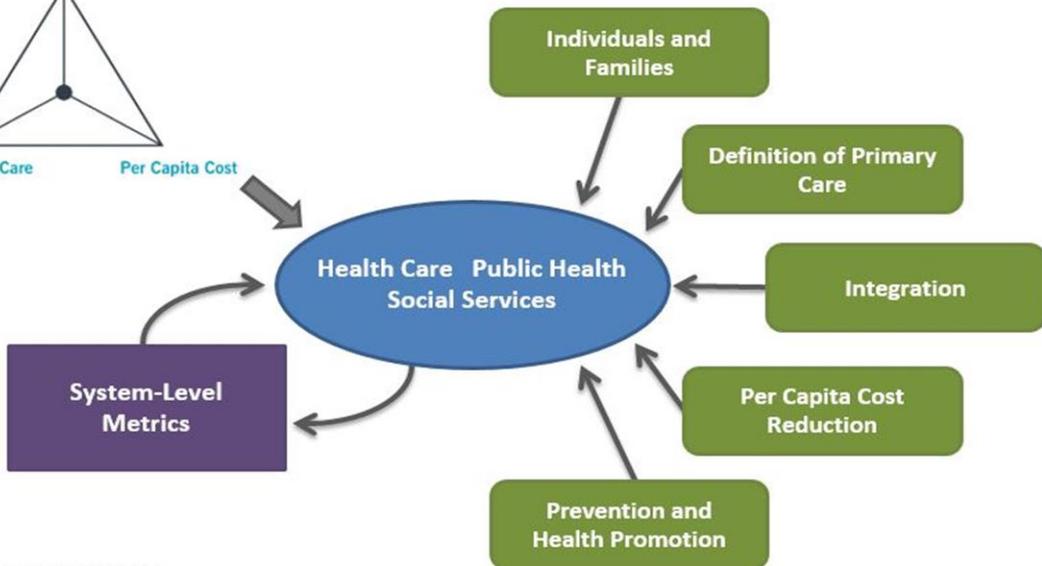
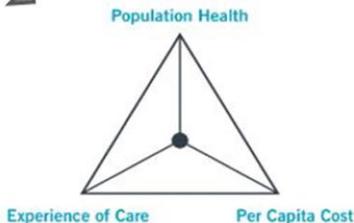


# Design of a Triple Aim Enterprise

Define "Quality" from the perspective of an individual member of a defined population



The IHI Triple Aim





**Population  
Health  
Management  
(Managerial  
Epi; Risk  
understanding)**



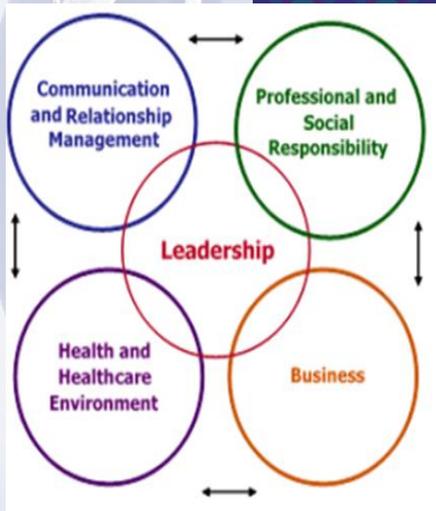
**Continuity of  
Care –  
Chronic Care  
(Coordination;  
EHR;  
Vertical  
Integration;  
providers  
incentives)**



**Patient  
Engagement  
(PCC;  
Behavioral  
Health  
lifestyles;  
technology)**



Leadership Competencies for  
Healthcare Services Managers



- **Risk Assessment & Managements**
- **Systems Thinking**
- **Public Health**
- **Relationship Management**
- **Leadership skills**
- **Facilitation / Negotiation**
- **Person Centered Care**
- **Engaging Culture and Environment**

**Implementation  
Strategies**

# Cascading Competency Model

**Body of Knowledge**

**Competencies: Knowledge, Skills, Attitudes**

**Learning Support along Professional Continuum**

**Advanced competencies**  
**Late career/ Senior executive**

**Intermediate competencies**  
**Mid career/ Middle management**

**Base competencies**  
**Early career/ Entry-level job**

**Maximal  
competency**

**Minimal  
competency**

**Management Development & Performance Continuum**



Universities

**Education- Research  
Scientific Disciplines  
Principles and Theories**

Training Institutes

**Specialization**

**Continuing Education**

Organization Level  
(MOH)  
Human Resource  
Departments & Training

**Re-Training**

**In Service Training  
Interactive Learning  
Learning Based on Problem Solving  
Supervision and Coaching**

Healthcare Facilities  
& Hospitals

**Work experience  
Mentoring**

Organizations/Departments

**Organizational Development  
Job Descriptions**

Processes  
& Individuals

**TQM**

**Competencies**

**Performance Improvement**

# Levels of Professional Development

## Types of Educational and Training

### Entry Level

- Self Assessment
- OJT
- Observation
- Tutoring
- Grand Rounds
- Case Studies
- Formal Education
- Community Service

### Mid Level

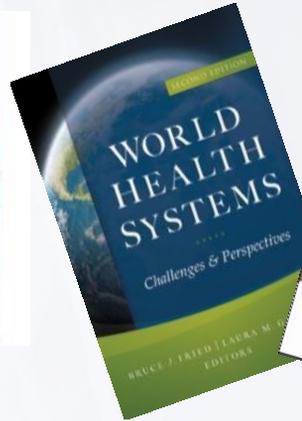
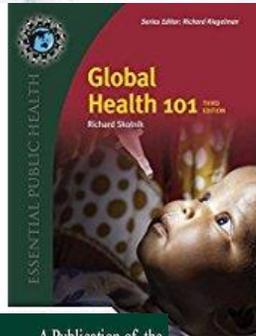
- Mentoring
- Supervision
- Study Tours
- Fellowships
- Conferences
- Graduate MHA/MBA
- Professional Organizations

### Advanced Level

- Fieldwork
- Coaching
- Shadowing
- Research
- Doctoral Studies
- Self-Study Course

# *Learning Resources*

Textbooks  
Articles

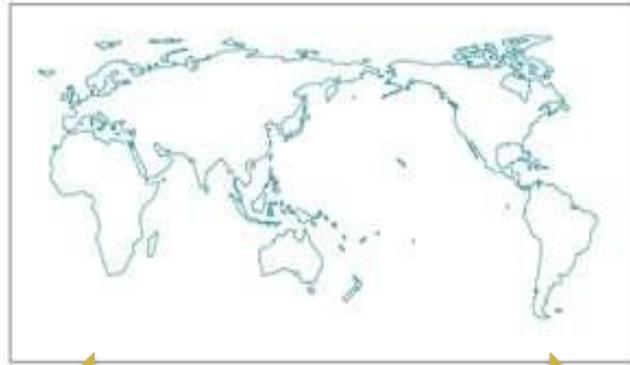


Development of national or regional journals  
Management training materials by  
development agencies and foundations  
Internet resources



# *Alignment of Countries (HME-System/Recognized Health Administration Careerist Credentialing)*

**High alignment between HME and Recognized Credentialing for appointment or promotion in health delivery organizations**



**Low alignment between HME and Recognized Credentialing for appointment or promotion in health delivery organizations**

**Factors: Socio-economical/Political/Urban/Rural**

Israel   Australia   Italy   Ireland   Sweden   South Korea   India   Philippines  
UK   France   Chile   Singapore   Czech Republic   Saudi Arabia   China  
Germany   Netherlands   Spain   Colombia   Brazil   Mexico   Turkey   South Africa

# *Academic Programs and Accreditation Agencies*

## Academic HME Programs

Around  
340  
updating in  
22  
Countries

## Academic HME and Professional Associations

- AUPHA
- EHMA
- SHAPE
- ACHE
- IHF
- EURAM

## Accreditation Health Administration Agencies

- CAHME
- CEPH
- AACSB
- EFMD
- AMBA
- ISQua/IEEA

# Final Thoughts

- **Value Based Management Strategies** required **continuity of care** with an interrelation between **Population Health and Patient Centered Care.**
- **Key Elements of VBMS are: Risk understanding and management** (Managerial Epidemiology); **Providers coordination**, specially for Chronic care management; **and Patient engagement** (technologies and behaviors).
- **Management competencies and appropriate training** is essential for **transformational healthcare management change to VB performance**

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