



Hands-On Is Best: PBL Online

The image features two men in white shirts pointing forward. The man on the left has a beard and glasses, while the man on the right has a beard and glasses. They are positioned in front of a large red circular graphic with a stylized black figure inside. The background is a gradient of blue and grey. On the left side, there are diagonal red and blue stripes with a white line. The text 'About Us' is located at the bottom left.

About Us



What did we do?

- MHA Program redesigned to a 7-Week Accelerated Program
- Desire to have courses be applicable to students
- Development of projects that can be applied to students' current positions and beyond



Overview of the MHA Redesign

Before (Prior to 2020)

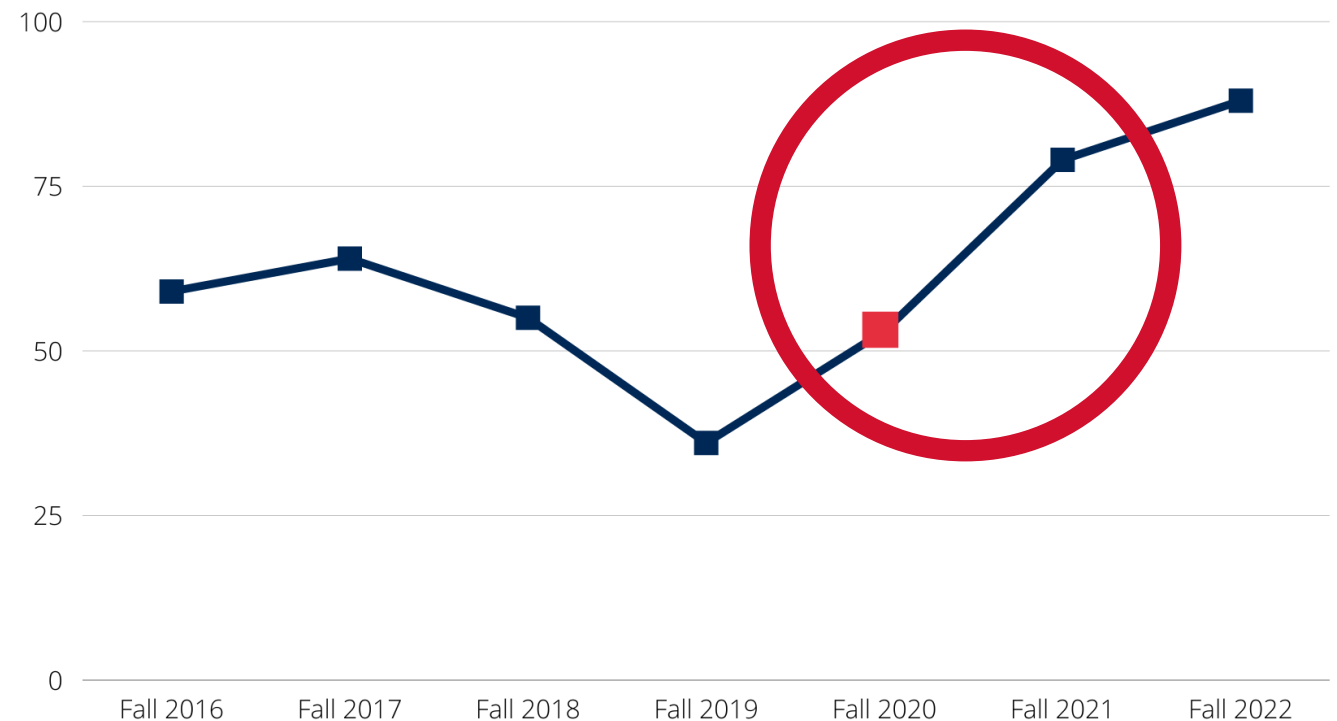
- Traditional semesters
- Two Start Times
- No concentrations/
Specialty Tracts for
Students
- Required periodic
Face-To-Face
Meetings (Intensives)

After

- Accelerated courses
(7 Weeks)
- Six Start Times
- Courses Peer Reviewed
- Concentrations
 - Healthcare Leadership
 - Post-Acute Care
 - Health Informatics
 - Rural Health Administration
(Early Stages)

Growth of the MHA Program

Largest enrollment growth occurred after the program redesign.



A close-up photograph of a person's hands typing on a silver laptop keyboard. The person is wearing a light-colored sweater and a brown leather watch. A black cup with a tea bag is on the desk next to the laptop. In the foreground, there are some papers and a pen. The image has a decorative graphic on the left side consisting of a red and blue diagonal band with a white line.

Project Based Learning Overview



Why did we do this?

- Very little research examines project-based learning in the graduate, accelerated online environment.
 - Accelerated courses are the new “frontier” in education, particularly in online, graduate education
- We wanted to see how students perceived the projects embedded in their courses. Were they useful? Did they contribute to learning?

MHA Courses & Selected Projects

MHA Core:

MHA 621 - The Health Services System

MHA 622 - Biostatistics

MHA 623 - Quality Improvement in Healthcare

MHA 624 - Applied Economic Analysis in Healthcare

MHA 625 - Competitive Strategies in Healthcare

MHA 628 - Managerial Epidemiology

MHA 633 - Human Resources & Labor Relations
Management in Healthcare

MHA 642 - Health Informatics

MHA 655 - Interdisciplinary Perspectives on Aging

Healthcare Leadership Concentration:

MHA 626 - Legal and Ethical Issues in Healthcare

MHA 637 - Healthcare Leadership

MHA 643 - Healthcare Finance

Health Informatics Concentration (New):

MHA 645 - Health Data: Interoperability and Standards

MHA 646 - Health Information Systems: Design & Decision Making

MHA 647: Health Data: Privacy & Security

Post-Acute Care Leadership Concentration:

MHA 656 - Health Policy & Aging

MHA 657 - Regulatory Standards in Post-Acute Care

MHA 658 - Finance & Post-Acute Care

MHA 625: Competitive Strategies

Week	Topic	Readings & Videos	Assignments
Week 1	Introduction to Strategy	What is Strategy? (HBR Article)	Brief Summary of you and your Organization Group Discussion Board on Strategy (what did you learn in the Porter article)
Week 2	What Role Does Strategy Have in Healthcare?	Blue Ocean Strategy (HBR Article); Blue Ocean Strategies HBR video; Strategic Planning in the Healthcare Industry (Balanced Scorecard Blog Article) Tim Johnson	2-page summary tying the situation discussed in the article to competitive advantage strategies
Week 3	Models and Methods for Strategic Planning	Using the SWOT Framework in the Healthcare Sector (HBR Case Study); The PEST Analysis	Conduct SWOT Analysis of your organization/department Conduct a PEST Analysis of your organization/department
Week 4	Developing an Organization Strategic Plan	Strategic Planning: A Roadmap to Success (Ivey Business Journal Article) Deepak Kukerja; Examples of Healthcare-Centric Strategic Plans	Conduct a Strategic Plan of your department/organization. Plan must consist of the following items: Mission, vision, and aspirations; Core values; Strengths, weaknesses, opportunities, and threats; Objectives, strategies, and operational tactics.
Week 5	Defining How to Measure Success	The Secrets of Successful Strategy Execution (HBR Article); Basics of Monitoring, Evaluating and Deviating from the Strategic Plan	Define key performance indicators Measurements and evaluation The fifth step of the strategic plan, students will detail how they will evaluate the plan.
Week 6	Exploring and Valuing Innovation as Strategy	Students will choose an article on their own that highlights an innovative strategy; Why is Innovation in Healthcare so Hard? (HBR Article)	Discussion Board
Week 7	Defending Strategy within the Organization	The Right Way to Respond to Negative Feedback (HBR Online article)	Group Assignment: Students will post their Strategic Plan (Steps 1-5 via VoiceThread presentation)

MHA 625: Strategic Plan Template

MHA 625

Week 4: Strategic Plan Template

Vision & Mission Statement

What is your organization's Vision & Mission? This area provides grounding for your strategic goals.

Core Values

What are your organization's core values? Values are important, just like the organization's mission and vision. Values allow you to plan goals which align with the values of your organization.

Evaluation of SWOT/PEST

What did you discover in your SWOT & PEST analyses?

Please provide a summary of each analysis.

Strategic Goals

Based on your SWOT & PEST analyses, what are some things your department/organization can improve or do better? These areas for improvement are great starting points for strategic goals. As you develop your strategic goals, you should incorporate SMART goal principles for each goal.

Please discuss each goal in its own paragraph.

A woman with long dark hair is looking down at a laptop. Overlaid on the image are several semi-transparent data visualizations: a bar chart at the top left, a world map with a line graph in the center, another bar chart to the right, and a pie chart at the bottom left. On the far left, there is a decorative graphic consisting of a red diagonal stripe, a dark blue diagonal stripe, and a white curved line.

Student Response



Methods

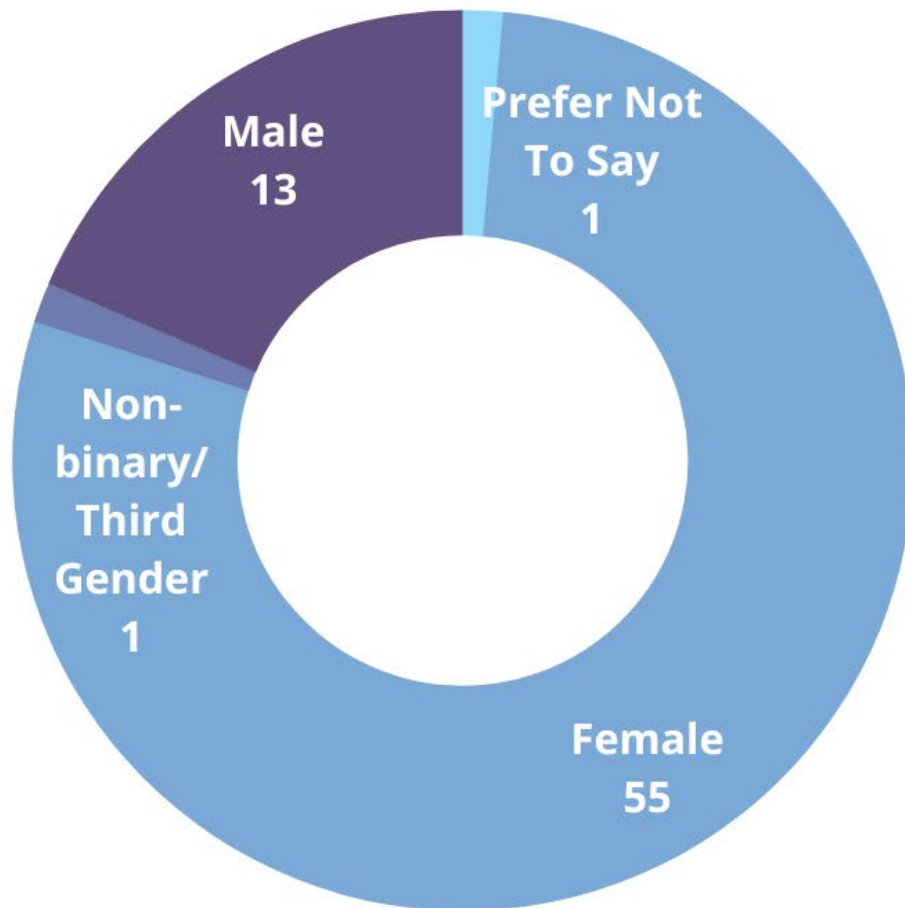
Obtained a list of all enrolled MHA students ($n = 101$) that received the survey sent out through Qualtrics.

Two reminder emails sent to students over the two week window.

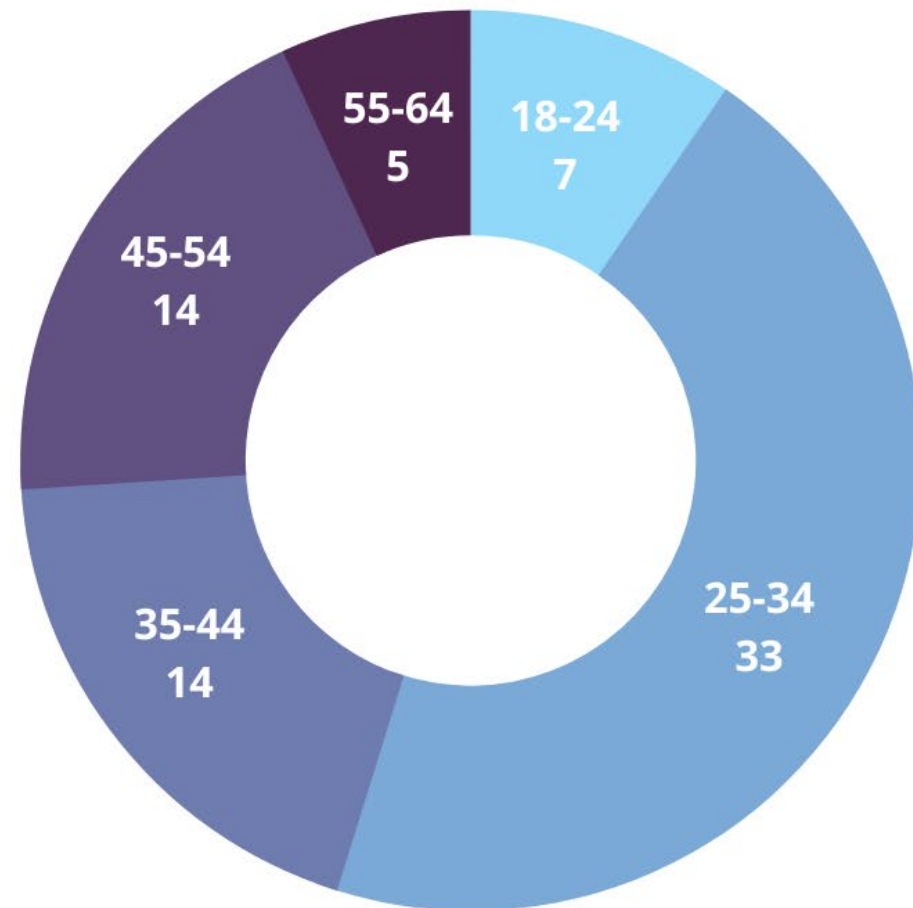
Received 73 responses, 72.3% return rate

Student Demographics

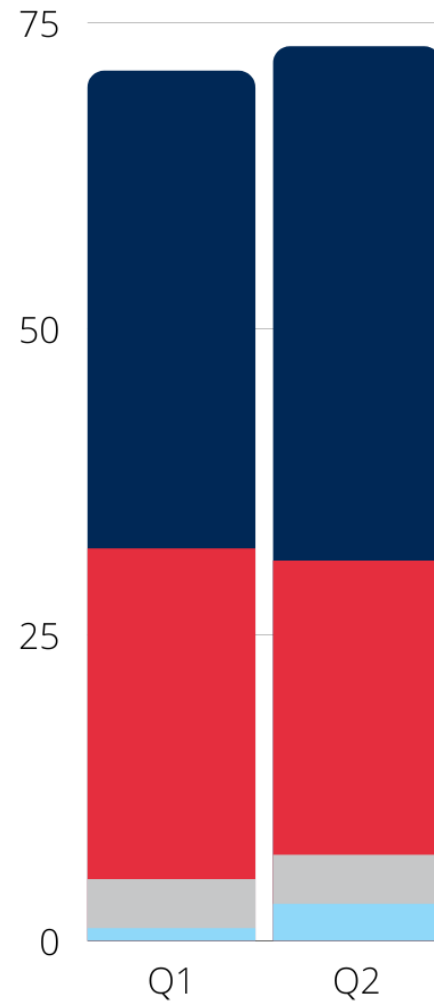
Gender



Age



Student Feedback



Q1: Do you agree the projects contributed to you learning the course material in a deeper/more relatable way?

$\bar{x} = 4.46$; $n = 71$

Q2: Overall, do you feel an accelerated course (of seven weeks) benefits from a project-based learning curriculum?

$\bar{x} = 4.44$; $n = 73$

- Strongly Agree
- Somewhat Agree
- Neither Agree nor Disagree
- Somewhat Disagree
- Strongly Disagree



The courses I enjoyed taking the most were the most integrated ones. Meaning, it didn't just feel like "busy work" with writing papers and doing more projects etc. I like the partner pair up as I felt more engaged in the course and the voice threads I enjoyed too. I know the accelerated online program is hard to be diverse and branch out to everyone in the course but I do like knowing my classmates (if possible) and their backgrounds.

- Student Open Response

What have we learned?

34 Open Responses, focused on other engagement strategies, the most common suggestions:

- ✓ Synchronous Sessions
- ✓ More Discussion Boards/VoiceThread Discussions
- ✓ Quizzes
- ✓ Essays
- ✓ Case Studies

A decorative graphic on the left side of the image consisting of three parallel diagonal stripes. From left to right, the colors are white, red, and dark blue. A thin, light gray line runs parallel to the stripes, slightly offset to the right.

ANY
QUESTIONS?

A small, white, cylindrical object, likely a piece of chalk, is positioned at the bottom right of the image, pointing towards the end of the word "QUESTIONS".