

*Alyssa Schwaller, Jennifer Johs-Artisensi, Ph.D., M.P.H., and Doug Olson, Ph.D., MBA
Health Care Administration Program, University of Wisconsin – Eau Claire*

Introduction

- Both federal and state governments consider accreditation, a process of external quality review, to be a reliable authority on academic quality (Eaton, 2012)
- Students of NAB-accredited schools score higher than the national average on the NHA exam and are best prepared to work as long-term care administrators (NAB, 2017)

Rationale

- Identifying characteristics of robust NAB accredited academic programs, along with specific barriers and supports, can:
 - Assist the Education Committee in updating accreditation criteria;
 - Contribute to a “toolbox” of best practices for strengthening existing academic programs; and
 - Create a template for new programs to build a strong foundation.

Methods

Step 1

- Identifying information was redacted from 19 NAB accreditation reports

Step 2

- Used inductive process to develop a Strengths, Weaknesses, Opportunities, and Threats (SWOT) based rubric

Step 3

- Data was extracted from each report and entered into Excel

Step 4

- Two researchers and a student assistant, first independently and then collectively, analyzed data for common characteristics

Results – Strengths

Students

“Critical mass” of students
Diversity
Opportunities for students to interact
Student advising program

Curriculum

Multidisciplinary education
Embedded professional development
NAB exam pass rates higher than average
Capstone/leadership projects

Faculty

Combination of:
Advanced degrees
Practitioner experience
Passionate
Approachable/camaraderie
Professional development

Field Experiences

Health care experiences prior to internship
Minimum requirements to begin internship
Designated supervisor to work with intern and preceptor
Qualified preceptors and preceptor training
Significantly >400 hour internship

Partnerships

Advisory board with representation from continuum
Strong linkage to professional groups
Alumni ambassadors
Interactions between academic programs

Other

Adequate funding
NAB references are available
Nice building/technology
Support from university leadership

Conclusions



Future Opportunities

- Research opportunity: Explore factors correlated with stronger administrator performances
- Explore how NAB can enhance their role with universities
- Improve relationships between state agencies and students
- Increase consistency in NAB site visitor training

Research Funded By

- Foundation of the National Association of Long-Term Care Administration Boards (NAB)
- UW – Eau Claire Office of Research and Sponsored Programs (ORSP)

Results – Opportunities and Threats

Other Opportunities

Integrate competency evaluation
Establish student chapter of ACHCA
Develop student recruitment strategy
Increase Domains of Practice coverage to ≥ B-
Integrate timely research and industry publications

Common Threats

Few students in LTC program
Lack of quality field experiences
Budget cuts
Lack of understanding leadership