

Improving Care for New York through Workforce Development

A Proposal to Establish an Institute for Long-term Care Management and Policy

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University at Albany, State University of New York

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Improving Care for New York Through Workforce Development:

A Proposal to Establish an Institute for Long-term Care Management and Policy

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The leaders of long-term care programs significantly influence the quality of care provided to growing numbers of elderly and other chronically ill individuals who rely on services in facilities and in our

communities. The Center for Health Workforce Studies, (CHWS), University at Albany (SUNY) has completed a second year of work addressing strategies to retain and support administrators and other key senior staff in long-term care programs. The goal of this effort is to promote skill building and knowledge that will strengthen their efforts to provide quality care to people in need while simultaneously addressing dynamic changes occurring within the field.

In 2002, CHWS developed a conceptual framework for a Long Term Care (LTC) Training Institute through a contract with the Albany Guardian Society. The Institute was seen as a vehicle for building a cadre of professional administrators committed to working in the field of long term care in New York State. This model was developed following a review of current management and leadership professional development programs, a review of literature on adult learning, discussions with experts in long term care, focus groups with long term care administrators, and consultation with an advisory committee to the project. The advisory committee included representatives of nursing homes and adult homes; representatives of long term care professional associations, educators and national experts.

In 2003-4, CHWS received a second contract from Albany Guardian Society to further develop the concept and move it closer to a reality. The following report describes activities and accomplishments of this project, as well remaining challenges. Subjects addressed include: A. Identification of a University Home; B. Description of the Proposed Institute for Long-term Care Management and Policy; C. Description of the Proposed Management Training for LTC Administrators; D. Multimedia Presentation; E. Project Contacts; and F. Observations/ Next Steps.

A. Identification of a University Home

The project's advisory committee strongly recommended locating the proposed training institute program within a university setting, and preferably within a School of Public Health. A university setting was thought to provide credibility that would be beneficial to the program. It would also provide opportunities to tap into the expertise of a broad range of faculty and staff. The committee's preference for a public health program reflected

members' concern that social, medical, administrative and business models all be incorporated into the proposed program design.

The School of Public Health, University of Albany (SUNY) has expressed interest in being the home for the training program. Project staff met throughout the year with Dean Peter Levin and Associate Dean Nancy Persily to discuss the Institute concept. Both of the Deans have extensive experience in the field of long-term care and have been supportive of moving the project forward.

B. Description of the Proposed Institute for Long-term Care Management and Training

The following is a description of the proposed **Institute for Long Term Care Management and Policy** to be located in the School of Public Health (SPH), University of Albany.

The Institute for Long Term Care Management & Policy (the Institute) will provide critical information and contribute to the development of solutions to meet the challenges faced in providing health and social services to a rapidly aging society. The Institute will develop and support professionals who work in or are interested in working in long term care policy, administration, and program development. While the focus of the Institute will be on addressing long term care issues within New York State, it also will be a resource and model for others around the nation.

The Institute's goals are:

- To promote quality long-term care responsive to the diverse needs of New Yorkers;
- To promote innovation, study and policy analysis that will improve the provision of high quality long-term care to the elderly and chronically ill.
- To develop the skills and leadership of managers, supervisors, policy makers and scholars working in the field.

The proposed "center of excellence" will have two tracks:

- (1) Professional development for practitioners in the field of long-term care; and
- (2) Research and policy analysis focused on long term care issues.

The Institute will:

- Provide comprehensive management and leadership training programs that develop the skills of key groups of long-term care practitioners, e.g. facility administrators and directors of nursing, through examination of "real challenges faced in their work".

- Promote research and study of issues related to care for the aged and chronically ill, and prepare individuals interested in going into careers in administration, policy analysis, teaching and research related to the aged and chronically ill.
- Serve as a catalyst and forum for dialogue on policies and practices that improve current service delivery systems.
- Offer advanced courses addressing long term care issues within the University.
- Establish a resource center that will provide information and data to those focusing on long term care issues, e.g. providing policy makers, providers, advocates and consumers with reference materials, networking, and mentoring opportunities that help address and resolve practice challenges.
- Bring together faculty involved in studying issues related to the elderly, long-term care and the chronically ill.

An important component of the Institute will be its partnerships with organizations and groups in the Capital District committed to improving services to the elderly and providing health services for the elderly. This would include such groups as the New York Association of Homes and Services for the Aging, the Home Care Association, the Albany Medical College, the Albany College of Pharmacy, the State Health Department, and the State Office of the Aging.

In addition, an advisory group including representatives of key stakeholder groups, e.g. long term care professional associations, funders, providers, and experts in policy and practice, will be established to guide the work of the Institute.

Financial support for the Institute and its programs will be sought from diverse sources including government, foundations and fee for service programs. Funding will be needed for planning and start up expenses, as well as for ongoing scholarships, research and community education programs.

C. Description of Management Training Program for Administrators of Long Term Care

The Institute's professional development program will promote skill development for key audiences within the long term care workforce. Programs will include direct training, trainer training and development of materials to support provision of quality care and staff development.

The project's advisory committee (Year I) identified training for LTC administrators as the critical focus for initial program development. Specifically, the committee recommended development of program(s) targeted to new administrators (1-5 years) and seasoned administrators (10 years +). Accordingly, a comprehensive program for this audience was

conceptualized. The goals of the proposed management training are:

- To improve management performance promoting quality outcomes in LTC programs across NYS, and
- To encourage retention of managers in the LTC field through personal growth and skill building, and building of a broad network of peers committed to the field.

The training design developed consist of a 12-month nonresidential program that includes several interconnected components:

- 4 two-day on-campus group seminars
- Group “quality outcome” projects focusing on current challenges faced by administrators in their own programs
- Individual self assessments
- Monthly regional teleconferences
- Mentors
- Best Practice site visits.

Participation will be selective, with the objective of involving individuals from across the continuum of LTC programs who are concerned with advancing the quality of care. Content will be practical, and reality based. Participants will receive certificates of completion and CEU credits on completion of the program.

Faculty and coaches will include subject matter experts with an emphasis on individuals experienced in the long-term care and healthcare arenas.

As a deliverable of the contract with the Albany Guardian Society, CHWS was tasked with further describing the curriculum design. As part of this deliverable, the focus of the group seminar component has been more fully developed:

Group Seminar

Four 2-day group seminars will be conducted over the course of a year. Each of the four sessions will present subjects within the context of one key theme area, e.g. *Managing Change, Establishing a Strategic Vision, Communication, and Developing Others*. Examples of subject areas to be covered include health and workforce trends, fiscal management, human resources, and quality improvement. Multiple methods of instruction will be utilized within the seminar sessions reflecting principles of adult learning. Methods will include experiential and problem based learning (case studies, role plays), interactive seminars, and individual self-assessment. Problem solving exercises and discussions will occur around current quality improvement initiatives promoting culture changes and improved outcomes of care.

Sample topics to be addressed in the group seminar include:

Overview of Topics To Be Addressed in Group Seminar

	Session One	Session Two	Session Three	Session Four
<i>Quality Theme</i>	Managing Change	Strategic Vision	Developing Others	Communications
<i>Personal Challenge (Self-assessments)</i>	Understand Your Personal Leadership Style Create A Culture of Leadership	Effective Styles of Communication Setting a Direction v. Planning and Budgeting	The Role of Coach Team Building	Being a Better Observer – Active Listening Negotiating & Mediation Skills
<i>Macro Trends In LTC & Healthcare Arenas</i>	Impact of Aging, Technology, Workforce trends, Olmstead Act, Health Law	Changes in the Marketplace Driven by Government Policy Meeting Diverse Needs – Well Elderly to Palliative and Hospice Care	Achieving Patient Centered Care Impact of Training and Development on Retention & Recruitment	Legal Exposure / Managing Risk Culture Change Moral and Ethical Issues in Management
<i>Using Data for Quality Management</i>	Diagnose Problems with Data (Financial, MDS) Concepts for Management Decisions (cost/benefit; cost analysis, cost utility; outcome management)	Market Assessment: Understanding Customer Needs Managing Debt to Achieve Goals Quality and Operational Design	Managing Funding Streams Good to Great	Sharing Information Financial Structures of Different LTC systems
<i>Human Resources</i>	Growing and Retaining Competent Staff Assessing Your Workforce Career Ladders Making Regulations Understandable	Empowering Others Working With Boards Succession Planning Believing the Message: Sharing a Vision (words, symbols, messages)	Roles on a Team Prepare Others for LTC field Motivating Others v. Control Managing Stress	Interdependence Aligning People with Strategic Goals Managing Culture Change Assess Staff Communication Skills
<i>Serving Clients: Program Planning & Evaluation</i>	Integration And Consolidation Assessing Organizations' Assets and Competencies Organizational Redesign Quality Improvement-System Change	Stakeholder Analysis: Boards, Staff; External Allies Using What You Seek to Achieve As Competitive Strategy Value as a Strategic Goal Reengineering Healthcare	Bringing Products to Market Creating Opportunities to see Improvement Managing the Survey Process	Cultural Competency Managing the Survey Process Align Internal /External Communications Diversity Improves Outcomes
<i>Dealing With the Public</i>	Who is the Customer Needs assessments	Coalition building How to Market LTC	Instilling Customer Service	HIPPA Dealing with the Media

Participants will realize several benefits from participation in the program including:

- Renewed energy
- Increased understanding of responsibilities and tasks in managing complexity and change
- Increased effectiveness in using personal skills to cope with workplace challenges
- New perspectives on approaching and analyzing problems
- Experience in promoting quality programs in their home institution
- Identification of new allies around common strategic issues
- Increased understanding of issues affecting long term care

New York will gain administrators who will be leaders in promoting quality care. Issues related to long-term care will become more visible, and models for promoting best practices will be developed.

D. Multimedia Presentation

A Power Point presentation entitled “Improving Care for the Elderly: Establishing an Institute for Long term Care Management and Policy” was developed. The presentation can be used to introduce key stakeholder groups to the need for and benefits of the Institute and to the purpose and design of the management training initiative for administrators. Potential audiences for the presentation include potential participants and funders. The presentation is attached as Appendix A.

E. Project Contacts

Project staff were in touch with individuals throughout the project who helped further develop the Institute concept. These included regional, state and national experts in health and long term care issues. Staff spoke with NYS administrators to assess training needs and interests as well as willingness to participate in the project. A list of key contacts can be found in Appendix B.

F. Observations/ Next Steps

1. Raising Awareness of Needs of LTC Administrators and Managers

As the U.S. population ages, the need and demand for skilled leaders in the field of long-term care will increase. Finding opportunities to educate others – including policy makers - about the need for programs that can support the development and retention of able managers and other key personnel is important if we are to respond to growing needs of our elderly population.

Establishing an Institute for Long-term Care Management and Policy is one strategy to raise awareness of the long-term care policy and practice issues that we will face. An Institute will help New York State address challenges and provide a model intervention

replicable in other states. The Institute will be positioned to address workforce needs across the continuum of LTC program areas.

2. Support for the Institute Concept

Significant support has emerged for the Institute and for the proposed management training program for LTC administrators. This support reflects recognition of the importance of preparing and supporting growth of individuals who lead long-term care programs and/or who influence long-term care policy development. It also reflects growing concern regarding recruitment and retention of key managers and leaders in this field.

Organizations that have participated in the discussions about need and design of these programs and that endorse further development of these initiatives include:

- Center for Health Workforce Studies,
- School of Public Health, U of Albany (SUNY)
- Albany Guardian Society
- School of Public Health, University of Albany (SUNY)
- Capital Living and Rehabilitation Centre
- New York Association of Homes & Services for the Aging
- New York State Health Facilities Association
- Northeast Health
- Schuyler Center for Analysis and Advocacy
- Village Center for Care

Additionally, conversations with national and state experts in the field of long-term care reinforce the importance of developing model programs that address leadership development within the field. Discussions with potential participants confirm that the proposed management training initiative would be of interest to the audiences targeted.

3. Identification of Additional Pressing Training Needs

While there is strong support for training targeted to LTC administrators, the challenges of recruiting, preparing and retaining other key groups was a refrain in discussions with contacts throughout the project. Frequently mentioned in these discussions were 1) Directors of Clinical Services and 2) adult homes administrators in their first months on the job. The need for targeted training, “team” training, and material development were identified as potential projects that could be initiated within the framework of the proposed Institute.

We recommend that broader needs for professional development be among the subjects raised with advocates and potential funders of the Institute.

4. Identifying Sources of Initial and On-Going Funding

Identifying and securing funding is key to establishing an Institute for Long term Care Management and Policy. This is no small task since the Institute is a comprehensive venture that will require substantial funding from multiple sources as it grows, and since there is considerable competition for existing discretionary dollars. As indicated earlier, potential sources of funds include foundations, government, long-term care organizations, vendors, and program fees.

Strategies to fund the “ Institute” or specific components - which may be become building blocks for the program - should be further explored. For example, it may prove useful to identify and discuss adapting innovative strategies used in other states to fund training for long-term care personnel with the coalition of program supporters, e.g. use of nursing home penalty pool funds to underwrite training programs. Identifying public funding used for scholarships and training for other professions may also be instructive models to follow.

The development of the coalition itself presents a new opportunity for initiating conversations with funders and policy makers to raise interest and support for the development of the Institute. Coalition members may choose to use the multimedia presentation developed to introduce the Institute and the management-training program for administrators to others, and to promote a climate of interest that will lead to future funding.

APPENDIX A


Improving Care for the Elderly: Establishing an Institute for Long-term Care Management and Policy

Slide 1

IMPROVING CARE FOR THE ELDERLY:

ESTABLISHING AN INSTITUTE FOR LONG-TERM CARE MANAGEMENT AND POLICY

Slide 2




Coalition for the Development of a Long-term Care Institute

- Center for Health Workforce Studies, School of Public Health, U of Albany (SUNY)
- Albany Guardian Society
- School of Public Health, University of Albany (SUNY)
- Capital Living and Rehabilitation Centre
- New York State Health Facilities Association
- New York Association of Homes and Services for the Aging
- Northeast Health
- Schuyler Center for Analysis and Advocacy
- Village Center for Care

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Slide 3



Why do we need an Institute?

Prepare administrators and senior personnel to lead dynamic changes in the industry and promote quality in programs that respond to consumer needs. The skills of long term care administrators are key determinants of the quality of services, quality of care and quality of life available to many of our nation's most vulnerable citizens.


Engage and prepare current and future policy makers to address diverse needs of individuals requiring long term care services in facilities and in the community.

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Slide 4

Why is this important now? What will it look like? Who will use it?

Slide 5




Why is it important now?

- Rapid growth in elderly population
- Needs of elderly do not mirror the non-elderly
- Growing Complexity in LTC Management
- Potential Leadership Vacuum within LTC Programs
- Increase focus on LTC within health policy arena

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Slide 6




Challenges in Serving the Elderly

- 40 million Americans will be over 65 by 2010.
- Elderly more likely to have physical and functional limitations than under 65 year olds.
- Utilization of services increases with number of chronic illnesses diagnosed. The number of chronic illnesses diagnosed increases with age.
- A majority of the elderly will require support services whether they reside at home or in long term care facilities.

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Slide 7




Complexity in Managing LTC Programs

- LTC programs – assisted living, adult homes, home care, adult day care – are increasing in number but not meeting demand for services.
- Consumers seeking affordable, quality care appropriate to need are vocal and frustrated. Services desired may be provided in facilities or through community support services..
- Olmstead court decision gives patients right to be in least restrictive care environment.
- Costs of care rising. Public funds are finite.
- Changes in populations served: Percentages of patients in nursing homes who are very frail and needy have risen sharply. Needs of many placed in assisted living exceed traditional scope of services.

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Slide 8




Leadership Vacuum

- Few Americans are choosing careers to serve the elderly and/or chronically ill.
- High levels of turnover among administrators, health professionals, and direct care workers.
- Worker shortages responsible for closure of some LTC programs.

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Slide 9




CHWS Study Surveys NYS Nursing Home Administrators

CHWS profiled 852/1300 Licensed NYS NH Administrators in 2000. Administrators are:

- Older: average age is over 50.
- Educated: nearly 2/3 have Master's degrees.
- Nearly 1/3 of active administrators planned to leave profession within next 5 years.

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Slide 10




Workplace challenges identified by administrators : (CHWS NH Study cont.)

- recruiting and retaining qualified direct care paraprofessionals
- addressing increased patient acuity
- assuring adequate financing
- responding to increased accountability and
- program consolidation within the field.

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Slide 11




Study cont.

- Administrators criticize current educational requirements for their job: lack of hands-on preparation; “cookbook” solutions provided for complex non-linear workplace problems.
- Administrators suggest practical and rigorous education and training is needed to prepare and sustain managers at all levels in a complex, stressful workplace.
- Respondents recognize administrator effectiveness as a critical factor in determining the quality of services provided.

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Slide 12




What Conclusions Are We to Draw

- Effective administrators will be needed to provide strong leadership and promote quality of care.
- Practical management and leadership training will assist LTC programs and providers improve the quality of care.

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Slide 13




Concept Moves Closer to Reality

- 2001-2: Albany Guardian Society commissions CHWS to develop strategies to improve the quality of life of residents of nursing homes and other long term care facilities by strengthening the skills and knowledge of administrators and other senior personnel.
- Establish Advisory Group of state and national LTC experts, providers & administrators
- Conduct Interviews /Focus Groups
- Review literature on management and leadership programs and on adult learning styles

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Slide 14



Result of the CHWS-AGS Project:

Provide a conceptual framework for an Institute for Long-term Care (the Institute) that will develop and support professionals who work in or are interested in working in long term care administration, program development and policy.

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Slide 15



What will it look like?

- Goals
- Design
- Programs

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Slide 16

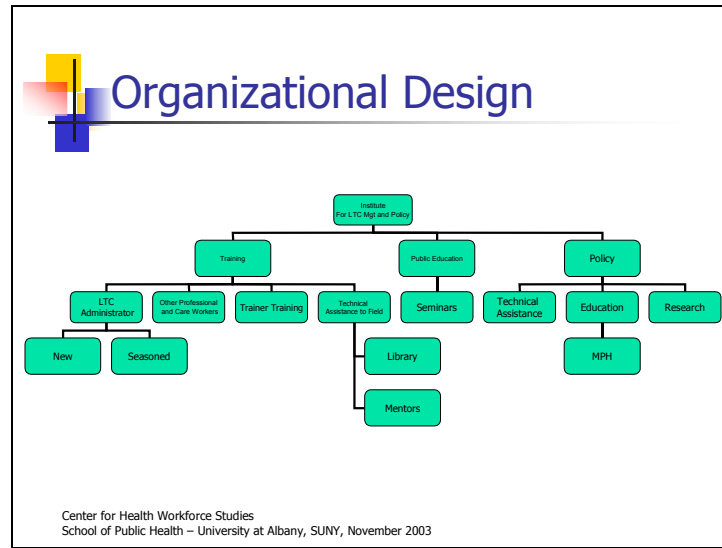


Institute Goals

- Promote quality long-term care responsive to the diverse needs of New Yorkers.
- Develop the leadership and skills of managers, supervisors, policy makers and scholars working in the field.
- Promote policy analysis, innovation and research that will improve the provision of high quality long-term care to the elderly and chronically ill.

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Slide 17




Slide 18

Institute Training Programs

- Offer direct training, trainer training and development of materials to support provision of quality care and staff development.

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Slide 19




Management Training Goals

- Improve management performance promoting quality outcomes in LTC programs across NYS
- Encourage retention of managers in LTC field through personal growth and skill building, and building of a broad network of peers committed to the field

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Slide 20



Management Training for Long-term Care Administrators

- Selective
 - Seek administrators across continuum of LTC programs concerned with *advancing quality of care*
- Practical, reality based learning
- Responsive to Adult learning styles and schedules
- Initial target audience: New administrators and seasoned administrators

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Slide 21



Management Training Program Design

- 12 month nonresidential program
 - 4 two-day on-campus group seminars
 - Group “quality outcome” projects focused on current challenge faced by administrators in own programs
 - Individual self assessments
 - Monthly regional teleconferences
 - Mentors
 - Best Practices site visits
- Certificate of Completion & CEUs

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Slide 22




Management Training for Long-term Care Administrators Group Seminar Curriculum Design

Group Seminars

- Subject area expertise addressed in each 2-day seminar within context of one key theme: *Managing Change, Establishing a Strategic Vision, Communication, and “Growing” Others.*
- Examples of subject areas to be covered include identification of health and workforce trends, fiscal management, human resources, quality improvement
- Multiple methods of instruction: experiential and problem based learning (case studies, role plays), interactive seminars, and individual self assessment
- Problem solving around current quality improvement initiatives promoting culture changes and improved outcomes of care


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Sample Themes

- Managing Change
- Strategic Vision
- Developing Others
- Communication

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Overview of Topics Addressed in Management Seminar

	Special Topic: Managing Change	Special Topic: Strategic Vision	Special Topic: Developing Others	Special Topic: Communications
Quality Theme Personal Challenge (Self-assessments)	Understanding Your Personal Leadership Style Create a Culture of Leadership	Effective Systems of Communication Setting a Direction + Planning and Budgeting	Teaching of Coach Team Building	Being a Better Observer of Self Learning Negotiating & Mediation Skills
Macro Trends in LTC & Healthcare Delivery	Impact of Aging Technology Workforce Needs Financial Aspects Health Law	Changes in the Marketplace Demand by Government Policy Meeting System Needs - Will Health Care Follow or Shape Care?	Addressing Patient-Centered Care Impact of Training and Development on Business & Recruitment	Legal Implications Managing Risk Culture Change Moral and Ethical Issues in Management
Using Data for Quality Management	Diagnostic Problems with Data (Financial, MEDS) Changes in Management Decisions (conventional case analysis, case study, outcome management)	Market Assessment Understanding Customer Needs Managing Debt to Achieve Goals Quality and Operational Change	Managing Financial Resources Good vs. Great	Sharing Information Financial Structures of Different LTC systems
Human Resources	Creating and Retaining Competent Staff Assessing Your Workforce Career Ladders Making Regulations Understandable	Developing Others Working With Boards Succession Planning Reinforcing the Message Setting a Vision (levels, methods, message)	Roles vs. Tasks Program Others for LTC Field Motivating Others + Control Managing Stress	Recruitment Helping People with Stronger Goals Managing Culture Change Assess Staff Communication Skills
Serving Clients: Program Planning & Evaluation	Innovation and Creativeness Assessing Organizations' Assets and Capabilities Organizational Redesign Quality Improvement System Change	Stakeholder Analysis People, Staff, External Affairs Using What You Seek to Achieve an Competitive Strategy Value as a Strategic Goal Reorganizing Healthcare	Bringing Products to Market Opportunities to use Improvement Managing the Survey Process	Cultural Competency Managing the Survey Process Align Internal/External Communications Disseminating Information
Working with the Public	Who are the Customers? Needs assessment	Coalition Building How to Market LTC	Building Customer Service	HIPAA Dealing with the Media

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Slide 25




Faculty & Coaches

- Subject matter experts
- Experienced in long term care and health care arenas
- Dynamic

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Slide 26




Who will use this program?

- Administrators who value practice based preparedness
- Administrators who want to control and not be controlled by forces impinging on them
- Administrators preparing to lead the field

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Slide 27




Outcomes: What will Participants gain ?

- Renewed energy
- Increased understanding of responsibilities and tasks in managing complexity and change
- Increased effectiveness in using personal skills to cope with workplace challenges
- New perspectives on approaching and analyzing problems
- Experience in promoting quality programs in their home institution
- Identification of new allies around common strategic issues
- Increased understanding of issues affecting Long Term Care

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Slide 28



What will we gain?

- Quality care
- Leaders
- Models
- Increased Visibility for LTC issues

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Next steps

- Learn more about Administrators' needs and priorities
- Investigate if Institute and management training concepts resonate with others
- Talk with potential university sponsors
- Meet with potential public and private funders

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APPENDIX B

Advisory Committee

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