



Core Competencies in Health Services and Policy Research

an interactive panel

Student and Alumni Survey

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The Student and Alumni Surveys

- Situated in larger study with the aim of defining core competencies for HSPR in the Canadian setting
 - Key informant interviews (phone)
 - Online surveys:
 - Employers
 - Students
 - Alumni
 - Consensus workshop (May 11 @ CAHSPR)



Methods - Online Surveys

- Alumni Survey and Student Survey
- Knowledge, Skills, and Abilities
 - Open-ended but generally short-form responses
 - Anticipated needs before entering training
 - Current perception
 - During training for students
 - In the field for recent alumni (research, decision-making, practice, other)
 - Areas in which further training would be beneficial
- 2 coders - “mid-level” approach

Respondents

	Students	Alumni
Complete surveys / TOTAL	72/101	36/44
Characteristics	<p>44% PhD 56% Masters</p> <ul style="list-style-type: none"> 46% = 1-5 years prior HSPR work experience 	<p>39% PhD 50% Masters 11%</p> <ul style="list-style-type: none"> 61% Ontario 56% Research; 31% DM 88% ≤5 yrs post training



Top 5 Competencies (Broad)

Students	Alumni
1. Research (particularly methods)	1. Research (particularly general skills)
2. Professional Skills	2. Professional Skills
3. Public Policy	3. Communication
4. Knowledge Translation	4. Health systems
5. Health Systems	5. Knowledge Translation
6. Communication	6. Interdisciplinary Teamwork



Top 10 Competencies (Narrow)

Students	Alumni
1. Research - methods	1. Research - general skills
2. Research - general skills	2. Research - methods
3. Professional skills - personal	3. Professional skills - personal
4. Interdisciplinary teamwork	4. Interdisciplinary teamwork
5. Health systems - Canadian	5. Health systems - Canadian
6. Other (specific)	6. Communication - writing
7. Research - statistics	7. Thinking - analytical/critical
8. KT (general)	8. KT - producer/user partner skills
9. Research (general)	9. Public policy - structural context
10. Public policy - policy analysis	10. Research - statistics

Top 10 Competencies (Narrow):

Trainable versus Intangible

Students	Alumni
1. Research - methods	1. Research - general skills
2. Research - general skills	2. Research - methods
3. Professional skills - personal	3. Professional skills - personal
4. Interdisciplinary teamwork	4. Interdisciplinary teamwork
5. Health systems - Canadian	5. Health systems - Canadian
6. Other (e.g. software, law)	6. Communication - writing
7. Research - statistics	7. Thinking - analytical/critical
8. KT (general)	8. KT - producer/user partner skills
9. Research (general)	9. Public policy - structural context
10. Public policy - policy analysis	10. Research - statistics

Top 10 Competencies (Narrow):

Trainable versus **Intangible**

Students	Alumni
1. Research - methods	1. Research - general skills
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A Language of HSPR

- Alumni responses encompassed a more recognizable and consistent range of terms and concepts than student responses
- Gained during training or in the field? *Students made references to opportunities to gain experience in policy/decision-making settings

Students	Alumni
➤ "Knowledge of interprof HSR"	➤ "Ability to collaborate"
➤ "Government"	➤ "Policy"
➤ "Understanding issues in health services management"	➤ "Knowledge about different types of HC organizations"
➤ "Coming up with study ideas"	➤ "Ability to identify researchable questions"
➤ "Health Policy Research (Epidemiology and Stats)"	➤ "Needs of decision makers"
➤ "Business"	➤ "Briefs" / "relationships"



Questions for training & policy

- Are competencies measurable and/or testable ?
- Is there a role for continuing education / maintenance of competence in HSPR practice?
- Should we incorporate 'intangible' competencies into HSPR training programs? If so, how?



Thank You

- Steve Morgan and Karen Orr
- CAHSPR Student Working Group