CAP-GP 3801.002

Fall 2021-Spring 2022

Instructor Information

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Course Information

- Class Meeting Times: Monday: 6:45 pm to 8:25 pm
- Class Via Zoom

Course Description

Capstone is learning in action. Part of Wagner's core curriculum, it provides students with both a critical learning experience and an opportunity to perform a public service. Over the course of an academic year, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in writing, to the client.

In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. Wagner's Capstone program plays a similar role, by building on students' previous coursework and expertise, while also enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real time, in an unpredictable, complex real world environment. Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

Course Learning Objectives and Program Competencies

Capstone Course Learning Objectives

A. Content

Students should demonstrate the ability to:

- understand the policy and/or management context for their project;
- be familiar with relevant specialized vocabularies;
- draw on critical research related to their content area;
- connect their project with previous coursework in their broader program and specialization.

B. Process

Overall, students should demonstrate a capacity for flexibility and resilience, as shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and ambiguity, and knowing when to consult with their Capstone instructor.

a. Project Management

Students should demonstrate the ability to:
- frame and refine the problem presented by the client;
- develop a contract with the client including scope, timeline and deliverables;
- develop an internal project workplan;
- meet deadlines and monitor their progress against the contract and workplan;
- revise contract and workplan as necessary.

b. Client Management

Students should demonstrate the ability to:
- negotiate a contract with their client;
- develop and sustain a relationship with their client;
- maintain regular and productive communication with the client;
- solicit and integrate feedback from the client on design and deliverables;
- submit deliverables on time.

c. Team Management

Students should demonstrate the ability to:
- diagnose and attend to interpersonal dynamics;
- define roles and useful division of labor;
- manage assignments and accountability;
- advocate points of view and negotiate differences of opinion;
- solicit and offer feedback;
- appreciate and learn from cultural and other differences.

C. Research

Students should demonstrate the ability to:
- identify and synthesize existing research relevant to the project
- identify and implement appropriate quantitative and/or qualitative data gathering methods;
- identify and implement appropriate data analysis procedures;

- determine findings;
- develop useful recommendations and/or tools and resources based on findings.

D. Communication

Students should demonstrate the ability to:
- synthesize and summarize large amounts of data and information;
- prepare clear and well-argued written deliverables tailored to the client's needs;
- prepare clear and well-argued verbal presentations tailored to the client's needs.

Health Program-related Competencies

The assignments and participation in class discussion and Capstone team meetings will be used to assess progress against the competencies listed below. No student will receive a B or higher without demonstrating satisfactory progress toward mastery of each competency. The level of competency expected to be achieved is denoted in brackets according to the following key:

[1] = Basic: Foundational understanding of knowledge/skill/competency
[2] = Intermediate: Student demonstrates greater depth of understanding of this knowledge/skill/competency and can use this ability to analyze a problem
[3] = Advanced: Student demonstrates expertise in this knowledge/skill/competency and can use this ability to evaluate, judge, and synthesize information

1. The ability to manage teams, projects and people; to work in change-oriented health care organizations; and mentor a diverse and changing workforce
2. The ability to draw implications and conclusions to develop an evolving vision that results in organizational viability
3. The ability to communicate and interact productively (via listening, speaking, and writing) on matters of healthcare with a diverse and changing industry, work force and citizenry
4. The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation
5. The ability to measure, monitor and improve safety, quality, access and system/care delivery processes in health care organizations
6. The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making and implementing and measuring change
7. The ability to synthesize evidence, and apply statistical, financial, economic and cost-effectiveness tools/techniques in organizational analysis
8. The ability to engage in continuous learning; to reflect on and assess one's strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network

Learning Assessment Table

Health Program Competency	Corresponding Course LearningObjective	Corresponding Assignment Title	Level of Competency Expected
2	Understand the policy and/or management context for theirproject	Interim and finalproducts	3
3	Be familiar with relevantspecialized vocabularies	Interim and finalproducts	3
2, 7	Draw on critical research related totheir content area	Interim and finalproducts	3
1, 6	Frame and refine the problempresented by the client	Signed contractwith client	3
1	Develop a contract with the clientincluding scope, timeline and deliverables	Signed contractwith client	3
1	Develop an internal projectworkplan	Team workplan	3
1	Meet deadlines and monitor their progress against the contract andworkplan	Signed contract andteam workplan	3
1, 3	Negotiate a contract with theirclient	Signed contractwith client	3
1, 8	Advocate points of view and negotiate differences of opinion	Self and team peerevaluations	3
3, 8	Appreciate and learn from culturaland other differences	Self and team peerevaluations	3
6	Identify and synthesize existingresearch relevant to the project	Interim and finalproducts	3
6	Identify and implement appropriate quantitative and/or qualitative data gathering methods	Interim and finalproducts	3
6	Identify and implement appropriatedata analysis procedures	Interim and finalproducts	3

Health Program Competency	Corresponding Course LearningObjective	Corresponding Assignment Title	Level of Competency Expected
6	Determine findings	Interim and finalproducts	3
7	Develop useful recommendations and/or tools and resources based on findings	Interim and finalproducts	3
7	Synthesize and summarize largeamounts of data and information	Interim and finalproducts	3
3	Prepare clear and well-argued written deliverables tailored to theclient's needs	Interim and finalproducts	3
4	Prepare clear and well-argued verbal presentations tailored to theclient's needs	Interim and final presentations	3

Course Requirements

I have identified an array of potential projects. Potential clients will present their projects to you via video before the start of the fall semester. I will ask you for your preferences, but – just to be very clear – I will create the teams based not only on your preferences, but on your previous coursework, work and life experience, other expertise, and team size. Teams are comprised of 3-5 students.

The class will involve presentations from the instructor, possible guest speakers, class discussion and team meetings. Course requirements include:
- enrollment in both semesters;
- attendance and participation in class activities and team meetings;
- completion of assignments on time;
- participation in field work;
- participation in meetings with clients;
- participation in preparation and presentation of findings.

Some client organizations may not be New York City based. This will necessitate use of skype /teleconferencing /tele video ZOOM conferencing for client meetings, depending on the facilities available to the client. Depending on school policy some client meetings may be in person if agreed upon by the client and the students. Some projects may require travel for field work which will take place during Winter break. The school will cover financial support for the airfare if such work is necessary, but will not cover the full costs of travel. It may not be required or possible for all students to travel.

Evaluation and Grading

Students will receive 1.5 credits for the fall semester and 1.5 for the spring semester. At the end of the first semester, students will receive a grade of "IP" (Incomplete Pass) to reflect the "work in progress" nature of the yearlong project. I will assign final grades at the end of the second semester.

Grades will be allotted to individuals, not to the team as a whole. That is, team members may receive different grades if I feel that is warranted. I will make this judgment based both on my assessment of students' contribution and learning and on the assessments you give each other as part of the evaluation process at the end of the first and second semesters.

Students will be graded on both the products they deliver to their clients and evidence of progressive learning throughout the course, based on the Learning Objectives. **60% of final grade is based on work products** identified in the milestones as well as any interim deliverables to the client or assigned by the faculty member. **40% of final grade is based on evidence of the individual student's learning** during the course through participation in the team's work and class activities, his/her ability to act on peer and faculty feedback; individual and team preparation for and performance at client meetings; and end-of-semester faculty, peer and self-evaluations.

Suggested Text

I will suggest books, case studies and other readings that are applicable to specific team projects as well as web sites that are relevant to the class, in general, during the course of the year.

Course Milestones

The course has a series of milestones – both activities and products -- that will serve as interim work products. I've suggested time frames in parentheses, though actual timing during the course of the year may vary depending on the specific situation of each team and client.

These milestones include:
- Potential client videos(August/September);
- Team formation (September);
- "Entry conference" with client and faculty to explain the process of the course, establish relationship, assess the client organization, and gather data in order to clarify the presenting problem or issue and client's initial vision of a successful project (September);
- Preliminary client-team contract or work agreement; presentation to class/faculty for feedback prior to giving to client (October);
- Negotiations with client to finalize contract (October/November);
- Final, signed client-team contract and detailed team work plan (November);
- Team charter (October);

- End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (December);
- First draft of final project report to faculty (February/March);
- Second draft of final project report to faculty (March/April);
- Rehearsal of client presentation before class/faculty for feedback before presentation to client (April);
- Final report and presentation to client (April/May);
- End-of-second semester reflection and celebration (May);
- End-of-course self, team /peer, client and course evaluations (end April/beginning of May);
- Presentation for Capstone Expo (May).

Class Schedule Overview

The Fall Semester has more class instruction and the Spring Semester has more project tracking. We will meet weekly as a class or in teams. Schedule changes may happen with sufficient notice.

The sequence of classes, and due dates for assignments, could change depending in part on your meetings with clients and the substance of your projects. Specific requirements for each class will be posted on Brightspace and emailed to you with enough lead time to prepare.

Note: **Brightspace takes precedence over what is written here**.

Fall Semester

PHASE: Creating Teams

9/13/21

Topics:

- Introductions
- Capstone overview
- Proposal discussion
- Project selection process

Assignment Due:

- Read all four client proposals and prepare questions.
- Due Friday 9/17/21: Student information and Project Preference Form
- Teams will be posted on Brightspace by 9/19/21

9/20/21

Topics:
- Team Dynamics
- Team Diversity

Assignments:
- Teams meet and start putting together team standards and charter.
- Email to Professor list of five standards and team contact information by 9/24/21
- Schedule one get-together purely about getting to know each other.

9/27/21

Topics:
- Review team charters
- Faculty team consultations

Assignments:
- Teams are scheduling and preparing for client meeting.
- Schedule initial meeting between 10/4/21 and 10/15/21.
- Clear date with Professor who will attend the meeting.

PHASE: Launch and Planning

10/4/21

Topics:
- Preparation for initial meeting with client
- What is a consultant?

Assignments Due:
- Teams are preparing for client meeting.

PHASE: Contract Negotiation and Skill Building

10/11/21 – NO CLASS - FALL RECESS

10/12/21 - TUESDAY

Topics:
- Letters of agreement and work plans

10/18/21

Topics:

- Professor meets with teams to review draft letter of agreement and work plan.

Assignments:

- Draft Letter of Agreement and work plan.
- Teams present to class on initial meeting.

10/25/21

Topics:

- Professor meets with team to review draft letter of agreement and work plan.

Assignments Due:

- Revised draft Letter of Agreement and work plan.
- Teams present to class on initial meeting.

PHASE: Begin project work, Continue with skill-building

11/1/21

Topics:

- Project Management Techniques
- Organizational dynamics
- Team Meeting/Faculty Consultation

11/8/21

Topics:

- Overview: Literature reviews, surveys, data collection/analysis and focus groups
- Monitoring/tracking project using the work plan

11/15/21

Topics:

- Overview: Literature reviews, surveys, data collection/analysis and focus groups
- Monitoring/tracking project using the work plan

11/22/21

Topics:

- Overview: Literature reviews, surveys, data collection/analysis and focus groups

- Monitoring/tracking project using the work plan

PHASE: End of Semester Wrap-Up

11/29/21

Topics:

- Fall Semester team progress report guidelines.
- Evaluations

12/6/21

Topics:

- Teams present fall semester team progress report and discussion of approaches/modifications for semester break and spring semester.

12/13/21

Team meetings to discuss evaluations

Spring Semester

During this semester, much of the time will be set aside for teams to meet on their own or with me. We can be flexible about the need for formal class meeting times. However, as needed, we will schedule problem-solving or skill-building sessions, **so you must be available every Monday night during class time**. Also, for planning purposes, I've noted here some potential deadlines, **but these are preliminary and could change**.

PHASE: Project Work

1/24/22

Topics:

- Team updates;
- Discuss spring schedule
- Review and revise team charters
- Update work plans
- Team meetings/faculty consultations

1/31/22

Topics:

- How to structure and write the final report.
- Faculty works with teams to develop a draft outline.

2/7/22

Topics:

- Faculty reviews draft outline

Assignments:

- Draft report outline.

2/14/22

Topics:

- Team Meetings/Faculty Consultation.

Assignments Due:

- Outline of report due.

2/21/22 – NO CLASS PRESIDENT'S DAY

PHASE: Report Writing

2/28/22

Topics:

- Teams start working on first draft of final report.

Assignments Due:

- Teams schedule final presentation for client during the last two weeks of April.
- Clear date with Professor who will attend the meeting.

3/7/22

Topics:

- Team Meetings/Faculty Consultations

3/14/2022-NO CLASS SPRING RECESS

PHASE: Report Writing and Presentation
3/21/22

Topics:

- Presentation Skills

Assignments Due:

- First draft of final report due.

3/28/22

Topics:

- Faculty reviews first draft of report with team.

Assignments:

- Second draft of final report.

4/4/22

Topics:

- Team Meetings/Faculty Consultations

Assignments Due:

- Second draft of final report due

4/11/22

Topics:

- Faculty reviews second draft of final report with teams
- Class Presentations guidelines
- Prepare for evaluations

PHASE: Conclusion! Evaluation and Feedback, Reflection and Celebration

4/18/22

Topic:

- Final Project Presentation to class

4/25/22

Topic:

- Final Project Presentation to class

5/2/22

Topic:

- Final Project Presentation to class

5/9/22

Last class: Reflect and celebrate.

Final Report due.

Note:

- **Dates for release of final peer, self, class and client evaluations will be available in April.**
- **Dates for team presentations to class vary depending on the dates scheduled by the team for their client presentations.**

Date for CAPSTONE EXPO will be announced when available.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click "Get Started." You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.