Capstone: CAP-GP 3803-1-001

Advanced Simulation in Healthcare Management
Fall 2021

Instructor Information

- Brian L. David

  Adjunct Assistant Professor of Health Policy & Management

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- Office Hours: Via Zoom or telephone, by Appointment (will be available Mondays, 5:00 pm – 6:40 pm)

Course Information

- Section of the Health Policy and Management Capstone

- Class Meeting Times: Mondays, 6:45 pm - 8:25 pm (**first class** Monday, 9/13/2021)

- Location: Zoom (see the links on the Zoom tab in the NYU Brightspace site)

Classroom Norms

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner's Zoom in the Classroom series about classroom etiquette, participation, and more.

Class will be recorded. Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Brightspace site and are for students enrolled in this course only.

Technology Support -- For ALL Students

You have 24/7 support via NYU's IT services. Explore the NYU servicelink knowledgebase for troubleshooting and student guides for all NYU-supported tools (NYU Brightspace, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact Zoom's

[24/7 technical support](#) (includes a chat function), or review [Zoom's support resources](#). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](#).

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 put their learning in action.

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.

Although divided into teams, the class will work as a learning community dedicated to the success of all students. This section will, for the first time in Capstone, use simulation to provide an experiential exercise in managing a complex healthcare system.

The first few weeks of the semester will focus on team building, concepts of evidence-based management, and preparing a systematic literature review. To accomplish the last two goals, students will be expected to review an online course provided by the Open Learning Initiative (OLI.cmu.edu) and prepare a literature review on a subject related to simulation or healthcare.

The second half of the semester will provide students an opportunity to experience the challenges of executive leadership and strategic decision-making in a complex, multi-health system community. Students will integrate the knowledge and skills acquired throughout their Wagner course of study and apply them to a set of challenging problems in healthcare management. This part of the course will be delivered via a strategic simulation that engages student teams in an experiential exercise. Students will need to define their organization's mission and vision, decide which strategies to adopt, and enact them at an operations level. The simulation will draw on student's past learning and work experience, entailing considerations of finance, budgeting, human resource management, quality of care, partnership, and stakeholder analysis. The technology provides students real-time feedback on processes and performance in the field. This is a realistic exercise that effectively simulates the complexity and intensity of the evolving health system environment.

More on the Simulation

Students will practice their skills working in teams, thinking strategically, drawing on evidence, and making trade-offs under time pressure and constraints, all as required in the real world.

Students will write individual reflective papers about their experiences in the simulation and make a final team presentation to explain their decision-making and results.

Participants collaborate in this comprehensive strategic exercise as the executive leadership team of a community health system. As health system executives, they must analyze their institution's overall strategic direction and make all decisions central to its successful operation, including mission/vision, service line mix, capacity, investment in quality (professional/clinical, systems, etc.), patient/payer mix, marketing, staffing, financial structure, and so on. A typical "run" of the simulation involves teams strategically guiding their health systems through a competitive marketplace. Teams submit decisions for each operating cycle simultaneously and receive prompt feedback on their health system's performance in the context of its competitors and then proceed to prepare decisions for the next operating cycle. The simulation exercise usually involves six full operating cycles which will be spread over successive weeks. Our NYU Brightspace site includes pre-reading and videos that all students should review prior to week five of the semester in order to familiarize yourself with the simulation prior to the first cycle (see details below for exact dates).

Course and Learning Objectives

The primary objective of the course is to provide students with an integrating experience that demonstrates the dynamic interaction of leadership and management skills and draws on the array of managerial and organizational disciplines covered in previous courses. In addition, students will learn evidence-based management concepts; how to conduct a systematic literature review; and managing team dynamics.

    A. Content

Students should demonstrate the ability to:
- analyze complex community, sector and organizational situations from a general management point of view, using a comprehensive strategic framework;
- develop and/or identify potential alternative strategies for pursuing organizational mission and vision and for working with diverse stakeholders to achieve shared goals;
- assess the implications of strategic options, including potential for achieving advantages and for effective implementation, for satisfying the values and needs of a variety of stakeholders;
- make, support analytically, and communicate clearly strategic decisions from a managerial and leadership perspective;
- increase skills in diagnosis to enable analyses of organizational design, structures, power and politics, and culture, with a focus on the interplay of rules, resources, and relationships;
- identify critical sources of tension in organizations, and learn to harness them to produce beneficial outcomes for you and your organization;

- build a repertoire of strategies and tactics to increase effectiveness in leading organizational change initiatives and implementing new strategies;
- gain insight into the challenges and requirements for effective management in the healthcare sector in the 21st century.

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.

a. 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;
- work effectively with colleagues in bringing multiple perspectives and diverse skills together to produce innovative solutions to complex challenges;

C. Research

Students should demonstrate the ability to:

- identify and synthesize existing research relevant to the project:

- 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-thought out written materials;
- prepare clear and well-argued verbal presentations reflecting on learnings.

Learning Assessment Table

Course Learning Objective	Corresponding Assignment
Analyze complex community, sector, and organizational situations from a general management point of view, using a comprehensive strategic framework	Strategy Grid and Simulation Decisions
Develop and/or identify potential alternative strategies for pursuing organizational mission and vision and for working with diverse stakeholders to achieve shared goals	Strategy grid, simulation decisions, and final presentation
Make, support analytically, and communicate clearly strategic decisions from a managerial and leadership perspective	Strategy grid, simulation decisions, and final presentation
Assess the implications of strategic options, including potential for achieving advantages and for effective implementation, for satisfying the values and needs of a variety of stakeholders	Strategy grid, simulation decisions, and final presentation
Advocate points of view and negotiate differences of opinion	Self and team peer evaluations
Identify critical sources of tension in organizations, and learn to harness them to produce beneficial outcomes for you and your organization	Self and team peer evaluations; simulation decisions
Work effectively with colleagues in bringing multiple perspectives and diverse skills together to produce innovative solutions to complex challenges	Self and team peer evaluations; simulation decisions
Identify and synthesize existing research relevant to the project	Literature review
Develop useful recommendations and/or tools and resources based on findings	Literature review and simulation decisions
Synthesize and summarize large amounts of data and information	Literature review and simulation decisions
Prepare clear and well-thought out written materials	Literature review and reflection essays

Prepare clear and well-argued verbal presentations reflecting on learnings	Interim and final presentations

Course Requirements

There are four basic requirements for the course:

- Participation: students are expected to attend all sessions, have thoroughly prepared the assigned readings, participate fully in team discussions and decision-making exercises, and in all plenary discussions.
- Personal reflection memos: each student must prepare two reflection memos (no longer than 2 single-spaced pages) during the course. The requirements for the personal reflection memos are stated below.
- Systematic literature review: each team will submit a comprehensive literature review covering a current issue in healthcare administration (ideally related to the challenges presented in the simulation); details will be discussed in the first few class sessions.
- Team presentations: each team will prepare and present two PowerPoint presentations; the first will be a brief summary of their literature review topic and a second one that analyses the teams' performance; details for this second assignment are provided below.

Evaluation and Grading

Students will receive 3.0 credits for the fall 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.

Therefore, it is imperative that students complete team peer evaluations as they provide critical data in my evaluation of individual learning.

Students will be graded on their contributions to the team in the simulation exercise and contribution to plenary discussions (10%); personal reflection essays (20%); team presentation (20%); and quality of the systematic literature review (50%).

Required Readings (some to be completed before simulation begins)

- Evidence-Based Management on OLI: Complete Module 1, 5, and 14 (Modules 6 and 7 are optional, but strongly encouraged as they will provide more insight on evaluating evidence). (NB: Completion of all OLI modules leads to a certificate in Evidence-Based Management.)

- Pre-reading for Simulation: Healthcare Strategy Simulation, pages 1-33 (other reading will be assigned). This and other readings provide a necessary orientation to the simulation, as well as relevant content for building knowledge and skills. Videos are accessible via the document, covering the same content (click on the icons or links below).

- Pre-reading for finance, and/or its associated video: This reading provides important information about how finance for the health system is handled in this simulation. In addition, there is a video that covers the same material – this is for students who prefer learning by video and/or would like reinforcement for the reading. The video is accessible by clicking the icon.

- Videos that show you how to engage with the simulation: part 1, and part 2.

Additional readings, case studies, and websites may be suggested throughout the course. Such readings will most often be available on the NYU Brightspace website for this course.

Class Schedule Overview

Students should expect to meet weekly as a class or team unless agreed in class. The sequence of classes, and due dates for assignments, could change. Specific requirements for each class will be posted on NYU Brightspace and emailed to you with enough lead time to prepare.

NYU Brightspace takes precedence over what is written here.

Fall Semester

PHASE and DATE	TOPIC(S)	ASSIGNMENTS DUE
Class 1 9/13/21	Introductions Overview of Syllabus Team Dynamics	- Review syllabus. - Submit resume & student information form by Friday, 9/17 (found in NYU Brightspace) via NYU Brightspace. Information will be used to create teams. - Teams will be posted by 9/20, before class.
Class 2 9/20/21	Teams formed Team Dynamics Feedback	**Individual** - OLI Evidence Based Management Modules (oli.cumu.edu) – begin to review modules, should be completed by time systemic literature review is due (see below). **Team** - Exchange contact information. - Schedule one get-together purely about getting to know each other. See handout for sample questions and topics (or feel free to ignore). - In class work: Team Launch exercise.

| Class 3

9/27/21 | Presentation & discussion on Equity, Diversity, and Inclusion

Systematic Literature Review | **Individual**
• Continue OLI Modules
• Reflect on experience working in teams and the impact diversity had on that experience; be prepared to discuss in class.

Team
• Team Charter due. |
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| Class 4

10/04/21 | Guest Speaker | Robert Fields, MD – Chief Population Health Officer, Mount Sinai Health System

Team
• In class: if time available, work on Literature Review. |
| Class 5

10/12/21 (Tuesday) | Strategy

Simulation overview | **Individual**
• Simulation pre-reading.

Team
• Team presentations on their Systematic Literature Review topic.
• In class: if time available, work on Literature Review. |
| Class 6

10/18/21 | Simulation Decision 1 | **Individual**
• Reflection Paper 1 Due no later than 10/25/21 – Team Dynamics.
• CATME self and peer evaluation due.

Team
• Decision 1 |
| Class 7

10/25/21 | Debrief on Decision 1

Decision 2 | **Individual**
• Simulation pre-reading.

Team
• Decision 2
• Strategy grid due – brief discussion of strategy you employed (form to be distributed) |

Class 8 11/01/21	Debrief on Decision 2 Decision 3	**Individual** • Simulation pre-reading. **Team** • Decision 3 • Update on Systematic Literature Review: submit key articles, resources to be used
Class 9 11/08/21	Debrief on Decision 3 Decision 4	**Individual** • Simulation pre-reading. **Team** • Primary Care Acquisition • Decision 4
Class 10 11/15/21	Debrief on Decision 4 Decision 5	**Individual** • Simulation pre-reading. **Team** • Decision 5
Class 11 11/22/21	Debrief on Decision 5 Decision 6	**Individual** • Simulation pre-reading. **Team** • Decision 6
Class 12 11/29/21	Debrief on Decision 6	**Team** • In class: begin Preparation of Presentation • Literature Review due today, November 29th
Class 13 12/06/21	Results	**Individual** • Reflection Paper 2 Due – Team Dynamics follow up • CATME self and peer evaluation due **Team** • Team Presentations • Results & Conclusions

Class 14	Course Debrief	**Class**
12/13/21		• Debrief on evaluations • What worked, what could have been done differently **Team** • Instructor debrief on evaluations

Guidelines for Assignments

Personal Reflection Essays

1. Due October 25<u>th</u>: Write a one page essay on your experience doing the team lauch/charter, and your experience with the new team. What factors, if any, made the team launch successful? What factors, if any, hindered the launch? What is/are the root causes of these factors? How can you overcome factors that hinder effective team launches?

2. Due December 8<u>th</u>: Write a two page essay that: (1) identifies specific behaviors you will use to make future teams effective; (2) summarizes your key learning from the simulation and how you can apply these lessons to your work; and (3) discusses how the evidence-based management and leadership modules matter (or not) for your team and individual performance.

3. Please upload to NYU Brightspace under Assignments (single-spaced).

Final Presentation

- Each team will prepare a PowerPoint (or similar software) presentation (10 minutes and 5 minutes for open discussion with classmates and faculty); work to be done in class;
- Presentations will occur in the concluding session of the simulation;

Your presentation must address several key points:

- What was your overall strategy? Did it change or stay the same over the course of the simulation? Why?
- Be sure to specify your approach to the following: human resources; quality of care; finances (including payer mix); telemedicine; the opioid epidemic; primary care acquisition;
- Assess your team dynamics: what went well; what to improve?
- Be sure to assess role of team processes; leadership/facilitation; roles of team members;
- What are the most important learning points (3-5 points, "take-aways") from the simulation?

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 on the Reasonable Accommodations and How to Register tab or call or email CSD at (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.