

Capstone: CAP-GP 3803-1-001

Advanced Simulation in Healthcare Management

Fall 2024

Section of the Health Policy and Management Capstone

# Instructor Information

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Clinical Professor of Health Management and Public Service

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* Office Hours: By Appointment

# Course Information

* **During Simulation Round 1.**
	+ Class meets on select Mondays during September and October
	+ Class Meeting Times: Mondays, 6:45 pm - 8:45 pm (**first class Monday, 9/09/2024)**
	+ Location: 194 Mercer St, Room 303 Loc: Washington Square
	+ Zoom for classes from 09/23/24 to 10/21/2024
* **During Simulation Round 2,** Class meets via Zoom as follows
	+ 12/7 11 a.m.– 3 p.m. and 6–9 p.m.,
	+ 12/10 7 – 10 p.m.,
	+ 12/11 7 – 9:30 p.m.
	+ 12/14 10:30 a.m. – 12:30 p.m., 2:30 – 4:30 p.m.,
	+ 12/15 6-9 p.m.

# Course Description

Capstone is learning in action. It is part of Wagner’s core curriculum and provides students with both a critical learning experience and an opportunity to put their learning into 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.

The class will work as a learning community dedicated to the success of all students. This section will use a simulation to provide an experiential exercise in managing a complex healthcare system.

The first few weeks of the semester will focus on team building, strategic blind spots, technology

assessment, and concepts of evidence-based management. 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 technology assessment of the simulation healthcare. The technology assessment will be done as a team of all students in the class.

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 strategic simulations that engages students 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 simulations 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, think strategically, draw on evidence, and make trade-offs under time pressure and constraints, all as required in the real world. They will also write individual reflective papers about their experiences in the simulation and make a final presentation to explain their decision- making and results.

Participants collaborate in this comprehensive strategic exercise as the executive leader 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, 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 at least six full operating cycles, as detailed in the course schedule. Our NYU Brightspace site includes pre-reading and videos that all students must review to familiarize yourself with the simulation before the first cycle (see details below for exact dates). **We have found that a comprehensive reading of these materials is crucial in understanding the simulation and making successful decisions.**

# 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.

# 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;
	+ be familiar with relevant specialized vocabularies;
	+ connect the issues and challenges presented by the simulation with previous coursework in their broader program and specialization.

# 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.

# 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;
	+ manage assignments and accountability.

# 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.

# 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.

# Classroom Norms

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

# A stable internet connection is required for the simulation sessions.

**Technology Support -- For ALL Students**

You have 24/7 support via NYU’s IT services. Explore the NYU service link knowledge base 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.

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| **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, technologyassessment, 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, technology assessment and finalpresentation |
| 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 |

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| **Course Learning Objective** | **Corresponding Assignment** |
| 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 | Technology assessment |
| Develop useful recommendations and/or tools and resources based on findings | Technology assessment and simulation decisions |
| Synthesize and summarize large amounts of data and information | Technology assessment and simulation decisions |
| Prepare clear and well-thought out written materials | Technology assessment 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:

1. Participation: students are expected to attend all sessions, have thoroughly prepared the assigned readings, participate fully in team discussions and decision-making exercises, and all plenary discussions.
2. Personal reflection memos: each student must prepare three one-page reflection memos during the course. The requirements for the personal reflection memos are stated below.
3. Technology assessment: the student team will compare the simulations in rounds one and two; details will be discussed in the first few class sessions. The requirements are stated below.
4. Team presentations: the team will prepare and present three PowerPoint presentations; the first will be the approach to simulation round one - supports and traps; the second will be a comparison of simulation performance in rounds one and two (details for this second assignment are provided below as the technology assessment) and third that is a discussion of strategy adopted in simulation round two (also described below).

Time commitment: you should expect to work approximately 8-10 hours a week, including class time, team meetings, and work on assignments.

# Evaluation and Grading

Students will receive 3.0 credits for the fall semester.

Grades will be allotted to individuals, not the whole team. That is, team members may receive different

grades if I feel that is warranted. I will make this judgment based on my assessment of students’ contribution and learning and on feedback you may provide me on your team’s performance.

Students will be graded on their contributions to plenary discussions (20%); personal reflection essays (20%), team presentations (30%); and quality of the technology assessment (30%).

# Required Readings (some to be completed before simulation begins)

* **Evidence-Based Management on OLI:** Complete Modules 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 Simulations:

* + Round One:
	+ Round Two: Healthcare Strategy Challenge document, preliminarily pages 1- 33 (other reading will be assigned), the balance of the document throughout the course. This and other readings provide a necessary orientation to the simulation and relevant content for building knowledge and skills. Videos are accessible via the document, covering the same content (click the icons or links).
* **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 listed here**.

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| **CLASS and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| Class 1 9/09/24 | IntroductionsOverview of Syllabus and SimulationsTeam Dynamics in this pilot. Generative AI | * Review syllabus.
* Exchange contact information.
* Schedule one post class get-together purely to get to know each other. See handout for sample questions and topics (or feel free to ignore).
* Submit resume & student information form by Friday, 9/16 (found in NYU Brightspace) via NYU Brightspace
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| **CLASS and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| Class 2 9/16/24 | Team formed Team dynamics OLISimulation Overviews | **Individual*** OLI Evidence-Based Management Modules (oli.cmu.edu) – begin to review modules, should be completed by October 31.
* Simulation pre-reading for Round 1
* Simulation Round 1 overview

**Team*** In-class work: Team Launch exercise.
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| Class 3 Zoom 9/23/24 | Simulation Practice Decisions | **Individual*** Continue OLI Module

**Team*** Team Charter/Launch Form submission due (graded)
* Simulation practice decision rounds 1 and 2
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| **Simulation Round 1** |
| Class 4 Zoom 9/30/24 | Simulation Decisions 1 and 2 | **Individual*** Simulation pre-reading.

**Team*** Simulation Decision 1 and 2
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| Class 5 Zoom 10/8/24 | Simulation Decisions 3, 4, & 5 | **Individual*** Simulation pre-reading.

**Team*** Simulation Decision 3, 4, and 5
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| Class 6 Zoom 10/14/24 | Simulation Decision 6, 7, & 8 | **Individual*** Reflection Paper 1 Due no later than 10/21/24 – Team Dynamics.
* Simulation pre-reading

**Team*** Simulation Decision 6, 7, and 8
* Begin preparation of presentation technology assessment
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| Class 7 Zoom 10/21/24 | Simulation ReflectionActivity and discussion on Equity, Diversity, and Inclusion and SHRM | **Individual*** Reflect on prior experience working in teams and

the impact diversity had on that experience; be prepared to discuss in class.**Team*** Presentation 1
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| **Class does not meet in November****Next class Saturday, December 7** |
| **Simulation Round 2 December** |

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| **CLASS and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| Class 8 Zoom 12/7/2411a.m. -3p.m. | Decision 1 | **Individual*** CATME Survey opens
* Simulation pre-reading
* Reflection Paper 2 Due no later than 12/09/24 – Team Dynamics.

**Team*** Decision 1
* Team charter review
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| Class 9 Zoom12/7/24 6-9 p.m. | Debrief on Decision 1 Decision 2 | **Individual*** Simulation pre-reading.
* Complete CATME Survey

**Team*** Decision 2
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| Class 10 Zoom12/10 7 – 10 p.m. | Debrief on Decision 2 Decision 3  | **Individual*** Simulation pre-reading

**Team*** Decision 3
* **Strategy grid due – brief discussion of strategy you employed (form to be distributed)**
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| Class 11 Zoom 12/11/247–9:30 p.m. | Debrief on Decision 3 Decision 4 | **Individual*** Simulation pre-reading

**Team*** Decision - Acquisition
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| Class 12 Zoom 12/14/2410:30 a.m. – 12:30p.m. | Debrief on Decision 4 Decision 5 | **Individual*** Simulation pre-reading

**Team*** Decision 5
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| Class 13 Zoom 12/14/242:30 – 4:30 p.m. | Decision 6 | **Individual*** Simulation pre-reading

**Team*** **Presentation 2 Tech Assessment** due December 14th
* Decision 6
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| Class 1412/15/24 6 – 9 p.m.Zoom | Results and Course Debrief | **Individual*** Reflection Paper 3 Due – Team Dynamics follow- up

**Class*** **Presentation 3**
* Results & Conclusions
* Debrief on evaluations
* What worked, what could have been done differently

**Team*** Instructor debrief on CATME evaluations
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# Guidelines for Assignments

All assignments must be submitted on Brightspace.

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| **Personal Reflection Essays** |
| * **Due October 21st**: Write a one-page, single-spaced essay on your experience doing the team launch/charter and your experience with the 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?
* **Due December 9th**: Write a one-page single-spaced essay that revisits reflection one and dives deeper into your experience with the new team. What factors, if any, made the team successful? What factors, if any, hindered the team’s effectiveness in simulation round one? What do you think were/are the root causes of these factors? How can you overcome these factors in simulation round two? What adjustments will you make? ***Resubmit the original reflection with comments and track changes to show how your thinking has evolved.***
* **Due December 15th**: Write a one to two-page essay that (1) identifies specific behaviors you will use to make your 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.
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| **Presentations** |
| * **Presentation 1** – **Team Presentation on Simulation Strategy Round One**

The team will prepare a slide deck (15 minutes and 5 minutes for open discussion).. Presentations will occur in the concluding session of the simulation in round one.Your presentation must address several key points:* + What was your overall strategy? Did your strategic objectives change or stay the same throughout the simulation? If so, why?
	+ How did your strategic objectives drive your decisions in the simulation?
	+ What are the most important learning points (3-5 points, “take-aways”) from the simulation?
	+ How would your approach change if you were to restart the simulation?
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| * **Presentation 2**

**Technology Assessment Assignment: Comparative Analysis of Educational Simulations Objective:** Students will compare the simulations in rounds one and two, analyzing their effectiveness from multiple perspectives.**Deliverables:*** + A **recorded** presentation (10-15 minutes) summarizing your findings. (**Presentation Two)**
	+ A report (1500-2000 words) detailing your comparative analysis.

**Also see the** [**rubric below**](#_bookmark0)**Instructions:**Compare the simulations based on the following criteria:* **Educational Value:** How well do the simulations achieve their learning objectives?
* **User Engagement:** How engaging and interactive are the simulations?
* **Technical Quality:** Evaluate the graphics, user interface, and overall technical performance.
* **Accessibility:** Consider the ease of access and usability for diverse learners.
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| * **Feedback and Assessment:** How effectively do the simulations provide feedback and assess learning outcomes?
* **Other?:** Add any other criteria that may be useful to the assessment
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| * **Presentation 3 - Final Presentation – Team Presentation on Simulation Strategy Round Two**

The team will prepare a slide deck (15 minutes and 5 minutes for open discussion); 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 throughout the simulation? Why?
	+ Compare and contrast the strategy approaches among the competing hospitals. Why were there differences in your approaches to the following:
		- human capital management; quality of care; finances (including payer mix); telemedicine; the opioid epidemic; and primary care acquisition.
	+ What are the most important learning points (3-5 points, “takeaways”) from the simulation?

In addition to the simulation, consider your team process.* Assess your team dynamics: what went well; what to improve?
* Be sure to assess the role of team processes, leadership/facilitation; roles of team members.
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# The technology assessment will be graded according to the following rubric:

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| **100** | An analysis deserving this score meets all **basic requirements** of the assignment; is appropriate in style, tone, and use of language for the intended audience; presents content which contributes to the understanding of the topic; is factually accurate; is free of grammatical, spelling and punctuation errors; exhibits strong use of language; provides a clear, logical sequence, including appropriate introduction and conclusion; has good organizational structure with sub-headings and other guides for the reader; presents information and ideas in a concise, but not cryptic, way; is well documented; shows knowledge of the subject matter; and has good transitions from one point to the next.Additionally, a paper has one or more of these characteristics: is a thorough and insightful analysis with appropriate evidence; uses tables or other graphic tools (flowcharts, process maps, heat maps, etc.) to present information; uses sources or presents information beyond that which would normally be expected; is especially capable of holding reader interest; or offers exceptional insights. |
| **90** | Has all the basic requirements except does not add the “additional” characteristics. Or have some of these “additional” characteristics but the paper is somewhat weak in one or more basic requirements. |
| **80** | Achieves almost all the basic characteristics above but may be weak in one or two. Does not exhibit the additional characteristics OR does contain one or more of these but has some definite weaknesses in the basics. For example, may address subject matter minimally, have jumbled reasoning; and contain points that are not clear. |
| **70** | Has significant problems in presentation or content. For example, may include several grammatical, typographical, or other errors; poor logic or sequencing in presentation; use the methodology incorrectly; or contain significant errors in the substance of the paper. |
| **60****or less** | More than one of the problems listed above or does not meet requirements of the assignment. May show poor grammar, ignorance of the subject matter; sloppy with no visual incentive to read; lacks logical flow; trite or boring; does not relate well to subject matter or assignment objective. |

**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 me.

**Use of Generative AI Tools**

ChatGPT and other generative tools have limits. It is critical that the written work required by the course is yours.

To ensure academic integrity, students must openly disclose any AI-generated material they use and provide proper attribution. This includes in-text citations, quotations, and references. You are responsible for the information you submit based on a generative AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of generative AI tools must be properly documented and attributed to stay within university policies on academic honesty.

To indicate the use of a generative AI resource, teams should include the following statement in their assignments: "The author(s) acknowledge the utilization of [generative AI tool Name], a language model developed by [generative AI tool Provider], in the preparation of this assignment. The [generative AI tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, the specific section of the assignment].

You MUST als**o include the original prompt(s) and the text generated as an appendix to the assignment.**

# 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 for assistance.

# NYU’s Policy on Academic Accommodations for Religious Holidays and Observances

[NYU’s Policy on Academic Accommodations for Religious Holidays and Observances](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that students may, without penalty, excuse themselves from academic obligations and otherwise receive reasonable accommodation when required for religious and spiritual holidays and observances. You must notify me in advance of religious holidays or observances that might coincide with assignments, or class times to schedule reasonable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

8/21/2024