NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

CAP-GP 3890/1(001): CAPSTONE FOR NURSE LEADERS I & II

SYLLABUS
FALL 2011-SPRING 2012

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Hours: By appointment; students are encouraged to call or e-mail at any time.

Class Meeting Time: Tuesdays, 4:30 – 6:10 PM
Location: NYP/Weill Cornell Campus
Payson House
Classroom 27, Sub-Basement

COURSE SUMMARY

Capstone is a two-term course in which students work in teams to perform a specific management project in a healthcare organization. The course will guide students in defining a complex problem and developing solutions for the client in real time.

In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving shape and strength. Wagner’s capstone program plays a similar role. Capstone draws from all previous policy, management, and statistics courses at Wagner, and guides students in a year long effort that integrates and applies lessons from these courses. Learning will also come from shared experiences in class as the course progresses. Although each student will be part of a team, the class will also operate as a single team dedicated to the success of all the projects.
Capstone is learning in action. Part of the core curriculum of the RN Executive MPA program at the Wagner School, Capstone provides students with both a critical learning experience and an opportunity to perform 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.

This year projects have been selected prior to the first day of formal class. The model for learning chosen by the professors is student ownership of the project with the client as customer and the professors as expert consultants to the student team.

Methods of instruction will also include:
- Presentations by instructors
- Classroom discussion
- Team meetings during and outside of class
- Outside speakers
- Readings as assigned

KEY COMPETENCIES ADDRESSED IN THE COURSE

- The ability to manage teams, projects and people; to work in change oriented health care organizations; and mentor a diverse and changing workforce (Course Focus)
- The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation (Course Focus)
- The ability to draw implications and conclusions to develop an evolving vision that results in organizational viability (Relevant Content)
- The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making and implementing and measuring change (Relevant Content)
- The ability to synthesize evidence, and apply statistical, financial, economic and cost-effectiveness tools/techniques in organizational analysis (Relevant Content)
MAJOR LEARNING OBJECTIVES

Capstone integrates knowledge acquired throughout the course of graduate study at NYU/Wagner and provides students the opportunity to demonstrate their ability to apply these competencies in the setting of a fully functioning and complex health care organization.

Students completing the course will have successfully demonstrated the ability to:

- Evaluate the project within a broad policy content.
- Understand the policy context for their project
- Identify and carry out data collection methods appropriate for their particular project, potentially including surveys and questionnaires, individual interviews, focus groups, and access to already existing datasets;
- Successfully undertake an end-to-end response to a request for assistance from an organization, to include the ability to:
  - assess the client organization and its environment;
  - frame and refine the problem presented by the client;
  - develop a work agreement with the client for the project, with timeline and deliverables
  - monitor their progress against the work plan;
  - revise the work plan as necessary;
  - develop supported and realistic recommendations.
- Communicate their work effectively both orally and in writing.

Students will also demonstrate the ability to:

- Understand group formation and development;
- Understand the importance of interpersonal dynamics and team norms;
- Create and periodically review their team charter;
- Develop clear role descriptions for team members;
- Manage team assignments and accountability;
- Advocate points of view and negotiate differences of opinion;
- Solicit and offer feedback;
- Appreciate and learn from cultural differences.

COURSE REQUIREMENTS

Following is a summary of course requirements:

- Enrollment in both semesters
- Attendance and participation in class activities
- Completion of assignments on time
- Participation in field work
- Participation in meetings with the client
- Participation in presentation of findings
REQUIRED TEXTBOOKS:


WEBSITE WITH EXCELLENT EDUCATIONAL AND REFERENCE MATERIAL:

- Center for Evidence-Based Management - [www.cebma.org](http://www.cebma.org)

CLASS SCHEDULE

The list of weeks and topics that follows is preliminary and subject to change. Note that it is front-loaded with information and skill building sessions in the first term, and project tracking in the second. The intent is to use the class time in a way that enables teams to produce the highest quality projects on a timely basis. **We will not meet as a full class each week but student teams should plan to meet as a team at least once weekly.** Some weeks will be used for faculty-team consultation.

FALL TERM:

**Fall 2011 Class Meeting dates and topics** *(for class schedule for Spring 2012 see p 9)*:

- August 30, 2011 – Overview, project presentation, project selection
- September 6, 2011 – Teams/team charters; clients
- September 13, 2011 – Evidence-based management
- September 27, 2011 – The initial client meeting
- October 11, 2011 – Validating the evidence
- October 25, 2011 – Meeting client expectations
- November 8, 2011 – The client contract/work plan; search strategies
- November 22, 2011 – Qualitative measurement
- December 6, 2011 – Obtaining the best available evidence
Session 1: AUGUST 30, 2011 – COURSE OVERVIEW, PROJECT PRESENTATIONS, PROJECT SELECTION/TEAM ASSIGNMENTS

- Overview and introductions
- Review of syllabus and clarification of course organization and expectations
- Project presentations
- Team Assignments
- Guest Speaker – Why Capstone?/Client Expectations:

Willie Manzano, MA, RN, NEA-BC
Senior Vice President
Chief Nursing Officer
New York-Presbyterian Hospital and
Chief Operating Officer, NY-P/Allen

Readings:
- Review Capstone proposals posted on Blackboard

Session 2: SEPTEMBER 6, 2011 – TEAMS/TEAM CHARTERS; CLIENTS

- Discussion of status of team specification of research questions
- Discussion of team charter
- Discussion of initial client meeting
- Potential ethical/IRB problems

Readings:
- Kovner, D’Aquila and Fine (in KDF), Introduction and 17-52
- Sample capstone materials from 2010-2011 (handout packet)

Session 3: SEPTEMBER 13, 2011 – APPLYING EVIDENCE-BASED MANAGEMENT

- Discussion of Capstone by former student(s)
- Review six steps of evidence-based approach.
- Submit team information/contact sheet
- Review progress on specifying research questions and dividing up work.

Readings (prior to class on Sept 13):
- Hsu et al, pp 83-96 *(KDF)*
- Rundall & Kovner, pp 53-82 *(KDF)*
- Mody, pp 97-108 *(KDF)*
- White & Cassel, pp 171-180 *(KDF)*
Readings (during week of Sept 20):


Deliverables:

- Team charter is due September 14 at noon via e-mail

To the extent possible, schedule and conduct initial client meeting during the period from September 28 to October 7. Assigned Professor must be present for the initial client meeting. Subsequent class discussions and deliverables presume an initial meeting is held within this period.

Session 4: SEPTEMBER 27, 2011  PREPARATION FOR INITIAL CLIENT MEETING: Organizing and Negotiating the Contract

- Review of charter with teams.
- Discussion of what you need to get out of kick-off meeting.
- Preparing for the first client meeting
  - What should you learn from the meeting?
  - How can you help your client give you that information?
- Preliminary discussion of any proposed research study.

Readings:

- Block: Chapters 4, 5, and 19
- Final 2010 Capstone Reports: Care Management at NY/P and Capital Budgeting (handout packet)

Deliverables:

- Assign faculty contact and client contact

Session 5: OCTOBER 11, 2011 - GETTING AND VALIDATING THE EVIDENCE - Guest Lecturer:

Kim Carlin, Partner
Carpédia International Ltd

- Discussion of search strategy.
- How obtain the evidence?
- How validate the evidence?
- Discussion of literature reviews, best practice and suggestions for further research
Readings:
- Block, Chapter 11
- Critically Appraised Topics (CATs):
  - CAT Case Sample: Integration of back office functions (on BlackBoard)
  - Streekstra R, PGE Change Management (on BlackBoard)

Deliverables:
- Prepare draft of client contract and work plan (due to professor by noon on October 21 (via e-mail), to be discussed during Classes 6 and 7. Include a chart/map of the intended model as related to the planned intervention.

Session 6: OCTOBER 25, 2011 – CLIENT EXPECTATIONS AND SATISFACTION
- Project Management
  - What problem does the client want to solve?
    - What is the client’s expectation of the project management process?
    - What problems does the client want to solve?
    - Narrow v. broad expectations about outcomes
    - Distinguish between symptoms and underlying problems
    - Understand multiple views of the problem within the organization
  - Translate the management challenge into a research question(s).
- Discuss how consultants identify stakeholders, develop a view of the organization, and define problems to be solved in developing a framework for the meeting.
- Discuss how the client’s culture may affect the team’s approach to the project.
- Review of kick-off meeting with the client
- What will constitute a successful client engagement
- Follow up tasks:
  - Expectations regarding what happens after the meeting
- Ethical considerations (i.e. does the project qualify as a research project for which Institutional Review Board (IRB) approval is needed?).

Readings:
- Block, Chapter 10
Session 7: NOVEMBER 8, 2011 – CONTRACT/WORK PLAN REVIEW; SEARCH STRATEGIES

GUEST PRESENTATION:
Susan Kaplan Jacobs, MLS, MA, RN, AHIP
Library Resources – Search Strategies

- Discussion of the elements of a successful work plan -- project objectives, milestones, and resource requirements
- Discussion of teamwork related issues
  - Types of problems that arise in teams
  - Conflict resolution techniques
  - Revisit and revise team charter as necessary
- Why teams succeed and fail
- Difficult conversations

Readings: TBA

Session 8: NOVEMBER 22 – QUALITATIVE MEASUREMENT – Guest Lecturer

Anita Kaplan
Vice President
Moskowitz Jacobs, Inc.

Readings:
- Block, Chapters 13-14

Deliverables:
- Submit final contract/work plan to professor by Nov 21 and to client by November 28

Session 9: DECEMBER 6 – OBTAINING THE BEST AVAILABLE EVIDENCE

GUEST PRESENTATION:
Jacob Victory
Vice President, Performance Mgmt Projects
VNS, New York

- Literature review
- Best practices
- Managerial Research
- Applicability of the evidence.
- Actionability of the evidence.
- Suggestions for future self-funded research.
Readings:

Deliverables:
• Schedule and hold interim presentation to client by December 9, include professor in attendee list.
• Submit signed contract by December 21, after interim meeting with the client.

Teams may wish to schedule a meeting with professor during winter break to review/discuss group and individual progress during the first semester and goals for the second semester.
SPRING TERM

The second term is structured to allow for regularly scheduled check-ins and consultation among teams and between teams and faculty on progress in meeting project objectives and milestones defined by the work plans and assignments in this syllabus, particularly final products. Professor is available by appointment to meet with teams throughout the term as well as during scheduled class time. Instructional presentations in class will be modified as necessary, based on common problems and skill-building activities suggested by the teams’ experiences.

Class Meeting dates and topics:

- January 24, 2012 – Team Updates; structure of final report
- February 7, 2012 – Writing the final report
- February 21, 2012 – Team check-in with assigned professor
- March 6, 2012 – Presentation skills workshop
- March 20, 2012 – First draft of final report
- April 3, 2012 – Team presentation rehearsals
- April 10, 2012 – Team presentation rehearsals
- May 1, 2012 – Final Class; final report due

The two major products of the second term are the project Presentation and the project Report.

- The Presentation is the event at which the team presents the client with a summary of findings and recommendations and an overview of the methodology used. It may be an interactive session at which the team could be asked to explain or discuss findings, recommendations or methodology and to include/exclude or emphasize or de-emphasize parts of the presentation in the final report.
- The Report is the final document that states the problem, describes in more detail the methodology used to address the problem, proposes and explains the conclusions and may include the source material used to support the report. It may contain other relevant information such as the result of a literature search on the topic or whatever else the consulting team thinks will be useful to the client.
- Both the presentation and the report are expected to be professional products, reflecting graduate level work and of immediate use to the client.

Session 10: JANUARY 24, 2012 - FIRST DAY OF 2ND SEMESTER

- Review any revisions in syllabus for second semester based on course evaluation.
- Presentation on final report, including outline and format. (45 minutes)
- Team meetings
**Session 11: FEBRUARY 7, 2012 – GUEST PRESENTATION:**

Bill Silberg  
*Principal, Silberg Consulting*

- Writing and presenting your project

**Deliverables:**
- Due February 17: preliminary outline of final report (e-mail to professor)

**Session 12: FEBRUARY 21, 2012 – MILESTONE CHECK IN TEAM MEETINGS**

- Team meetings
  - During team meeting time teams will make a 20-30 minute presentation to professor:
    - Preliminary outline of final report
    - Review task list/task accomplishments/any interim deliverables
    - Discuss important findings and most important recommendations (to date)

**Session 13: – PRESENTATION SKILLS WORKSHOP**

Will Carlin

This workshop will be held on Monday, February 27, 2012 and Monday, March 5, 2012 from 6:45 to 8:25 PM in the Puck Building, 295 Lafayette Street, NYC. Students are free to attend the session that best suites their schedule.

**Deliverables:**
- Due March 16: Rough draft of Report. *(To include organization, overview of methodology and key ideas on which presentation will be built. Does not include final wording). Draft should be e-mailed to professor by March 16.*

**Session 14: MARCH 20, 2012 – ROUGH DRAFT OF FINAL REPORT/TEAM MEETINGS**

- Team meetings
  - Review rough draft of final report with professor in team meeting

*By April 1 each team should schedule a final Presentation with the client to take place during the period from April 11 through April 27. Professor must be present for the final client meeting. Teams will then sign up for a “rehearsal” presentation to the class on April 3 or April 10*

**Session 15: APRIL 3, 2012**

- Hold for rehearsals
- Team meetings
**Session 16: APRIL 10, 2012**
- Hold for rehearsals
- Team meetings
- Discussion:
  - Team/Peer/Course evaluations
  - Capstone End Event

**Deliverables:**
- Due April 20 – Final draft of team report
- Due May 1 – Final Team Report*

**Session 17: MAY 1, 2012 - FINAL CLASS**
- **Final Report Due**, with modifications suggested by the client during the presentation*
- Report back on final presentations
- Review of class and lessons learned
- Turn in team/self evaluations
- Course evaluation
- Celebration!

* Teams wishing to be considered for school-wide Capstone Awards (Writing Award or Teamwork Award) should submit Final Report to Professor no later than April 24

**CAPSTONE EXPO**
- Time & Location TBA
TEAM BUDGETS

Each team has a $500 annual operating budget for their project expenses. In addition, NYU/Wagner offers supplemental travel funding for airfare/train travel for students who must travel outside of NYC for project research. While generous, the supplemental travel funding rarely covers all student expenses.

EVALUATION CRITERIA & GRADING

Final grades are assigned at the end of the second semester. Learners are graded as a team, as adjusted for individual performance. Learners are graded on:

- Work products/submitted assignments. Product and project management include deliverables—team charter, kick-off agenda, work plan, client contract, search strategy, research design, progress reports, interim client presentation, final work plan, literature and data collection, analysis and recommendations and timeliness.
- Client satisfaction, as determined by final written evaluation done by the client.
- The team grade will be adjusted by individual performance that will include: participation in class and in team activities, peer evaluations and self reflection memo.

The final work product is expected to be a professional, graduate level document clearly delineating the problem faced by the organization, the steps taken by the team to address the problem, and recommendations. Findings/recommendations should be comprehensively stated, specifically citing both relevant research and rationale, as well as indicating the sequence of steps suggested.

Final grades are assigned at the end of the second semester. Students will be given two credits for the fall semester and two credits for the spring semester of capstone. It is the custom in capstone to report end of first semester grades as IP (Incomplete/Passing) to reflect the “work in progress” nature of the year long project.
ACADEMIC INTEGRITY

The Mission of NYU Wagner is:

... to be a path-breaking leadership school of public service, with a faculty of thought leaders who re-frame the way people understand and act on issues of public importance, and graduates who are bold, well-prepared change makers who expertly navigate real-world complexity and produce results that matter.

Academic Integrity is vital to this mission, to education at NYU Wagner and membership in the Wagner community. It is a core value. It forms the foundation of trust among students, and between students and teachers. Cheating has no place in our community. Academic dishonesty or other offenses against the community are not individual acts affecting only the individuals involved. Cheating violates our communal trust in each other; it is an offense against our community of scholarship. If tolerated, it undermines all we stand for. Honesty matters at Wagner, just as it does in the broader world of public service.

It is a shared value. Administration, faculty and students each play a vital part in promoting, securing and nurturing it. I invite you to visit the NYU Wagner website and review our Academic Code and Academic Oath (www.wagner.nyu.edu/current/policies), as well as the Wagner Student Association’s Code of Professional Responsibility. If at any time you have a question about Academic Integrity or suspect a violation of our code, seek guidance from any member of the faculty or administration.

It is a promoted value. It is incumbent on all members of the community to promote it, through scholarship, responsible participation in School events, assistance to other community members who are struggling with it, and by upholding the codes of the school and the Wagner Student Association.

Included below is a list of resources for understanding and avoiding plagiarism:

- "Plagiarism: What is It and How to Recognize and Avoid It," The Writing Center at Indiana University, www.indiana.edu/~wts/wts/plagiarism.html
- “Principles Regarding Academic Integrity, Northwestern University, www.northwestern.edu/uacc/plagiar.html

Reference Citation:

- For research resources regarding appropriate citation of the many different sources you will use in your work, see Writing on the NYU/Wagner webpage, under "Current Students/Academic Services."
- All references must be appropriately cited.

Various activities and products at specific milestones are required to be completed by teams. These milestones are integral to successful project management and while there may be some variations depending on team and client circumstances, course instruction is geared to sequential and successful accomplishment of the milestones. Milestones include:

- Development of team norms and charter – Sept 14, 2011
- Development of preliminary work plan and presentation of it to faculty and class for feedback, prior to presentation to client – Oct 21, 2011
- Meeting with client to finalize work plan/work agreement – Dec 9, 2011
- Final work plan/contract to client – Dec 21, 2011
- Outline of final report to faculty – Feb 21, 2012
- Oral presentation of final report to class/faculty for feedback before presentation to client – Apr 3 or 10, 2012
- Final presentation to client with faculty – April 11 through 27, 2012
- Submission of final report to client – May 1, 2012
- End of course self, team/peer, and course evaluation – May 1, 2012
- Presentation at end event - TBA