This is a seven week course on evidence-informed decision-making, leading to the design of a management intervention proposal. This is one-part of a two-part course. The other course is Locating Evidence. Students can take both courses. The two courses both meet on Monday evenings, during the 14 week period.

Evidence-based management is a process for making and implementing strategic interventions, integrating research evidence and individual management expertise in a context of organizational characteristics, culture and preferences.

Learning objectives include ability to:
- Translate management challenges into answerable research questions.
- Answer research questions through literature reviews, search for best practice and design of management research.
- Develop a management intervention proposal leading to improved outcomes in the face of implementation challenges.
- Make and evaluate presentations of these proposals arguing from data.

Students should attend class prepared to discuss obtaining better evidence to make management interventions. In each session we shall examine actual decisions made or planned within the context of an evidence-informed process which was or was not followed.

Prerequisites: The school core courses. Some of these courses may be taken concurrently.

Note: Students should check out the web site of the Center for Evidence-Based Management for much useful information on Evidence-Based Management.

www.CEBMA.org
Session Topics:

1. EBMgmt: the Process and the Rationale (Jan 28)
2. Closing of St. Vincent’s Hospital (Feb 11)
3. Reforming Primary Care (Mar 4)
4. Bending the USA Healthcare Cost Curve (Mar 25)
5. NYU Faculty Participation in Governance (Apr 8)
6. Empowering Nurse Managers at NY/Presbyterian Health System (Apr 22)
7. Lessons Learned (May 6)

Class Sessions

Session 1: EBMgmt: The Process and the Rationale (Jan 28)

- What is evidence-based management?
- How do managers decide strategic interventions?
- Gathering the best available evidence.
- Why Managers don’t and should use EBMgmt in making strategic interventions?

Required Readings:

- NYU/Wagner capstone guidelines and examples of proposals (NYU Classes)
- CAT Case Example: Integration of Back Office Functions (NYU Classes)

Discussion Questions:

- Discuss the arguments for and against evidence-based management.
- Translate a management challenge into a research question for a proposed strategic intervention.

Session 2: Using the Best Available Evidence: Closing St. Vincent’s Hospital? (Feb 11) (Guest: Art Webb, former COO)

- Why did St. Vincent’s Hospital close?
- What should the board and top management have done differently and when to avoid the closing?
- Why didn’t they behave differently?
- What is the answerable question now for North Shore?

Required Readings:

Session 3    Reforming Primary Care in NY State: The NY State Health Foundation
(Mar 4, Invited Guest: Jim Knickman CEO NYSHealth Foundation)

- What should NYSHF do to reform primary health care in NY State?
- What are some answerable research questions?
- What are the pros and cons of the NYSHF grant giving approach?
- How could this process be more evidence-based?

Required Readings:
- Bodenheimer, Thomas and Hoanmal Pham, “Primary Care: Current Problems and Proposed Solutions, Health Affairs, May 2010, 29:5, 799-804
- Lawrence, D, “How to Forge a High-Tech Marriage Between Primary Care and Population Health, Health Affairs, 29:5, 1004-1008

Session 4    Bending the US Healthcare Cost Curve  (March 25, Invited Guest: Prof John Billings)

- What are some Answerable research questions regarding bending the cost curve?
- What does best practice tell us?
- Assume you manage a large NYC health care system such as Montefiore, NYPH or North Shore? What is the answerable research question for you?
- What are three leading interventions to consider?
- What are the arguments for and against each of your three alternatives?

Required Readings:
- Engelberg Center for Health Reform, “Bending the Curve: Effective Steps to Address Long-Term Health Care Spending growth, August 2009, 9 pages.

Session 5    Faculty Role in NYU Governance  (Apr 8, Invited Guest Prof Christine Harrington, Chair Faculty Senate Governance Committee)

- How does New York University and the faculty govern themselves?
- What are the problems and issues with current governance?
- How could the faculty version of shared governance enhance accomplishment of the president’s goals for the university?
- How might implementation of the faculty’s plan work?
- How might the new arrangement impact on the plan for 2031.
Required Readings:
- Memo Regarding Shared Governance, Faculty Senators Council, November 5, 2012.

Session 6
How Empower Nurse Leaders at New York Presbyterian Health System? (Apr 22, Invited Guest: Hussein Tahan, Ph.D, Director of Nursing Education and Research, NYPH.)

- What is the answerable research question?
- What does the research literature and best practice say?
- How and why does senior nursing management buy into empowering patient care directors at NYPH?
- What interventions should the CNO consider to improve the situation? What are the pros and cons of these interventions?

Required Readings:
- Lake, ET, “The Nursing Practice Environment,” Medical Care Research and Review, Supplement to Vol 64, No 2, April 2007, 104S-122S.

Session 7
Lessons Learned (May 6)

- What have we learned in the course about EBMgmt?
- Review the process you took to prepare your paper? To what extent did you gather the best available evidence?
- How did you discuss alternatives based on the most relevant literature available?
- What are the strengths and weaknesses of your strategic intervention proposal?
- How could this course have been more useful to you?

Required Readings:
Assignments and Grading

First Paper 33% Due Session 4
Second Paper 33% Due Session 6
Class Presentation and participation 33% (Described below)

First Paper: Critical Appraisal of the Topic

As a team (teams will be assigned during the first class), do a critical appraisal of the topic (CAT) for the topic of your second paper (the plan for a strategic intervention proposal).

A critically appraised topic (or CAT) is a structured, short (2 pages long) summary of evidence on a topic of interest, usually focused around a practical problem or question. A CAT is like a “quick and dirty” version of a systematic review, summarizing the best available research evidence on a topic. Usually more than one study is included in a CAT.

The structure of a CAT includes:
- Question
- Background/context
- Search strategy
- Results/evidence summary
- Comments (limitations)
- Conclusion
- Practical relevance
- References.

Second Paper: Strategic Intervention Proposal (6-8 pages, double spaced)

As a team, prepare a memo to the sponsor (specify a sponsor and a title for the sponsor) for a proposal to plan a strategic intervention. This will include:

- Provide a project overview, specifying what work you will complete by when.
- Identify the management challenge and frame an answerable research question.
- Specify how you will search the literature, search for best practice and, as necessary, design a management research study to help answer your question.
- Draw a critical path as to how your preferred intervention (specify the relationship between variables and outcomes) will achieve the desired outcomes

Class participation

For each session starting Week 2, each of an assigned team’s members will make a 5-minute solo presentation and receive a team grade on this week’s topic to include the following:
• Frame an answerable question to meet a specified management or policy challenge

• Indicate how the team would get evidence to answer this question

• Specify three interventions to meet the management challenge, with pros and cons for each option. (One intervention can be “to do nothing.”)

• Specify any assumptions used in answering the first three questions.

Use handouts in powerpoint form and distribute to the class in advance of your presentation.

Each class member (the rest of the class) will evaluate the presentations. The professor will summarize these evaluations for the presenters and give the team his own written feedback the week of class following the presentation.