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INMED Professional Certificate Course in Healthcare Leadership and Management
Syllabus

Course Director:

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Learning Support:

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Overview

Global health systems are under unprecedented cost constraints and undergoing transformational change in the pursuit of value. Leadership by professionals with skills in administration, communication, and clinical context are vital to a healthy future. This course will provide several frameworks for understanding and approaching change and introduce tools to maximize successful implementation for sustainable and evidence-based organizational change. Focused study will include reading, discussion, application exercises and professional reflective writing.

Competency Objectives:

At the completion of the INMED Professional Certificate Course in Healthcare Leadership & Management learners will be able to demonstrate using case-studies, active discussion, and reflective writing:

- Apply principles of effective change to move people and processes toward a new vision.
- Transform healthcare processes to increase patient-focused value.
- Identify and summarize evidence from four perspectives to support or counter a planned change.

Timeframes:

This Professional Certificate Course includes 8 weeks of structured learning, assignments which are due each Sunday night, online meetings with course faculty, and a scheduled virtual-classroom final exam.

Academic Credit:

Completion of this course requirements earns two credit hour of academic credit.

Enrollment Qualifications:

This course is open to all healthcare professionals and healthcare profession students, as well as non-healthcare professionals. Healthcare Leadership & Management is appropriate for all professionals seeking to increase value by reducing healthcare costs, improving quality, and both professional and patient experiences.

Computing Requirements:

The following are the minimum computing requirements for participating this course. Students must have ready access to and be functionally proficient with:

- A personal computer with an up-to-date operating system and ample memory for downloads
- A web browser, preferably the most up-to-date version of Chrome, Internet Explorer, Firefox, or Safari
- Applications capable of opening and editing Microsoft Word documents and of viewing PDFs
- An Internet connection, preferably high speed
- Capability of viewing YouTube and Vimeo videos

Education Methods:

Learners will achieve the course competency objectives through the following educational methods:

- Assigned book and article readings
- Critical analysis
- Scheduled small group discussions
- Essay composition / Reflective writing
- Applied skills simulation

Mentored Discussion

- Course participants will schedule once-weekly discussion up to 30 minutes with course faculty to discuss assigned chapters, articles, forum discussions and questions.
- Simultaneous cohorts may be scheduled in advance by course faculty.

Textbooks Required:

- Chip Heath & Dan Heath. *Switch: How to change things when change is hard*. Broadway Book. New York. 2010.
- Ezekiel J. Emanuel. *Prescription for the Future. The twelve transformational practices of highly effective medical organizations*. Public Affairs. New York. 2017

Articles Provided:

1. Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. Academy of Management Annals, 12(2), 752-788. doi:10.5465/annals.2016.0095
2. Kerr, Steven. "On the Folly of Rewarding A, While Hoping for B." The Academy of Management Executive (1993-2005), vol. 9, no. 1, 1995, pp. 7–14. JSTOR, www.jstor.org/stable/4165235. Accessed 24 Nov. 2020.
3. Pfeffer, Jeffrey, and John F. Veiga. "Putting People First for Organizational Success." The Academy of Management Executive (1993-2005), vol. 13, no. 2, 1999, pp. 37–48. JSTOR, www.jstor.org/stable/4165538. Accessed 25 Nov. 2020.
4. Barsade, Sigal G., and Donald E. Gibson. "Why Does Affect Matter in Organizations?" Academy of Management Perspectives, vol. 21, no. 1, 2007, pp. 36–59. JSTOR, www.jstor.org/stable/4166286. Accessed 25 Nov. 2020.
5. Sommers BD, Gawande AA, Baicker K. Health insurance coverage and health - what the recent evidence tells us. N Engl J Med. 2017;377(6):586–93.
6. Desai, Sunita, Laura A. Hatfield, Andrew L. Hicks, Michael E. Chernew, and Ateev Mehrotra. 2016. "Association between Availability of a Price Transparency Tool and Outpatient Spending." Journal of the American Medical Association 315 (17): 1874–81.
7. Mills, Anne. "Health Care Systems in Low- and Middle-Income Countries." The New England journal of medicine 370.6 (2014): 552–557. Web.
8. Papanicolas, Jha. "Challenges in International Comparison of Health Care Systems." JAMA: the journal of the American Medical Association 318.6 (2017): 515–516.

Weekly Assignments:

Healthcare Leadership & Management Week 1: The Elephant, Rider & High-

value Healthcare

- Surprising, and a few not-so-surprising, things about change.
- Appeal to *both* the elephant and the rider.
- High-value care is affordable and achieves quality outcomes that are meaningful to the patient.
- Implement key evidence-based change management principles.

Assignments to be completed by 11:55 pm, on Sunday:

- Read *Switch* Chapter 1
- Watch https://youtu.be/qmmwWxVzSsw (Optional)
  - This video provides a summary of *Switch: How to change things when change is hard* (Broadway Book. New York. 2010) by Chip Heath & Dan Heath.
- Read *Prescription for the Future* Chapter 1
- Complete the Book Discussion Board assignments
  - Question 1: What problem are you currently facing that appears to be a people problem but may actually be related to the situation they (or you) are in?
  - Question 2: Provide a 'Miss Harris' example from your own experience. How might they have benefited from consistently higher-quality, lower-cost, and more patient-focused care?
- Read the assigned article
  - Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. Academy of Management Annals, 12(2), 752-788. doi:10.5465/annals.2016.0095 (NOTE: Focus on Pages 22 (773) – 27 (778).
- Complete the Article Discussion Board assignments
  - Question 1: Describe a current problem you are facing and discuss two of the ten key evidence-based principles in the context of a change to your situation.

Healthcare Leadership & Management Week 2: Direct the Rider by following the Bright Spots and demand better value in the process.

- Follow the Bright Spots – Find out what's working and copy it.
- Redesign the financial incentives to reward value
- It is foolish to reward A and hope for B

Assignments to be completed by 11:55 pm, on Sunday:

- Read *Switch* Chapters 2
- Watch https://youtu.be/q_cp8nebs_A [Start: 5:15. End: 7:30] (Optional)

- This video provides a summary of *Direct the Rider* principles in *Switch: How to change things when change is hard* (Broadway Book. New York. 2010) by Chip Heath & Dan Heath.
- Read *Prescription for the Future* Chapter 2
- Complete the Book Discussion Board assignments
  - Question 1: If you could imagine a future where, by some miracle, [any specific] problem disappeared, what would be the *first small tangible sign* you'd see that the miracle happened?
  - Question 2: What does a fee-for-service payment system reward? Describe one initiative of the 2010 ACA or 2015 MACRA legislation intended to transform payment models to increase value.
- Read the assigned article
  - Article: Kerr, Steven. "On the Folly of Rewarding A, While Hoping for B." The Academy of Management Executive (1993-2005), vol. 9, no. 1, 1995, pp. 7–14. JSTOR, www.jstor.org/stable/4165235. Accessed 24 Nov. 2020.
- Complete the Article Discussion Board assignments
  - Question 1: Provide one example from your professional or personal context of a reward system conflicting with expected outcomes. How might these be better aligned?

Healthcare Leadership & Management Week 3: Direct the Rider by Scripting the Critical Moves. The Six Essential Elements for Transformation.

- Eliminate ambiguity by focusing on a few specific behaviors
- Never waste a crisis
- People are your most important asset

Assignments to be completed by 11:55 pm, on Sunday:

- Read *Switch* Chapters 3
- Read *Prescription for the Future* Chapter 3
- Complete the Book Discussion Board assignments
  - Question 1: When was the last time you were overwhelmed with too many options? How did you make the decision easier and overcome uncertainty?
  - Question 2: Describe two lessons that may be learned from the COVID-19 pandemic and how this crisis may catalyze transformation.
- Read the assigned article
  - Pfeffer, Jeffrey, and John F. Veiga. "Putting People First for Organizational Success." The Academy of Management Executive (1993-2005), vol. 13, no. 2, 1999, pp. 37–48. JSTOR, www.jstor.org/stable/4165538. Accessed 25 Nov. 2020. (NOTE: Focus on Pages 5 (40) – 9 (44).
- Complete the Article Discussion Board assignments

- o Question 1: Select one of the seven practices of 'producing profit through people' and provide an example of its implementation and outcome in your own context.

Healthcare Leadership, & Management Week 4: Direct the Rider by pointing to the destination. Transforming the Office Infrastructure.

- Keep reminding people of the goal and why it's important.
- Centralize and open scheduling to maximize physician efficiency and patient preference.
- Dispositional affect & Emotional Intelligence are key success factors.

Assignments to be completed by 11:55 pm, on Sunday:

- Read *Switch* Chapters 4
- Read *Prescription for the Future* Chapter 4
- Complete the Book Discussion Board assignments
  - o Question 1: What BHAG (Big Hairy Audacious Goal) are you currently planning to implement in the next 3 months? Describe what that desired future will be like.
  - o Question 2: Select one transformational office-based practice and describe a change you would implement in your own context.
- Read the assigned article
  - o Barsade, Sigal G., and Donald E. Gibson. "Why Does Affect Matter in Organizations?" Academy of Management Perspectives, vol. 21, no. 1, 2007, pp. 36–59. JSTOR, www.jstor.org/stable/4166286. Accessed 25 Nov. 2020.
- Complete the Article Discussion Board assignments
  - o Question 1: Describe two examples of deliberate strategies pursued by your school or employer to encourage a dispositional affect that contributes to the mission.

Healthcare Leadership & Management Week 5: Motivate the Elephant by finding the feeling. Transform provider interactions.

- Information isn't enough. Stimulate emotion
- Engage patients in decision making.
- Health insurance improves access to care and a wide range of health outcomes.

Assignments to be completed by 11:55 pm, on Sunday:

- Read *Switch* Chapters 5
- Watch https://youtu.be/q_cp8nebs_A [Start: 0:00. End: 5:15] (Optional)

- o This video provides a summary of *Motivate the Elephant* principles in *Switch: How to change things when change is hard* (Broadway Book. New York. 2010) by Chip Heath & Dan Heath.
- Read *Prescription for the Future* Chapter 5
- Complete the Book Discussion Board assignments
  - o Question 1: What example can you provide of an early success story related to any ongoing change you are actively participating in?
  - o Question 2: Describe one treatment approach that may benefit from greater patient-informed, shared decision making and propose two strategies to attain it.
- Read the assigned article
  - o Sommers BD, Gawande AA, Baicker K. Health insurance coverage and health - what the recent evidence tells us. N Engl J Med. 2017;377(6):586–93.
- Complete the Article Discussion Board assignments
  - o Question 1: Summarize one argument for and one argument against the repeal of the Affordable Care Act and provide supporting evidence from published literature.
- Begin developing a draft for Effective Change Management Essay
- Submit the Healthcare Leadership & Management Mid-Term Exam

Healthcare Leadership & Management Week 6: Motivate the Elephant by shrinking the change. Expanding the Scope of Care.

- Break it down so you don't intimidate the elephant.
- Integrate behavioral health providers into primary care
- Knowing the price is helpful, but may not reduce spending

Assignments to be completed by 11:55 pm, on Sunday:

- Read *Switch* Chapters 6
- Read *Prescription for the Future* Chapter 6
- Complete the Book Discussion Board assignments
  - o Question 1: Remember your BHAG from week 4? Explain the next, most immediate, and specific step in making that vision a reality?
  - o Question 2: What health and wellness problems might a behavioral health provider address and how could co-locating with physicians improve care quality? Provide a specific example of success.
- Read the assigned article
  - o Desai, Sunita, Laura A. Hatfield, Andrew L. Hicks, Michael E. Chernew, and Ateev Mehrotra. 2016. "Association between Availability of a Price Transparency Tool and Outpatient Spending." Journal of the American Medical Association 315 (17): 1874–81.
- Complete the Article Discussion Board assignments

- o Question 1: Outgoing President Trump promised price transparency in healthcare. What are the barriers and intended outcomes? Is this supported by available evidence?

Healthcare Leadership & Management Week 7: Motivate the Elephant by growing your people. Maximize the benefits of Virtual Medicine.

- Everyone wants to belong and improve
- Utilize Virtual Medicine to augment targeted transformation in access and preventive outcomes.
- No One-Size-Fits-All Healthcare System

Assignments to be completed by 11:55 pm, Sunday:

- Read *Switch* Chapters 7
- Read *Prescription for the Future* Chapter 7
- Complete the Book Discussion Board assignments
  - o Question 1: How does your school or workplace intentionally encourage a sense of identity and individual development?
  - o Question 2: Describe any specific healthcare process and the potential for virtual medicine to improve quality and reduce cost. Provide supporting evidence and address potential problems with this approach.
- Read the assigned article
  - o Mills, Anne. "Health Care Systems in Low- and Middle-Income Countries." The New England journal of medicine 370.6 (2014): 552–557. Web.
- Complete the Article Discussion Board assignments
  - o Question 1: Describe one response from a low or middle-income country (LMIC) which might be applied with effect in the USA and one response from the US Healthcare System which might be applied with effect in LMIC.
- Submit your draft for Effective Change Management Essay

Healthcare Leadership & Management Week 8: Shape the Path by tweaking the environment. Transfer the Transferable.

- Behavior is adaptive to context. Change the situation and make the journey easier.
- Healthcare is subject to local socio-political and economic factors. Identify the generalizable.
- For comparison to end in improvement, reasons for difference must be understood.

Assignments to be completed by 11:55 pm, Sunday:

- Read *Switch* Chapters 8
- Read *Prescription for the Future* Chapter 8
- Complete the Book Discussion Board assignments
  - Question 1: Define the "Fundamental Attribution Error" and provide one illustrative example from your experience.
  - Question 2: Is "all healthcare local"? Agree or Disagree and provide one supporting argument for both positions.
- Read the assigned article
  - Papanicolas, Jha. "Challenges in International Comparison of Health Care Systems." JAMA: the journal of the American Medical Association 318.6 (2017): 515–516.
- Complete the Article Discussion Board assignments
  - Question 1: Why can't the US just import or export Healthcare Systems? Explain two limitations of direct comparisons.

Healthcare Leadership & Management Week 9: Shape the Path by building habits. Choose your Doctor Wisely.

- Habitual behavior takes less energy
- Be/Select an accessible and improving healthcare provider

Assignments to be completed by 11:55 pm, Sunday:

- Read *Switch* Chapters 9
- Read *Prescription for the Future* Chapter 9
- Complete the Book Discussion Board assignments
  - Question 1: What two habits have you developed to make your own or another's desirable behavior easier. What specific 'action triggers' support these habits?
  - Question 2: Describe the three most important characteristics to you in selecting your own care provider and if '*Prescription for the Future*' has impacted these and why.
- Read the assigned article
  - Reading day! No new article this week!
- Complete the Article Discussion Board assignments
  - Question 1: No new article discussion this week. Time to finish your essay or go back and read previous articles or book chapters more deeply.
- Submit your final Effective Change Management Essay for grading

Healthcare Leadership & Management Week 10: Shape the Path by rallying the herd

- Behavior is contagious. Help it spread.

Assignments to be completed by 11:55 pm, Sunday:

- Read *Switch* Chapters 10 & 11
- Complete the Book Discussion Board assignments
  - Question 1: Provide an example (from current events, home, school or work) of the promotion or 'contagiousness' of desirable behavior. (Positive Peer Perception/Pressure)
  - Question 2: Select one key recommendation from each section (Direct the Rider/Motivate the Elephant/Shape the path) and briefly describe its application to a current problem you are facing.
- Read the assigned article
  - Reading day! No new article this week!
- Complete the Article Discussion Board assignments
  - Question 1: No new article discussion this week. Time to finish your essay, simulation or go back and read previous articles or book chapters more deeply.

Essay

Learners will submit a written draft for their essay on the subject *Which principles of effective change management may be applied to a specific problem I am facing?* After receiving feedback from the instructor, learners will proceed to complete the essay conforming to the following specifications.

- Organized according to the outline submitted in advance
- Successful essays will incorporate at least two frameworks and four perspectives regarding changes under consideration.
- Questions to consider include:
  - What is the context and diagnostic process used to identify the problem?
  - What are the objectives and vision for change?
  - Who is involved in the change and what are the stakeholder perspectives?
  - How would change strategies be implemented?
  - How would success be defined and measured?
- Approximately 2500 words
- At least 10 references
- References may be in any recognized style (AMA, APA, etc.), and the same style should be used throughout
- Footnotes are preferred over endnotes

Final Exam

The Healthcare Leadership & Management Final Exam Simulation will take place in an online setting. All course learners will login at the specified time. Over a period of 90-120 minutes, learners will take part in an evidence-based change management team-based simulation that will require acquisition of information, synthesis and presentation of findings. Score on the final exam simulation will be tabulated based upon participation, leadership, and presentation quality & content. A minimum score of 80 percent is required.

Evidence-Based Change Management Team Project

Contemporary leaders may be swayed by habits, fads, convention and unrealistic levels of confidence. This exercise will help you prepare systematically for anticipated change and make effective decisions, based on relevant scientific findings and unbiased organizational facts.

Teams will select any change vehicle (financial incentives, new management skill, professional practice evaluation (OPPE), 360 Feedback, After Action Review, corporal punishment, Outward Bound activities etc.). Consult relevant scientific and industry databases and summarize the best available evidence for the intervention you have chosen. Critically review and analyze the quality of evidence found and sources utilized.

Team presentations will describe the Change Vehicle (What is it? How is it implemented?). Summarize the available evidence for its effectiveness (Is there evidence it works? What is the effect? How strong is the effect?). Provide an evidence-based conclusion regarding the efficacy of your selected change vehicle (does it work?).

Teams are encouraged to utilized group work platforms (MS Teams, Google Slides) to manage and present findings. Time and team allocations will be assigned based on cohort size. Databases may include, but are not limited to; Pubmed, Google Scholar, Scopus, PsychINFO, Academic Search Premier, Business Source Premier, and/or ABInform.

Explanation of Assignments:

Due Dates: All assignments are due on Sunday at 11:55 pm of the week they are assigned.

Participation: Learners are required to fully participate in the course content, including readings, discussions, and essay.

Punctuality: This is a professional level course. All assignments are expected to be submitted on time. Any learner who becomes more than two weeks behind in submitting any assignment is subject to dismissal from the course. If

dismissal occurs, the learner will be granted one opportunity to re-enroll in an upcoming course at no additional tuition payment.

Professionalism Requirement: This is a learning experience for professionals. Assignments are expected to be completed with excellence.

Assigned Articles: Each week, a journal article is assigned for learners to critically review, including questions posed on the subjects of each article. Articles are selected to represent a breath of relevant topics in contemporary healthcare management and leadership. Articles originally published more than 10 years ago are intentionally selected for their ground-breaking impact and contributions to the fields of Management and Leadership. Up-to-date articles are preferentially selected when relevant.

Discussion Board Participation: Learners are required to post at least one response to each of the questions posed, and respond to at least one fellow classmate's responses, stating with what they agree or disagree about the response and why. A post that simply agrees with something someone else said without further explanation is not satisfactory and will be counted as if there were no post.

Evaluation Methods & Requirements for Successful Completion

Assessment of the learner's performance will be based upon:

- Demonstration of the competency objectives using case-studies and simulation
- Completion of all Chapter Discussion Board assignments
- Completion of all Article Discussion Board assignments
- Achievement of 80% or greater score on the Effective Change Management Essay
- Achievement of 80% or greater score on the Evidence-Based Change Management Final Exam Simulation
- Complete evaluation and credit claim forms at the course conclusion.

Learners whose evaluation is acceptable will receive the *INMED Professional Certificate in Healthcare Leadership & Management..* Those learners whose evaluation is not acceptable will receive a certificate of participation and the opportunity to repeat.

Additional Opportunities for Deeper Learning (optional)

- Carnegie Melon University (CMU) Open Learning Initiative (OLI): https://oli.cmu.edu/courses/evidence-based-management/
- Barends, E., Rousseau, D., Evidence-Based Management; How to use evidence to make better organizational decisions. Kogan Page 2018

Remediation:

If a learner does not complete this course and achieve the required competencies, the faculty may require the learner to 1) remediate the component(s) that the learner did not satisfactorily complete, or 2) repeat the entire course within one year of the start date of the original course. The learner will be offered only one opportunity to repeat the course without requiring repeat payment of tuition.

Academic Integrity:

This is a professional-level learning experience. All learners are expected to be self-motivated, to perform with excellence, and to be thoroughly honest throughout their process of learning. If any INMED faculty determines that a learner has committed academic dishonesty by plagiarism, cheating or in any other manner, the faculty member has the right to 1) fail the learner for the particular assignment, project and/or exam, 2) fail the learner for the entire course, 3) discharge the learner from any future INMED learning experience, including degree, diploma, or certificate completion.

Withdrawal and Refund Policy:

Seventy-five percent refunds for course registration are available before the first day of the course. Fifty percent refunds are available through the first week of the course. No refunds are available after the first week. If a course participant desires to cancel his/her enrollment, he/she has the choice to request a refund or to apply his/her payment to a future INMED Professional Certificate Course. All payments made to INMED must be in US dollars.

INMED reserves the right to cancel individual sessions or the entire course. In the event of a course cancellation, a full tuition refund will be made.

Course Director:

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Paul Larson is faculty at the UPMC St. Margaret Family Medicine Residency, Pittsburgh, Pennsylvania, where he serves as Director of Global Health Education and Medical Director of Duquesne University Health Services. In

addition, Paul serves UPMC as lead consultant for WorkPartners Primary Care Initiative and UPMC International development of a residency program and clinical academic department of Family Medicine at Nazarbayev University, Kazakhstan.

Paul graduated from the University of Massachusetts Medical School and completed Family Medicine Residency at The Washington Hospital in Washington, Pennsylvania. He completed a post-graduate diploma in Tropical Medicine at the University of Liverpool, U.K and practiced full-spectrum Family Medicine in Kenya as a clinical educator and acting medical director of a district hospital. Paul returned to the USA to complete an MS in medical education at the University of Pittsburgh and a fellowship in faculty development at the University of Pittsburgh Department of Family Medicine, UPMC St. Margaret where he has been faculty for the past 10 years. Paul completed an executive MBA in Healthcare at the University of Pittsburgh Joseph M. Katz Graduate School of Business, Beta Gamma Sigma and is a Certified Physician Executive. Paul is married to Alysia and they have five active teen/preteen children. Paul volunteers as a Medical Officer for the PA Wing, Civil Air Patrol, U.S. Air Force Auxiliary.

Disclosures:

No commercial support received. No relevant financial relationships with ACCME – defined commercial interests for anyone who was in control of the content of this activity.

There is no conflict of interest for anyone (planners, faculty, authors) with the ability to control the content of this activity.