Introduction to Management of Healthcare Organizations
HPM 510s Summer 1 Session
Syllabus 2015

Instructor: Jim Conway (James B. Conway)
Adjunct Lecturer on Health Care Management in the Faculty
of Public Health, Department of Health Policy and
Management, Harvard T. H. Chan School of Public Health
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Phone: (617) 460-9799

Teaching Assistant (TA): Justine Scott MPH
Harvard T.H. Chan School of Public Health
Email: justine.a.scott@mail.harvard.edu
Phone: (509) 951-5340

Office Hours: Office hours can be arranged. Please check daily schedule
on course website for availability

Text and Reading Materials:
No text requirement. Optional text follows:
• Longest BB, and Darr K. Managing Health Services Organizations and Systems, 6th
• Rakich JS, Longest BB, Darr K. Cases in Health Services Management. Health
• Kovner AR and Neuhauser D. Health Services Management: Readings, Cases and
  Commentary, Health Administration Press, 2009.

Developing Countries and Resource Constrained Environments. Optional resources
follow:
• Partners in Health. Program Management Guide.
  http://www.pih.org/library/pih-program-management-guide

All other reading requirements listed with each class.
(Conway) Notes to be provided in class.
(Link) are online.

Course Outline:
This course provides an introduction to health management with a focus on four of the
major tasks confronting managers of health care organizations. After an introduction to
management and organizational theory, the course focuses on organizational strategy,
the management of change and improvement, leadership development, and the
management of human resources. This course makes use of case-based classroom
discussions, on-the-spot problem solving, guest lectures, and selected conceptual readings.

**Course Learning Objectives:**
By the end of the course, the student is expected to have enhanced skills and knowledge in their ability to:

1. Understand the key principles of management.
2. Describe, through content and illustrative case, how these are applied effectively in public health and health system organizations.
3. Present specific approaches to successfully drive for optimal results strategy, change, and improvement.
4. Successfully deal with the ongoing issues and challenge of managing human resources and careers of self and others.

**Course Ground Rules:**
In the first class, we will review and accept the ground rules that will guide each class. Each class will open with a review of these ground rules to optimize the educational environment and experience for students, guest faculty, teaching assistant, and teachers. As a draft, ground rules include:

- **RESPECT:** Nothing more important than RESPECT
  - Celebrate diversity
  - Challenge one another, but do so respectfully.
  - Do not interrupt one another.
  - If you are offended by what’s said, acknowledge immediately or bring to attention of Professor or TA.
- **ACTIVE:** Listen actively and attentively.
- **QUESTION:** Ask for clarification if you are confused.
- **IDEAS:** Critique ideas, not people.
- **BUILD:** Build on one another’s comments; work toward shared understanding.
- **LEARNING COMMUNITY:** Do not monopolize discussion.
- **CONFIDENTIALITY:** Consider anything said in class confidential.
- **TIME:** Begin and end on time with YOU!

**Voices of Innovation, Transformation, Leadership, Management:**
Each week around HSPH, Harvard and the Greater Boston and Cambridge community, there are opportunities to hear from great leaders. In the spirit of shared learning, at the start of each class, we'll discuss “Who’d you hear speak?” and “As a student of management what was a key take away?”

(Note that HSPH maintains a great video collection, Voices from the Field, of interviews with leaders, many of which focus on management. [http://www.hsph.harvard.edu/policy-translation-leadership-development/decision-making-voices-from-the-field/archive-of-videos/](http://www.hsph.harvard.edu/policy-translation-leadership-development/decision-making-voices-from-the-field/archive-of-videos/))

**What worked and what could be improved?:**
Each week the TA will ask you to complete an anonymous survey where we will ask you what worked for you and what was unclear or could be improved. This could be either
content or presentation. This data will be summarized for continuous improvement of the course and shared at the start of the subsequent class. Although results are anonymous, completion of these surveys will be part of your individual class participation grade.

Outcome Measures:
Assignments to measure the student’s competence in the course objectives should be in the following format and are detailed below. Each assignment should be added to the appropriate drop box on the course website, on or before the specified dates (23:59 EDT). Please note: All papers must be typewritten, 1.5 line spacing, using Arial or Times New Roman font, and font size 12.

MANAGEMENT: JUST IN TIME (JIT). Conducted 5-6 times in semester.
- In the first class you will be put into groups of 5-6 which will be used for the semester
- On 5-6 occasions I will spring a “Just in Time” question/problem to you and you will be asked to identify 3-5 next steps.
  - You will meet as a group for 10 or more minutes to identify the steps. The more tangible the better. Citations/resources always helpful.
  - One member of the group will send the instructor an email immediately with your 3-5 next steps.
  - We will open it for class discussion for 10-15 minutes
  - Each group will receive a grade for their overall approach throughout the course.

MANAGEMENT: A PERSONAL ASSESSMENT. DUE EOD\(^1\) CLASS 5
- Where are you on your management journey? You have plans. There are essential competencies to be acquired and grown over the life of a manager and leader.
- Using the approach of the Healthcare Leadership Alliance (or approved alternate), assess where you are as weighed against the role you want to have in 5 years. What are your strengths, and your opportunities for considerable growth (including weaknesses)?
- Given that assessment, what is your plan to close the gap in competencies?
- Maximum length is 5 pages. Use of tables is encouraged.

THE FINAL PAPER: SHOW ME THE MONEY. DUE EOD CLASS 15
Management to achieve vastly improved financial performance is the name of the game everywhere in healthcare. Consider that you have just been appointed chief of the division, a division that has been through a lot of instability and turmoil in the last few years. With some exceptions the staff is made up of strong individual contributors who are focused on their research and practice. There is not a collective sense of responsibility for the overall division. Clinicians and staff to date have been excluded out of management issues—the

\(^1\) EOD End of Day
department administrator has worried about the negative implications of that exclusion. You took the position because you see a tremendous amount of potential in the group, a gap to be filled in the organization, a lot of need and emerging competition in the market, and it is a golden opportunity for you to show your stuff and make a significant contribution. In taking the position you specifically agreed to improving overall quality, service and satisfaction while achieving two financial targets: a 10% operating budget reduction in year one and a cumulative 20% operating budget reduction by the end of year two.

In four weeks you arrive on the job and will be meeting with leadership and staff. Your sitting at the beach excited and in near panic, "What am I doing and how did I ever agree to those targets?" While you look forward to working with them when you arrive, you know you need to have thought through a high level initial approach. Reflecting on what you learned in that HSPH Intro. to Management Course, outline your draft plan to include: your overall theory, organizational strategy, the management of change and improvement, leadership development, and the management of human resources. Your response should include citations to materials covered throughout this seminar and other course material.

Paper must be typewritten; limit is ten pages, not single spaced, using Arial or Times New Roman font, and font size 12.

**Grading Criteria:**
Your final class grade will be determined as follows: Homework assignments will include 50% of your final grade, JIT's 20%, and class participation 30%. Students will receive a letter grade for the course. You are expected to be an active participant in classroom discussions. This includes attending all classes, reading and analyzing the assignments ahead of class time, and being ready to offer your analyses and perceptions to the class. The following guidelines will be used to determine your grade on class participation:

**B:** Good attendance, clearly listening to the discussion, speaking up once or twice in response to a question by the professor.

**B+:** Conditions for B plus excellent attendance, with a greater number of contributions, regularly trying to be recognized.

**A-:** Conditions for B+, plus contributions that show creative thinking, willingness to take risks, thoughtful disagreement.

**A:** Conditions for A-, plus someone whose contributions show mastery of the facts of the readings/case/discussion, good analysis of the essential elements, and someone who regularly moves the discussion to a higher level.

Coaching, through office hours, is provided and should be used to ensure understanding and consistency with all requirements of the course.

**Course Evaluations:**
On the spot, mid course, and final evaluations are used in this course to determine what's working and what needs improvement. Completion of the final evaluation is a
requirement for this course. Your grade will not be available until you submit the evaluation.

Session 1  7/2/15  What is the Role of a Manager?

Objective: To provide an introduction to the course, and a broad overview of the functions of a manager.

Required Reading:

Case: Dashman Company [LINK]

Study Questions:
1. Why do we have managers? Why not just have people do their work without the “waste” of employing managers?
2. How should managers judge their own success? How do they know when they have done a good job?
3. What should the manager in this case do?

Management “Just in Time” Exercise: NO

Guest Speaker: NO

Session 2  7/6/15  Studying Organizations

Objective: To provide an introduction to organization theory as a way to understand why organizations behave as they do.

Required Reading:

Case: No
Study Questions:
1. What determines the power and influence of different groups in an organization?
2. What determines the views and values of the members of each group?
3. Under what circumstances can managers get subordinates to do what they want them to? What tools do they need to accomplish that?

Management “Just In Time” Exercise: Yes

Guest Speaker: No

Session 3  7/7/15  Group Power & Organizational Behavior

Objective: Using Pfeffer’s Power Decision Model, compare the organizational behavior of different types of healthcare settings as each addresses critical decisions such as the task of planning for future expansion.

Required Reading:

Case:
1. Jeannette Clough at Mt Auburn, HBS, Nov 3, 2005 [LINK]

Study Questions:
1. Who are the major groups whose views influence capital expansion decisions in this hospital?
2. For each group, identify:
   a. Its source of power and influence.
   b. Its beliefs and values (i.e., what did it want?).
3. For each specific group, what accounts for the variations across hospitals (Mt. Auburn and others you know) in both their beliefs and their power?

Management “Just In Time” Exercise: No

Guest Speaker: No

Session 4  7/8/15  Introduction to Strategy Setting

Objective: This session will concentrate on imparting an understanding of nomenclature, rationale, and general process of strategic planning.

Required Reading:

Case: No

Study Questions:
1. What do we mean by an organization’s “strategy?” Is it always what its leaders say it is?
2. How can we judge whether a strategy is good or bad?
3. Why have an explicit strategy? What is its value to both managers and staff?

Management “Just In Time” Exercise: Yes

Guest Speaker: No

Session 5 7/9/15 Strategy in the Non-Profit Sector

Objective: To explore the problems of developing a strategy in the non-profit sector with conflicts between mission and external support

Required Reading:

Case:
1. Terry Ann Lunt and Greater Boston Rehabilitation Services: Rebuilding the Foundation Course Website

Study Questions:
1. What does Terry Ann Lunt have to do to ensure her organization survives?
2. Does she have to abandon her mission to achieve her goal?
3. What specific steps should she take now?

Management “Just In Time” Exercise: No

Guest Speaker: Terry Ann Lunt, currently Executive Director, Brazelton Touchpoints Center at Children's Hospital Boston

Assignment Due: A Personal Assessment
Session 6 7/10/15 Dealing with the External Environment

Objective: To understand how to rally support and deal with constituency groups.

Required Reading:
- Gebbie KM. Building a Constituency for Public Health.
- Crucetti JB. Building Constituencies to Promote Public Health.

Case:
- Audry Simmons Course Website

Study Questions:
1. What has Audry done wrong up to now?
2. What approach should Audry do now?

Management “Just In Time” Exercise: No

Guest Speaker: No

Session 7 7/13/15 Business Planning

Objective: To explore approaches to business planning in the non-profit sector with a focus on effective execution to achieve results.

Required Reading:

Case Study: No

Study Questions:
1. What are some characteristics of well executed business plans?
2. What are some failures in business planning that you have seen?

Management “Just In Time” Exercise: No

Guest Speaker: No
Session 8  7/14/15  Introduction: Why Do People Work?

Objective: To introduce the basic of human resource management including work design and to provide an overview of the practical applications of these concepts.

Required Reading:

Case/Notes:
1. The Challenge of Commitment LINK
2. A Note on High–Commitment Work Systems LINK

Study Questions:
1. Why do employees work hard?
2. What is the relationship between work motivation, job satisfaction, and organizational commitment?
3. What can managers do to improve employee performance?

Management “Just In Time” Exercise: Yes

Guest Speaker: No

Session 9  7/15/15  Dealing with Peers and Superiors

Objective: To explore what managers owe to their bosses and colleagues, and how to deal with them when they will not do what you want them to.

Required Reading:
- Tabrizi B. Key to change is middle management. HBR.. October 27, 2014. https://hbr.org/2014/10/the-key-to-change-is-middle-management

Case: No

Study Questions:
1. What do managers owe their bosses?
2. What do bosses owe their managers, if anything?

Management “Just In Time” Exercise: Yes

Guest Speaker: No
Session 10     7/16/15     Performance Appraisal

Objective: To discuss problems with common approaches to employee performance feedback and annual reviews.

Required Reading:

Cases:
- Development and Promotion at North Atlantic Hospital. Boris Groysberg, Lisa Leffert, Kerry Herman, Libby Williams [LINK]

Study Questions:
1. What should the objectives be of a performance appraisal system?
2. What are the biggest challenges in performance appraisal today?

Management “Just In Time” Exercise: No

Guest Speaker: No

Session 11     7/17/15     Managing Resource Poor Environments

Objective: This session is set up for the students and instructors to probe the relevance of the content covered to date in developing countries and resource poor environments.

Required Reading:

Case: No

Study Questions:
1. What are the specific challenges and opportunities you have seen/heard of/learned about in resource constrained environments and/or developing countries?
Management “Just In Time” Exercise: No

Guest Speaker: Dr. Shalloo Puri, MBBS, DTCD, MPH, MPA, Visiting Scientist Global Health Systems Cluster, Harvard T. H. Chan School of Public Health; Research Fellow | CSRI Mossavar-Rahmani Center for Business & Government Harvard Kennedy School

Session 12  7/20/15  Nonperforming Employees

Objective: To develop some sense of why some employees perform poorly, and solutions to the problem.

Required Reading:

Case:
1. Kathryn McNeil (A)(P) LINK

Study Questions:
1. Why is McNeil not meeting her superior’s expectations? Who is responsible for the current situation?
2. Who should do what now?

Management “Just In Time” Exercise: No

Guest Speaker: No

Session 13  7/21/15  Culture & Organizational Change

Objective: To acquire some understanding of what it takes for an organization to change successfully.

Required Reading:
Case:

Study Questions:
1. Most change fails on execution or over time—why? How did it show in the case with Barbara Norris?
2. What are the most important recommendations you have for the general surgery change?

Management “Just In Time” Exercise: No

Guest Speaker: No

Session 14 7/22/15 T-E-A-M, Yeah Team and Teamwork

Objective: To underscore the growing power of teamwork to achieve improving clinical, financial, service, and experience outcomes.

Required Reading:

Case: No

Study Questions:
1. Perhaps in your professional experience, there have been occasions where the absence of teamwork jeopardized care or other outcomes. Think about how it could have been improved?
2. Think about a time where exceptional teamwork has produced spectacular results? Did you see any parallels between elements highlighted in the article by Bunnell et. al. and your personal example.

Management “Just In Time” Exercise: No

Guest Speaker: Pending
Session 15  7/23/15  Leadership for Excellence

Objective: To explore what makes a great leader and what is required of leaders to improve performance

Required Reading:

Case: No

Study Questions:
1. Think of leaders you have known. Try to find examples of a “coach”, "prophet", "therapist’ and “poet"

Management “Just In Time” Exercise: No

Guest Speaker: J. Conway…. 45 Years of Management Errors and Learning

Assignment Due: The Final Paper: Show Me the Money

Session 16  7/24/15  A Morning With Managers / Leaders

Guest Speakers: Alice Bonner, Secretary of MA Office of Elder Affairs (tentative), Anne Lang, Former Vice President for Human Resources and Legal Services at Winchester Hospital, William P. Macaux, Principal & Management Psychologist Generativity LLC.

A full and frank discussion with a panel of managers and leaders.

Study Questions:
1. What’s a question you always wanted to ask a senior manager / leader? Ask it!
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* Classes A 1:30-2:15pm, B 2:30-3:15pm
Other Important Dates
Lecture 3&4: Cyberday questions DUE
Lecture 5&6: What’s wrong w/ a medical record? DUE
Lecture 11&12: Implementing a clinical guideline DUE
8/9/06 (after lecture 16): Computer Lab for analyzing CIS data (3:30-5pm)
Lecture 21&22: Analyzing CIS data DUE
8/25/06: grades DUE
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**Assigned Reading:**

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**Assigned Reading:**

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**Assigned Reading:**

Optional Reading:

Lecture #5
Methods of Evaluation 1 - Dr. Bates
Wednesday, July 29, 2015
1:30pm - 2:15pm

Assigned Reading:
- Randolph AG, Haynes RB, Wyatt JC, Cook DJ, Guyatt GH. Users’ Guides to the Medical Literature: XVIII. How to use an article evaluating the clinical impact of a computer-based clinical decision support system. JAMA; 282(1):67-74.

Optional Reading:

Lecture #6
Methods of Evaluation 2 - Dr. Bates
Wednesday, July 29, 2015
2:30pm - 3:15pm

Assigned Reading:
- Same as lecture #5

Optional Reading:
- Same as lecture #5

Lecture #7
Knowledge Management and Computerized Guidelines - Dr. Rocha
Thursday, July 30, 2015
2:30pm - 3:15pm

Assigned Reading:

Optional Reading:

Lecture #8
Meaningful Use and Clinical Informatics - Dr. Bates
Thursday, July 30, 2015
2:30pm - 3:15pm

Assigned Reading:
- Classen DC, Bates DW. Finding the meaning in meaningful use. N Engl J Med. 2011 Sep 1;365(9):855-8,

Optional Reading:
- October 14, 2014 Meaningful Use Letter from American Medical Association
Lecture #9  
Health Information Technology and Value - Dr. Einbinder  
Friday, July 31, 2015  
1:30 - 2:15 PM  

**Assigned Reading:**  

**Optional Reading:**  

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Lecture #10  
Informatics Standards 101 - Dr. Einbinder  
Friday, July 31, 2015  
2:30pm - 3:15pm  

**Assigned Reading:**  

**Optional Reading:**  

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Lecture #11  
Measuring and Reporting on Quality - Dr. Bates  
Monday, August 03, 2015  
1:30 - 2:15 PM  

**Assigned Reading:**  

**Optional Reading:**  

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Lecture #12  
Clinical Documentation - Dr. Bates  
Monday, August 03, 2015  
2:30pm - 3:15pm  

**Assigned Reading:**  

**Optional Reading:**  
### Lecture #13
**Medications, Laboratory, and Radiology Testing - Dr. Bates**  
Tuesday, August 04, 2015  
1:30 - 2:15 PM

**Assigned Readings:**

**Optional Reading:**

### Lecture #14
**Population Management - Dr. Chaguturu**  
Tuesday, August 04, 2015  
2:30pm - 3:15pm

**Assigned Reading:**

**Optional Reading:**
- None

### Lectures #15 & #16
**Initial Student Presentations**  
Wednesday, August 05, 2015  
1:30pm - 3:20pm

**Computer Lab**  
3:30 - 5:00pm Kresge LL6  
Computer Lab for Homework #3 "Analyzing clinical information system data"

### Lecture #17
**Interoperability - Dr. Bates**  
Thursday, August 06, 2015  
1:30pm - 2:15pm

**Assigned Reading:**

**Optional Reading:**
Lecture #18  
Healthcare Analytics - Dr. Einbinder  
Thursday, August 06, 2015  
2:30pm - 3:15pm  
Assigned Reading:  
- Adams J, Klein J. Business Intelligence and Analytics in Health Care - A Primer. The Advisory Board, August 2011. (Coursepacket)  
Optional Reading:  

Lecture #19  
Privacy, Confidentiality, Security and HIPAA - Dr. Einbinder  
Friday, August 07, 2015  
1:30pm - 2:15pm  
Assigned Reading:  
Optional Reading:  
- None

Lecture #20  
Organizational Issues in Clinical Information Systems - Dr. Einbinder  
Friday, August 07, 2015  
2:30pm - 3:15pm  
Assigned Reading:  
Optional Reading:  
Lecture #21  
**Biosurveillance - Dr. Mandl**  
Monday, August 10, 2015  
1:30pm - 3:15pm

**Assigned Reading:**

**Optional Reading:**

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Lecture #22  
**Genomics - Dr. Kohane**  
Monday, August 10, 2015  
2:30pm - 3:15pm

**Assigned Reading:**
- Genome- and Phenome-Wide Analyses of Cardiac Conduction Identifies Markers of Arrhythmia Risk Circulation. *2013;127:1377-1385, published online before print March 5 2013*

**Optional Reading:**
- None

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Lecture #23  
**Research Infrastructure and Instrumenting the Enterprise - Dr. Murphy**  
Tuesday, August 11, 2015  
1:30pm - 2:15pm

**Assigned Reading:**
- None

**Optional Reading:**

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Lecture #24  
**Natural Language Processing - Dr. Zhou**  
Tuesday, August 11, 2015  
2:30pm - 3:15pm

**Assigned Reading:**

**Optional Reading:**


### Lecture #25
**PHRs, Social, and Mobile - Dr. Bates**
Wednesday, August 12, 2015 1:30pm - 2:15pm

**Assigned Reading:**

**Optional Reading:**

### Lecture #26
**Healthcare Policy Issues in Information Technology - Dr. Bates**
Wednesday, August 12, 2015 2:30pm - 3:15pm

**Assigned Reading:**
- Kushniruk AW, Bates DW, Bainbridge M, Househ MS, Borycki EM. National efforts to improve health information system safety in Canada, the United States of America and England. International Journal of Medical Informatics. Volume 82, Issue 5 , Pages e149-e1

**Optional Reading:**

### Lectures #27 & #28
**Final Student Presentations**
Wednesday, August 12, 2015 1:30pm - 3:20pm

**Assignment due:**
Final Presentation (presentations also take place on 8/14)

### Lectures #29 & #30
**Final Student Presentations**
Friday, August 14, 2015 1:30pm - 3:20pm
Faculty
David W. Bates, MD, MSc  Jonathan S. Einbinder, MD, MPH
Phone: 617-732-5650  Tel: 781-416-8517
E-mail: dbates@partners.org  E-mail: jseinbinder@partners.org

Office Hours
The instructors hold office hours during lunch before class at the HSPH Cafeteria, additional time by appointment.

Course Coordinator
Lisa Newmark; E-mail: lpnewmark@partners.org

Course Website
tba

Class Time and Location
Summer Session 2: July 27 – August 14
Monday - Friday, 1:30-3:20pm
Classroom: Kresge G2

Course Description
Medical Informatics and health information technology (HIT) are increasingly critical for the delivery of safe, effective health care, and also for research and management. HIT will likely transform health care in the coming years, and the nation is adopting electronic health records at an unprecedented pace. Electronic health records are not only a vehicle for improving healthcare delivery but also represent a treasure trove of data for anyone interested in clinical effectiveness research. In this course we describe the core issues in the field of medical informatics, survey the methods used to perform clinical effectiveness research using clinical systems, give examples of healthcare improvement using HIT, and describe how to evaluate clinical systems interventions. Major topics include: the impact of clinical systems with a focus on clinical decision support, evaluation methods, obtaining information from clinical systems, and the role of informatics standards. Issues such as confidentiality and privacy, organizational factors, interoperability, and return on investment will also be covered. The relevance of informatics in disease management, genomics, natural language processing, patient computing, biosurveillance, and health care policy will also be highlighted. You do not need to be a programmer or have medical informatics as a primary interest to take this course.

We hope this course addresses your needs and interests. This will be the 15th year this course has been offered and we are continually working on improving it--for us to do this, your feedback will be especially important. We want to make the course as useful to you as possible. In particular, we would like to have the sessions be interactive, so ask questions as we go along.

Course Requirements
One project is required which involves an initial presentation, a final presentation, and a paper. Students may work on the project in groups. There will be three homework assignments. Required and suggested readings will be made available.

All assignments and projects should be submitted via e-mail to LPNEWMARK@partners.org. The homework assignments and presentation slides should be e-mailed before the start of class on the due date. The paper should be e-mailed by 5:00 PM on 8/14.

Important Dates
Wed. 7/29  Homework #1 Questions from Cyberday DUE
Wed. 8/5  3:30 – 5:00pm Computer Lab for Homework #3 “Analyzing clinical information system data”
Wed. 8/5  Initial Presentation DUE
Fri. 8/7  Homework #2 “Implementing a clinical guideline in a clinical information system” DUE
Mon. 8/10  Homework #3 DUE
Thurs. 8/13  Final Presentation DUE (presentations also are scheduled on 8/14)
Fri. 8/14  Paper DUE by 5pm
Quality and Safety in Health Care  
HPM 516 – Spring 2, 2016  
Tuesdays and Thursdays 1:30 – 3:20  
3/22 – 5/12

Thomas Sequist MD, MPH  
Associate Professor of Medicine and Health Care Policy, Harvard Medical School  
Department of General Medicine and Primary Care, Brigham and Women’s Hospital  
tsequist@partners.org  
617-278-1080  
Office Hours: by appointment

Amy Bulger RN, MPH  
Teaching Assistant  
Senior Quality Consultant  
Department of Quality and Safety  
Brigham and Women’s Hospital  
amy.bulger@mail.harvard.edu  
Office Hours: by appointment

Sarah Gordon, MS  
Teaching Assistant  
Doctoral Student  
Department of Health Services Research  
Brown University  
sarah.gordon@mail.harvard.edu  
Office Hours: by appointment

Course Description  
The quality and safety of health care is a national concern. This course addresses the conceptual basis for measuring and improving quality and safety, the effectiveness of methods used to improve health care, and the policies that influence the quality and safety of health care. Guest speakers emphasize recent developments and innovative initiatives and policies.

Course Objectives  
At the conclusion of this course, you will be able to:

• Describe the nature and extent of problems with quality and safety in health care  
• Describe the conceptual foundation for quality improvement  
• Describe the application of the methods used to measure quality and safety in health care  
• Describe practical approaches to improving quality and safety, including changes to policy, organizational strategy, team management, and individual behavior.

Outcome Measures

Classroom discussion/participation  
Participation will be assessed based on in-class discussions and blog contributions.

• In-class discussion: You are expected to do all reading in advance of class and come prepared to contribute to the discussion through comments and questions. We value the quality of contributions over quantity.  
• Class blog (online discussion): We ask that you submit blog posts for at least seven sessions over the course of the semester. We require three blog post submissions prior to the midpoint of the term. The blog posts may be either a question or a comment based on class readings or
slides and should be limited to 200 words. Blog posts must be submitted via the Discussion tab on Canvas by 8 pm the evening before the relevant session to count toward the seven-post requirement. This allows the lecturers time to review them in advance of class and address the issues raised.

**Quiz**
During class on April 14th we will administer a one-hour quiz to assess your understanding of foundational concepts in health care quality, as covered in the first seven sessions of the course. Quiz questions will be taken directly from the discussion questions for each lecture. When preparing for class, make sure to review not only readings, but also the discussion questions so that you stay up-to-date with the material that we will test for on the quiz.

**Paper #1: Quality Problem**
Paper 1 gives you the opportunity to apply what you are learning in the course to a real-world quality of care problem. You will describe a quality problem facing a specific health care service and in a specific setting and discuss the key barriers impeding improvement. This is a 2-page, double-spaced paper that is due on April 21st. Please refer to “Paper 1 Instructions” on the course website for additional details regarding this assignment. Note that Paper 1 sets the stage for the quality improvement project that you will outline in Paper 2. As such, give careful thought to the problem you want to focus on over the course of these two papers. We ask that you submit your proposed topic at least one week prior to the due date for approval before you start writing.

**Paper #2: Quality Improvement Project**
Paper 2 gives you the opportunity to describe a real-world quality improvement project that will change a specific health care service in a specific setting using concepts learned during the course. Paper 2 should build on the problem that you outlined in Paper 1. Please refer to “Paper 2 Instructions” on the course website for additional details on this assignment. This is a 4-page, double-spaced paper that is due on May 10th.

**Grading Criteria**
Grades are based on the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
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<tbody>
<tr>
<td>Classroom Discussion/Participation</td>
<td>Ongoing</td>
<td>30%</td>
</tr>
<tr>
<td>Quiz</td>
<td>April 14th</td>
<td>20%</td>
</tr>
<tr>
<td>Paper #1: Quality Problem</td>
<td>April 21st</td>
<td>25%</td>
</tr>
<tr>
<td>Paper #2: QI Project</td>
<td>May 10th</td>
<td>25%</td>
</tr>
</tbody>
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**Electronics Policy**
The use of electronics—including phones, tablets, and laptops—is not permitted during class.

**Course Evaluations**
Completion of the evaluation is a requirement for all courses at Harvard Chan. Your final grade will not be available until you submit the evaluation.

**Academic Accommodations**
To request academic accommodations due to a disability, please contact the Office for Student Affairs by phone at 617-423-1542 or email Amy Wooldridge at awooldri@hsph.harvard.edu.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Title</th>
<th>Leader</th>
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<tbody>
<tr>
<td>1</td>
<td>3/22</td>
<td>Introduction to Quality and Safety in Health Care</td>
<td>Tom Sequist</td>
</tr>
<tr>
<td>2</td>
<td>3/24</td>
<td>Overview of Patient Safety</td>
<td>Lucian Leape</td>
</tr>
<tr>
<td>3</td>
<td>3/29</td>
<td>Hospital Safety and Safety Culture</td>
<td>Allen Kachalia, Karen Fiumara, Christian Dankers</td>
</tr>
<tr>
<td>4</td>
<td>3/31</td>
<td>Patient Engagement and Experiences of Care</td>
<td>Susan Edgman-Levitan</td>
</tr>
<tr>
<td>5</td>
<td>4/5</td>
<td>Hospital Quality and Public Transparency</td>
<td>Ashish Jha</td>
</tr>
<tr>
<td>6</td>
<td>4/7</td>
<td>Ambulatory Quality and Safety</td>
<td>Tom Sequist</td>
</tr>
<tr>
<td>7</td>
<td>4/12</td>
<td>Financial Incentives and Health Care Value</td>
<td>Meredith Rosenthal</td>
</tr>
<tr>
<td>8</td>
<td>4/14</td>
<td>Health Care Equity</td>
<td>Tom Sequist</td>
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<tr>
<td>9</td>
<td>4/19</td>
<td>Clinical Process Improvement</td>
<td>Joe Jacobson</td>
</tr>
<tr>
<td>10</td>
<td>4/21</td>
<td>Innovation and Adoption of New Practices</td>
<td>Eric Schneider</td>
</tr>
<tr>
<td>11</td>
<td>4/26</td>
<td>Electronic Health Records and Information Technology</td>
<td>Tom Sequist</td>
</tr>
<tr>
<td>12</td>
<td>4/28</td>
<td>Case Study: Organizational behavior meets operations management</td>
<td>Sara Singer</td>
</tr>
<tr>
<td>13</td>
<td>5/3</td>
<td>Quality of Care at the End of Life</td>
<td>Atul Gawande</td>
</tr>
<tr>
<td>14</td>
<td>5/5</td>
<td>ACOs and New Models of Care</td>
<td>Gregg Meyer</td>
</tr>
<tr>
<td>15</td>
<td>5/10</td>
<td>Quality and Safety in Post-Acute Care</td>
<td>David Grabowski</td>
</tr>
<tr>
<td>16</td>
<td>5/12</td>
<td>Discussion: Future Areas in Quality and Safety</td>
<td>Tom Sequist</td>
</tr>
</tbody>
</table>
Learning Objectives:
By the end of this session, you will be able to:

1. Understand the development of thinking on quality and safety in health care
2. Classify quality and safety problems
3. Define and describe the components of quality improvement

Read:

1. Voxx video: if healthcare ran like an airline: https://www.youtube.com/watch?v=5J67xJKpB6c

Be prepared to discuss:

1. How does Donabedian classify quality problems?
2. What are the strengths and weaknesses of structural or process measures compared with outcomes measures?
3. Why is developing good quality measures so hard?
4. What are the Six Worthy Aims for health care identified in “Crossing the Quality Chasm”? 
Session 2 3/24 Overview of Patient Safety Lucian Leape

**Learning Objectives:**
By the end of this session, you will be able to:

1. Understand the extent of error and preventable harm in health care
2. Explain how and why errors occur
3. Demonstrate how to prevent errors by application of human factors principles

**Read:**


**Additional reading:**


**Be prepared to discuss:**

1. What are the defining characteristics of the automatic and problem-solving modes of cognition?
2. What is a “cognitive disposition to respond”? Why are they important?
3. What is a latent error (condition)?
4. What are human factors principles and how do they apply to the problem of health care errors?
5. What should hospitals do to reduce errors?
Learning Objectives:
By the end of this session, you will be able to:

1. Describe methods in which to engage hospital leadership in safety improvement efforts
2. Describe how you can build a robust safety culture and quality and safety infrastructure
3. Identify the leading causes of hospital safety concerns and approaches to address them

Read:


Be prepared to discuss:

1. What are the leading causes of preventable harm in healthcare?

2. What are some strategies to create a robust safety culture and quality infrastructure?

3. What do we mean by “safety culture,” and why is it important to create a strong culture of safety?
Learning Objectives:
By the end of this session, you will be able to:

1. Define patient-centered care and its key elements
2. Distinguish between patient-centered care and patient engagement
3. Describe how patient engagement leads to better clinical outcomes
4. Suggest ways that senior leaders can advance patient and family-centered care, and predict potential obstacles

Read:


Be prepared to discuss:

1. How would you define patient-centered care? What are its key elements and how do we measure it?
2. How does patient-centered care differ from patient engagement?
3. Describe how patient engagement leads to safer care and better clinical outcomes.
4. How can senior leaders advance patient and family-centered care? What obstacles do you think they might face?
Learning Objectives:
By the end of this session, you will be able to:

1. Describe how quality and safety in hospitals is measured

2. Understand the hospital quality and safety measurement and incentive programs employed by Medicare

3. Examine the mechanism by which public reporting can work and its consequences

Read:


Be prepared to discuss:

1. What are the main hospital-focused quality measurement and incentive programs employed by Medicare?

2. Why has there been so much enthusiasm for public reporting of quality performance?

3. What’s the mechanism by which public reporting works (if it works at all)?

4. What are some of its unintended consequences of public reporting, and how might we address them
Session 6  4/7  Ambulatory Quality and Safety  Tom Sequist

Learning Objectives:
By the end of this session, you will be able to:

1. Identify the leading causes of ambulatory safety concern
2. Describe the core concepts of effective population health management
3. Explain the concept of patient-centered medical homes

Read:


Be prepared to discuss:

1. What are the leading causes of preventable harm in ambulatory care?
2. How is ambulatory safety different than hospital safety, and how does this affect improvement programs in each space?
3. What are the core concepts of effective population health management?
4. What is a patient-centered medical home and the evidence base for its effectiveness?
Learning Objectives:
By the end of this session, you will be able to:

1. Describe the major types of provider payment methods including “value-based” approaches
2. Explain the principles of incentive design
3. Analyze the likely effects and potential adverse consequences of alternative payment approaches

Read:


Be prepared to discuss:

1. How important are financial incentives as influences at the point of care (i.e., how much to they enter into a decision to do or not do something for a patient)?

2. What is the ideal way to pay doctors and hospitals?

3. What needs to happen for value-based purchasing to be successful in health care?
Session 8  4/14  Health Care Equity  Tom Sequist

Learning Objectives:
By the end of this session, you will be able to:

1. List the major theories for why there are disparities in care in the U.S.
2. Identify current strategies for elimination of health disparities

Read:


Be prepared to discuss:

1. What are the major theories for why there are disparities in care in the U.S.?
2. What are potential solutions for reducing disparities?
3. Do you support the new National Quality Forum policy to adjust performance measures for socioeconomic status?

Assignment: Quiz in class today
Session 9  4/19  Clinical Process Improvement     Joe Jacobson

Learning Objectives:
By the end of this session, you will be able to:

1. Understand the role of process improvement in healthcare
2. Recognize the tools of performance improvement, and understand how and when to apply them
3. Distinguish between commonly used process improvement models used in healthcare
4. Understand the principles and the role of statistical process control in process improvement

Read:


Be prepared to discuss:

1. What is process improvement and what is its role in healthcare?
2. What are the different approaches an organization can take to improve care?
3. What combination of strengths has allowed Intermountain Health Care to excel at process improvement and care delivery?
4. What is the role of statistical process control in measuring and improving healthcare?
Learning Objectives:
By the end of this session, you will be able to:

1. Describe the innovation adoption curve and what determines whether an innovation spreads
2. Recognize how diffusion research applies to quality improvement

Read:


Be prepared to discuss:

1. What are the phases of the innovation adoption curve, and what are the characteristics of the adopters in each phase?
2. What are prerequisites for an individual to adopt a new behavior?
3. What are desirable characteristics of an innovation?
4. What are the key features of an opinion leader? How can opinion leaders be helpful in QI?

Assignment: Paper 1 is due today
Learning Objectives:
By the end of this session, you will be able to:

1. Describe adoption of health information technology in the health care system
2. Understand how EHRs can impact quality and safety

Read:


Be prepared to discuss:

1. What are the functions of electronic health records that contribute to improved quality and safety?
2. Why has there been so much consensus behind health IT as a tool for QI?
3. Do current health policies drive adoption and appropriate use of health IT to improve patient care and outcomes?
Learning Objectives:
By the end of this session, you will be able to:

1. Distinguish conditions under which solving many small problems is more desirable than solving a few big impact problems

2. Distinguish between first order and second order problem solving and analyze their consequences for performance of healthcare organizations

3. Identify the potential conflicting incentives that cause people to choose to work around rather than resolve problems

4. Develop strategies for promoting sustainable second order change in organizations

Read:


Be prepared to discuss:

1. How has CCHMC designed its approach to improving quality to accommodate and leverage distinctive characteristics of healthcare organizations?
2. What do you think about CCHMC’s improvement team’s policy of transparency? Are they being too open with their performance data?

3. Consider Exhibit 3, Figure C. Which problem would you recommend they address first and why?

4. Moving forward, what would you recommend Kotagal do to sustain the hospital’s improvement efforts?
Learning Objectives:
By the end of this session, you will be able to:

1. Describe current challenges in end-of-life care
2. Identify important elements in decision-making at the end of life

Read:


Additional reading:


Be prepared to discuss:

1. How do doctors approach end-of-life care in the U.S.? How should they?
2. How do people’s values shape the end of their lives?
3. What are some ways to improve the quality of care at the end?
Session 14  5/5  ACOs and New Models of Care  Gregg Meyer

Learning Objectives:
By the end of this session, you will be able to:

1. Understand the changes in the healthcare marketplace which are driving the increased emphasis on accountable care

2. Describe key components of population health management and how they contribute to improved health and lower costs

3. Appreciate the structural elements of accountable care and how they foster all aspects of population health management

Read:


Be Prepared to Discuss:

1. What changes in the healthcare marketplace are driving the focus on accountable care?

2. Why is population health management a key strategy to improve care and lower costs?

3. What are the elements of population health management which are most likely to have an impact on value and costs?

4. How does the Affordable Care Act support accountable care (and detract from it)?

5. What disruptors are likely to play a role in the evolving healthcare marketplace?
Learning Objectives:
By the end of this session, you will be able to:

1. Assess how hospital and post-acute care payment models have historically influenced spending and care outcomes.
2. Understand the opportunities and challenges associated with new payment and delivery level reforms implemented under the ACA.
3. Analyze how different payment and delivery level initiatives impact the coordination of acute and post-acute services.

Read:


Be Prepared to Discuss:

1. How did the shift to prospective payment across the different post-acute settings influence spending and outcomes?
2. What are the opportunities and challenges for post-acute care in relation to ACA initiatives like bundled payment and accountable care organizations?
3. What are possible delivery-level approaches to improving the coordination of acute and post-acute services?

Assignment: Paper 2 due today
Learning Objectives:
By the end of this session, you will be able to:

1. Identify expected trends in measurement for quality and safety
2. Identify expected trends in improvement for quality and safety

Read:


Be Prepared to Discuss:

1. In what ways is our current measurement system failing us? How do we make it better?
2. What will be required to achieve large scale, sustainable success in improving quality and safety?
This course focuses on organizing consumer and community interests in the American health system with particular emphasis on effective interventions by and for the traditionally disenfranchised. Using the framework of community organizing and advocacy, the course examines the elements of building and sustaining constituency involvement in health care. Analysis of American health policy and politics is used to identify strategic opportunities and challenges for consumer intervention. The course emphasizes the practical applications of organizing and policy analysis to influence health policy particularly at the institutional, local, and state levels. Extensive use of recent case examples ground the class in the current issues faced by community groups and other health interests in a rapidly changing health system.

Course Objectives:

At the completion of the course students will be able to:

- describe the principles and techniques of community organizing
- analyze the policy and political environment of a specific health issue and identify policy change opportunities and barriers to change
- design a community organizing strategy to achieve specific health care system or public health policy change
- develop and identify specific approaches to actively engaging community members and constituency groups in a range of health care and public health settings (institutional policy, health care delivery, health education, public policy advocacy, etc.)

Outcome Measures:

Class Participation
Classes will be seminar format with lectures, guest speakers, and active discussion. Students will be expected to complete readings prior to class and be prepared to participate in discussion based on the readings. Reading questions for each class are posted to the class website. Class discussion will also draw on students’ experiences and specific interests. Small group discussion will provide opportunities to engage more deeply with the course content. Students are expected to attend and participate in all classes.

Group Exercise
There will be a small group exercise in which students will present positions on elements of current national reform proposals. The exercise is intended to develop an understanding of the positions of diverse political organizations and to apply political and policy analysis.

Written Assignment
The final assignment will be a 10 page strategy memo that defines an issue and outlines an organizing strategy to address the issue. Two shorter papers that will help formulate the final assignment will be required. The memo will be written from the perspective of a particular organization or agency involved with the issue.
(although the strategy will address how to organize in the system and/or community beyond the specific organization). Specifications for the memo will be provided at the first class. The schedule for assignments will be:

11/9 first paper due
11/24 second paper due
12/18 final assignment due

**Grading Criteria**
Class Participation will comprise 40% of grade and the written assignment 60% of grade.

**Course Materials**
The course utilizes a text book that will be available at the bookstore. PDFs of other readings will be posted to the class website or linked by url in the course website syllabus.

The text is:
*Community Organizing and Community Building for Health and Welfare*, Meredith Minkler, editor (Rutgers University Press, 2012)

**Course Evaluation**
Completion of the evaluation is a course requirement. Your grade will not be available until you submit the evaluation. In addition, registration for future terms will be blocked until you have completed evaluations for courses in prior terms.

**OCTOBER 26**
**Introduction**
overview of course; student background and interests; exploration of how future professional roles may intersect with community organizing and consumer interests; student goals for class

**OCTOBER 28**
**Politics & Participation in US**
definition of politics; political change and participation; moving diffuse interests to be organized interests; unique features of U.S. health care politics


**NOVEMBER 2**
**Social Change and Social Movements**
group exercise; U.S. social movements and social change; motivation for change; social movements and health


**NOVEMBER 4**  
**Social Change and Social Movements**

James A. Morone, *The Democratic Wish*, (Yale University Press, 1998), pages 186-252

**NOVEMBER 9**  
**NO CLASS**  
**FIRST PAPER DUE**

**NOVEMBER 11**  
**NO CLASS**  
**VETERANS DAY**

**NOVEMBER 16**  
**Organizing Approaches**

overview of community organizing approaches; role of self-interest and ideology and values; confrontation vs. collaboration


Mary Beth Rogers, *Cold Anger*, (University of North Texas Press, 1990), pages 93 – 101


**NOVEMBER 18**  
**Engaging People**

techniques for identifying and engaging people – surveys, door-to-door, existing organizations; precipitating event to develop community voice; listening to concerns and understanding self-interest; cultural considerations; identifying problems

Rogers, *Cold Anger*, pages 33 –39


“Transforming Perception: Black Men and Boys”, Executive Summary, American Values Institute, 2013  
[http://static.squarespace.com/static/538d8fd7e4b0aff4bbdaebba/t/539ab153e4b02bedb3a45697/1402646867341/Transforming%20Perception.pdf](http://static.squarespace.com/static/538d8fd7e4b0aff4bbdaebba/t/539ab153e4b02bedb3a45697/1402646867341/Transforming%20Perception.pdf)

Community Catalyst, “Meaningful Consumer Engagement”, 2014,  

NOTE: click through and read the full consumer engagement toolkit

meeting facilitation guides
NOVEMBER 23  Identifying Issues

defining an issue; targets – primary and secondary; goals

Lee Staples, “Selecting and Cutting the Issue”, in Community Organizing and Community Building for Health, pages 173 - 192

Kim Bobo, Jackie Kendall, and Steve Max, Organizing for Social Change, (Seven Locks Press Santa Ana, CA 2001) pages 22-27

Trevor Hancock and Meredith Minkler, “Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment?” in Community Organizing and Community Building for Health and Welfare, pages 153 – 170


NOVEMBER 24  SECOND PAPER DUE

NOVEMBER 30  Strategy and Campaigns

development of strategy; tactical choices; differences in policymaking arenas; sustaining effort and building capacity through issue campaigns


DECEMBER 2  Media & Communication
media impact on public and elites; the mechanics of media work -- what they need, when they need it, how they need it; constituency skill development


Closing the Medicaid Coverage Gap materials:

Engaging Hospitals in Campaigns to Close the Gap: Best Practices from the Field
http://www.communitycatalyst.org/resources/publications/document/Hospital_Advocate_Engagement_Strategies_04.01.15_formatted.pdf

Closing the Coverage Gap Helps Combat Drug and Alcohol Problems,

Movement to Close the Coverage Gap,


States Report that Closing the Coverage Gap is Good for Budgets,
http://www.communitycatalyst.org/blog/states-report-that-closing-the-coverage-gap-is-good-for-budgets#.VgcJTZfQOJ8

Building a Case for Medicaid, http://www.communitycatalyst.org/resources/tools/defending-medicaid
NOTE: explore the different types of tools in the toolkit


Supplemental:

Spitfire Strategies, Planning to Win, 2014
http://planningtowin.org/?utm_source=Spitfire+Newsletter+Subscribers&utm_campaign=7dc4554ff9-PTW_announcement_8_5_148_4

Nickie Bazell Satariano and Amanda Wong, “Creating an Online Strategy to Enhance Effective Community Building and Organizing” in Community Organizing and Community Building for Health and Welfare, pages 269 – 287

DECEMBER 7 Role of Policy and Political Analysis

effective use of policy and legal analysis in organizing and policy-making context; leadership development; use with media and policymakers
DECEMBER 9  Campaigns and Coalitions

coalition – advantages and disadvantages of coalitions; principles for success; issue-specific coalitions; coalitions with “untraditional” allies; broad-based coalitions – limits and potential

Alinksy, Rules for Radicals, pages 126 – 136


one of the following (to be designated):


Anne Standley, Nicholas Herold, Marcia Hams, Case Study: The Boston Health Access Project of Health Care For All (The Access Project, Boston, 2000)

DECEMBER 14  Applications

organizational structures to institutionalize constituency involvement; role of philanthropy in supporting consumer efforts; CBPR


Supplemental:


DECEMBER 16 Applications

applications of organizing in different settings – local community, institutional settings, inside/outside bureaucracy, think tanks, etc.; skill sets required; values around constituency engagement; sharing power; challenges to meaningful constituency engagement

Meredith Minkler and Cheri Pies, “Ethical Issues and Practical Dilemmas in Community Organization and Community Participation” in Community Organizing and Community Building for Health, pages 116 - 134


DECEMBER 18 FINAL PAPER DUE
Measuring and Analyzing the Outcomes of Health Care

HPM 530

SUMMER 1, 2015

Course Instructors
Marcia A. Testa, MPH, MPhil, PhD
Donald C. Simonson, MD, MBA, MPH, ScD

Guest Lecturers
John E. Ware, Jr., PhD

Teaching Fellow
Linda G. Marc, MPH, ScD

Harvard T.H. Chan School of Public Health
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Measuring and Analyzing the Outcomes of Health Care

Registrar Description

Measuring and Analyzing the Outcomes of Health Care
School of Public Health: HPM 530, Summer1
Summer 2015
Dr. M. Testa, Dr. D. Simonson
2.5 credits
Lectures, case studies. Five 1.75-hour sessions each week.

This course emphasizes introductory concepts, methods, and practical procedures for measuring and analyzing patients’ health status, quality of life, satisfaction and cost-effectiveness for health outcomes research. The course reviews the fundamentals of health outcomes research methods necessary for 1) demonstrating improvement in patient outcomes, 2) controlling costs and allocating resources, 3) implementing disease management programs and 4) making effective public health, health technology and clinical decisions.

Statistical methods needed to evaluate and use scales and indices are also presented and discussed. The course would be useful to public health and clinical researchers who must critically review and utilize outcomes data for public health, health care and clinical decision-making.

The course should enable students to 1) conceptually define the meaning and purpose of outcomes research, 2) understand the role of epidemiology, health economics and database and information technology in conducting outcomes research, 3) evaluate the usefulness and utility of outcomes measures, 4) recognize the different types of measures used in outcomes research, including clinical, health status, quality-of-life, work/role performance, health care utilization, and patient satisfaction, 5) adopt new methods for modeling patient responses, interpret the meaning of measurement concepts and obtain a basic appreciation of the statistical analyses appropriate for outcomes research, 6) locate available research-quality instruments for measuring health care outcomes in order to make informed choices among existing instruments and 7) interpret the results of health outcomes research.
HPM 530 - Summer 1

**Detailed Course Description and Objectives**

This course emphasizes introductory concepts, methods, and practical procedures for measuring and analyzing the outcomes of health care as part of comparative effectiveness research with a special emphasis on “patient-centered outcomes” including patients' health status, quality of life and satisfaction. It also introduces methods for cost-effectiveness and cost-utility research studies. The course reviews the fundamentals of health outcomes research methods necessary for 1) demonstrating improvement in patient outcomes, 2) controlling costs and allocating resources, 3) implementing disease management programs and 4) making effective public health, health technology and clinical decisions. It is expected that at the end of this course that the student will achieve the follow competencies:

- Conceptually define the meaning and purpose of outcomes research
- Understand the role of measurement, epidemiology, health economics and database and information technology in conducting outcomes research
- Evaluate the usefulness and utility of outcomes measures
- Recognize the different types of measures used in outcomes research, including clinical, health status, quality-of-life, work/role performance, health care utilization, and patient satisfaction
- Critically review and interpret the scientific literature on health outcomes research
- Adopt methods for modeling patient responses, interpret the meaning of measurement concepts and obtain a basic appreciation of the statistical analyses appropriate for outcomes research.

**Course Overview**

The course begins with a brief introduction to the areas of quality of care, outcomes research and outcomes management which attempts to clarify and explain why it is important to measure health outcomes in a uniform, systematic and reliable manner.

With this introduction, class lectures then focus primarily on the types of studies, designs, measures and analyses required for evaluating the consequences of health care and for undertaking comparative effectiveness research. The overall goal of the course is to present outcomes research to the practitioner in such a way as to provide the necessary groundwork to enable effective clinical decisions related to improving health outcomes. Class examples will demonstrate that by effectively utilizing health outcomes data in the practice of outcomes management new interventions can be identified which will improve the health, functional status and well being of patients.
The course stresses that since evaluation most often involves assessment of individuals, the techniques covered will demonstrate how individual patients can be evaluated using patient health status, quality of life, satisfaction and other patient-centered measures. However, the course also considers instruments for evaluating the outcomes of health systems and technologies including health programs, medical therapies, health care delivery services and the health care workforce. The health outcomes research techniques presented will illustrate steps of outcomes research so that improvements in processes (treatment and health promotion strategies) can be made.

In order to complete these steps, the course material stresses methods for measuring and quantifying the needs, processes, patient reactions, and the immediate, intermediate and long-term outcomes of health care. It also focuses on methods for patient-centered outcomes and comparative effectiveness research.

The course will work through teaching the student how to build the outcomes conceptual model and how to evaluate the impact of a new treatment or intervention while adjusting for clinical and patient factors. First, the outcomes hierarchy involving the physiologic status, clinical status, functional health status and quality of life of the patient will be set in the context of a measurement model. An introduction to the measurement model, involving the use of clinical assessments and questionnaires will be given including a review of generic, condition-specific and satisfaction questionnaires. Basic psychometrics, techniques and type of analyses for comparing treatment effects and methods for measuring the effects of treatment and interpreting the treatment effects will be briefly introduced.

**Course Competencies and Learning Objectives**

Since it is important to individually evaluate students according to a structured set of learning objectives, two graded assignments will be given (a course project assignment and a final examination). These assignments will be used to help evaluate whether the course learning objectives have been achieved. The learning objectives are directed to allow the student to:

- Gain an understanding of the terms and definitions relating to quality of care, outcomes research and outcomes management in the context of evaluating and measuring the performance of health programs, medical and pharmacologic therapies, health care delivery and the health care workforce.
- Acquire the knowledge necessary to conceptualize the outcomes model in terms of the appropriate health constructs and domains.
- Gain an understanding of the concepts, methods, and practical procedures for using and analyzing instruments, surveys and questionnaires necessary for evaluating the outcomes of health care.
- Explain the role of health economic assessment and measurement for evaluating the cost-effectiveness, cost-benefit and cost utility of treatments and interventions.
• Define and apply the various measures and terms used to determine evaluate
the performance properties of outcomes assessment instruments (e.g., validity,
reliability, responsiveness, sensitivity, minimally clinically important
difference (MCID)) in a health outcomes intervention study
• Acquire a basic appreciation of the analytical and statistical analyses
appropriate for evaluating and using outcomes measures.

Prerequisites

Although there are no formal course prerequisites because it is necessary to use
descriptive and basic inferential statistical methods to effectively design studies and
understand measurement and analysis, prior exposure to introductory epidemiology and
biostatistics is recommended. For example, students should be familiar with basic
descriptive (mean, median, variance, standard deviation) and inferential statistics
(correlations, t-test, analysis of variance). Many students will be taking introductory
epidemiology and biostatistics at the same time they are taking this course

Course Faculty

HSPH and HMS Faculty

Marcia Testa, M.P.H., M.Phil., Ph.D.  http://www.hsph.harvard.edu/faculty/marcia-testa/
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Brigham and Women’s Hospital
221 Longwood Avenue
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Guest Lecturers

John E. Ware, Jr., PhD  http://profiles.umassmed.edu/Profiles/display/130104
Professor
Department of Quantitative Health Sciences
University of Massachusetts School of Medicine

Teaching Fellow

Linda Marc, MPH, ScM ScD  lmarc@hsph.harvard.edu
Research Associate
Department of Biostatistics
Lectures

Lectures are held from 1:30 PM. to 3:20 PM Monday through Friday in Kresge 502. Please check for any last minute changes in room assignments.

Grading and Incompletes

Students are allowed to choose either an ordinal grading option or PASS/FAIL. Please be aware that after the final exam is completed, the course grade is considered final. According to Harvard Chan Policy, students may not ask for an Incomplete once the course project and final exams are submitted. A request for an Incomplete must be made by the student no later than 3 days prior to the final exam in the form of an Incomplete Contract between the Instructor and the Student. A request for an Incomplete is not always granted. Incompletes are only given for exceptional circumstances, such as missing a significant proportion of classes due to an acute illness or death of a family member. Please refer to your Harvard Chan student handbook for more details regarding grading and other academic matters.

Reading Assignments

Homework involves readings from the text book, several assigned articles, as well as work on the course project.

Evaluation and Grading

The Course Project (described below) counts for 40%, the Final Exam 40% and class attendance and participation for 20%.

The Final Exam is a closed book, multiple choice, short answer, brief essay exam given on the last day of class.

Class attendance and active participation

If an emergency arises or if the student cannot attend a lecture or a lab, an email should be sent to testa@hsph.harvard.edu prior to the missed class if possible, or shortly thereafter.

Textbook

Required text reading can be found in Kane, R.L. and Radosevich D.M. Conducting Health Outcomes Research (First Edition), 2010 Jones & ISBN = 9780763786779. -- can be ordered at a number of places, including:

Amazon.com  Kane, R.L. and Radosevich D.M. Conducting Health Outcomes Research (First Edition), 2010 Jones & ISBN = 9780763786779. You can order online in either the paperback or e-book (Kindle Edition) via www.amazon.com by searching on the
authors and title (Conducting Health Outcomes Research by Robert L. Kane and David M. Radosevich). You can also order the paperback version from Barnes and Noble (www.bn.com), or other online bookstores. Just look for the lowest price.

Course Web Page

https://canvas.harvard.edu/courses/3066

HPM 530 - Measuring and Analyzing the Outcomes of Health Care

The HPM 530 course Web Page will be used as a primary point of communication and will contain all handouts (posted only after the class session is complete), URL surveys and publications links, and other required materials. The Web Page may be accessed through your Harvard Chan Course Gateway. Since announcements, assignments, data sets and linked Web pages will be posted on this Web site, it is extremely important that you have access through your Harvard ID and PIN.

The Course Webpage recently switched to a new system, so the course pages may not be available until the end of the week of July 6th.
Course Project Description: Literature Review or Outcomes Research
Grant Proposal

**Assignment:** You will develop either a

- **Comprehensive review of the literature on a health outcomes related topic of interest in your field of practice or research, OR**

- **Research grant proposal outlining how you would design a health outcomes study, collect data, and analyze data to address a relevant research hypothesis of interest to you**

You must submit your title, literature search topic area (if you are doing a literature review) OR specific aims (if you are submitting a grant proposal) by **Friday, July 10, 2015**. Please see details on topic “A. Title and Topic Area OR Specific Aims – Friday, July 10,2015” below. You will need to complete your course project by the last day of class, but you will have until noon on Saturday, July 25, 2015 to upload it. There are a series of brief interim course project assignments to keep you on pace with the course. You will submit all assignments through the course web page by going to the Assignments Page which will look like the screenshot below.

**Submitting Course Project Files**

When you open the Assignment, you will see that you each have your own submission area. You will be given instructions on naming your files within the Dropbox description. For example, it might say for Assignment A. Course Project Topic/Aims Dropbox. **Please create your submission file as a WORD DOCUMENT with the following file naming convention:** Last = Your Last Name, F = Your First Initial, so filename will be “Last_F_HPM530_Topic.doc”
Course Project Questions

If you have questions about your progress on the course project, please submit a draft of your work (add the word “Draft” to the end of the filename) and add your question(s) to the “Comments” text box which will appear under the File Upload menu as shown below.

You will need to pace yourself to ensure that you can meet the course project deadline. To keep pace with the course, there are three interim assignments A, B and C (see descriptions below). You are not graded on these assignments but we will review your progress. Only Assignment D (also described below) is graded.

A. Title and Topic Area OR Specific Aims – Friday, July 10, 2015

List the broad objectives and the goal of the specific literature review or outcomes research project proposed. Some examples are: 1) reviewing the literature involving health outcomes measures for assessing the impact of asthma on health functioning, 2) developing a research proposal to test a hypothesis involving a comparison of a new treatment or program versus usual care, 3) analysis of a database to assess the impact of patient characteristics, behaviors or other risk factors on health outcomes, 4) evaluate the effectiveness and/or cost effectives of a new versus existing medical/health care practice. One page is recommended.

B. Literature Search OR Background and Significance – Wednesday, July 15, 2015

Briefly sketch the literature search criteria OR research proposal background justifying your project proposal, critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. State concisely the importance and health relevance of the outcomes literature search or research described in your proposal by relating the specific aims to the broad, long-term objectives and potential health care practice or system improvements. If the aims of the review/application are achieved, state how scientific knowledge or clinical practice will be advanced. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative
interventions relating to your specific research hypothesis. *Two to three pages are recommended.*

**C. Preliminary Data/Sources – Monday, July 20, 2015**

*Preliminary Studies.* Provide any *preliminary data* or *sources of data* to support your review or proposal. You may use your own data, data that you have abstracted and compiled from the published literature, or data that you have obtained from publicly available databases. If you are conducting a literature review, you should focus on organizing your critical comments. Critical comments examine the data and evidence available in the literature reviewed. You do not have to analyze the data you cite in your proposal if you are not yet at that stage, but you should provide evidence of how you will obtain the data (if using secondary data), or the data collection survey or instrument (if your proposal calls for primary data collection). You may also show evidence that you have already done descriptive analyses, downloaded and read the variables listings, or mapped a survey instrument to a database if you are using publicly available data or your own data source. Examples of publicly available data bases can be found at

http://www.cdc.gov/DataStatistics/
http://surveillance.cancer.gov/
http://www.ahrq.gov/data/
http://www.hosonline.org/

**D. Research Design and Methods - Due by Final Report Submission – Must be posted to the Dropbox by July 25, 2015 12 noon.**

Complete the critical review of the literature (not merely a catalogue or summary) OR describe the research design conceptual model, clinical framework, procedures, and analyses to be used to accomplish the specific aims of your project. For research proposals, include specifically the type of study design and why it is appropriate, how the data will be collected, analyzed, and interpreted. If appropriate, describe any new methodology and its advantage over existing methodologies. Describe any novel concepts, approaches, tools, or technologies for the proposed studies.

Make sure to discuss the potential difficulties and limitations of the literature based-studies reviewed or proposed research methods and procedures.

The total number of pages (A-D) should be **no longer than 12 double-spaced pages** of text (approximately 3000 words) plus up to 2 pages of references (approximately 25-30 references). You may also include up to 2 figures or tables. Please note that figures or tables should be your own creation, and not simply copied from the literature.

**NOTE:** For all research involving human subjects, you should provide a careful consideration of protections from research risks, as well as the appropriate inclusion of women, minorities, and children.
Health Care Organizations and Organizational Behavior:  
Leadership and Management for Learning, Innovation, and Performance Improvement  

Spring-2 2016  
Monday and Wednesday, 10:30-12:20, Room G-2  

Instructor:  
Laurie S. Pascal, MBA, MPH  
Lecturer, Department of Health Policy & Management  
Program Director, Executive & Continuing Professional Education  
Office: Kresge 305  
Office hours by appointment – please email to set up time  
lpascal@hsph.harvard.edu  
617-432-1459  

Teaching Assistant:  
Melanie Sottile  
Appointments available by request – please email to set up time  
mes717@mail.harvard.edu  

Course Description  
The Institute of Medicine’s goal of health care that is safe, effective, patient-centered, efficient, timely and equitable won’t be accomplished primarily through policy reform. Health care organizations individually and collectively must learn to innovate, change, and improve continuously. Health care organizations are made up of individuals, groups and teams – their customers, suppliers, and employees – who make each organization unique. Successfully leading in this context, at any level (executive, manager, frontline worker, or consultant) requires understanding and applying knowledge about how people and groups act in organizations. People and groups interrelate with each other, with the organization, and within the system in which they work; and the health care system presents distinctive challenges and constraints.

This course aims to help participants understand health care organizations and organizational behavior through discussion of case studies of organizational challenges, through contemporary and seminal literature addressing major theoretical perspectives on organizations, and through exercises and simulations designed to experience and practice what is learned. We will examine both macro issues (that impact organizations as a whole) and micro issues (that impact individuals and teams). To develop your abilities to apply the theoretical and practical concepts, students will work together in teams to address organizational problems. Written assignments are designed to allow students to reflect on and apply lessons drawn from personal experience in organizations as well as the theories drawn from the literature.
This course supports students in being able to:
• Understand and use contemporary theories in organizational behavior
• Apply major themes in organizational theory to evaluate decisions facing health care organizations
• Use an organizational behavior perspective to develop evidence-based strategies for leading and managing health care organizations
• Identify unique challenges and opportunities for operating health care organizations, presented by the nature of health care and features of the health care system, and formulate strategies to address them
• Understand the role of individual differences in group dynamics
• Work effectively in teams

Assignments and Expectations

Please bring and display your name placard at each class so that we all get to know each other.

Classes have assigned readings, cases, exercises and simulations designed to inform and structure class discussion. The complete list of required assignments is included with the course syllabus. Additional recommended readings may be announced throughout the term and will be noted on Canvas.

Questions designed to guide your analysis of each case, including your critical evaluation of the situation and ideas for problem resolution, will be provided. Thoughtful consideration of these questions will greatly enhance your ability to contribute to class discussion.

This class is designed to have all participants learn from each other as well as from faculty. It is highly interactive to support real-time learning by doing. Therefore, on-time and each-time attendance of all participants is critical. Active involvement in every session contributes substantially to your participation grade. If you must miss a class, please notify the instructor and TA in advance via email. Because of the participatory nature of this course, more than one absence will negatively affect your final grade. If you wish to receive credit for one missed class (you may exercise this option only once during the term), you may:

1. If readings and a case are assigned for that class: Submit a two-page discussion of how the readings for that date helped you think about and respond to the questions as well as responding to the case questions themselves. This paper is due to the instructor via email no later than midnight of the day following the class you missed.

2. If readings, but no case, are assigned for that class: Submit a two-page discussion about how each of each of the readings for that class session apply to a situation you currently have, or previously had, at work or at school. This synopses paper is due to the instructor via email no later than midnight of the day following the class you missed.
3. **If no case or readings are assigned (i.e., in-class simulation, classmates’ presentations):**
   There is no “make-up”

**Grading**

Since the case-study teaching method, role plays and simulations involve interactive discussion among students and faculty, a large portion of your grade will be based on classroom preparation and participation. It is important that you do the reading assignments and think about how this material applies, not only to the case example, but also to you in your previous and current life as well as in your future career. Learning the material requires engaging with it.

**Participation:** The class participation grade is determined by:
(a) Your ability to thoughtfully answer questions, informed by case facts and analysis and the assigned readings
(b) Your contribution of ideas and analysis relevant to the discussion, based on the readings and your personal experiences
(c) Your ability to build on classmate’s comments with reinforcement, debate, disagreement and new perspectives that move the discussion in productive directions
(d) Your timely attendance

Quality of involvement is more important than quantity. You will assess your own class participation towards the beginning of the term and then again at the end of the term, not to grade yourself or be graded, but rather to see what progress you have made against your own goals for improvement. This class provides an opportunity to learn and enhance leadership skills in listening, speaking, and engaging others in discussion.

**Written and oral assignments:**

Papers and presentations will be graded on the overall power of the analysis and creation of realistic recommendations, i.e. the ability to critically examine and apply organizational theory to specific issues and arrive at solutions to organizational problems. Grading will also be based on the professionalism of the presentation itself, which includes the persuasiveness of the argument together with correct use of grammar, spelling and careful editing. When researching topics, appropriate academic sources are preferred (e.g. do not cite sources like Wikipedia).

*Format:* All written assignments are to be in **Word** (not PDF), typed in 12-point font, double spaced, with one inch margins. Presentations are to be in **PowerPoint** (not PDF), with effective use of margins, white space, and templates that are professional and easy to read. Insert page numbers on all assignments.

*Due dates/times:* Assignments are due by the **beginning** of class on the dates noted in the syllabus. Written case analysis papers will not be accepted late, as we will be discussing the case in that day’s class. If you miss your date, you will receive a grade of zero (0) on that paper. The final group paper/presentation similarly will not be accepted late. Grades for any other assignments will be reduced by one full letter grade for each day that the assignment is late.
This policy is a matter of equity for all students in the class. Students are expected to adhere to the School’s standards on academic integrity.

Each student will be responsible for the following six assignments. Specific instructions for the written assignments are in Canvas.

Assignments which will be read but not graded. Their thoughtful completion will factor into the participation grade.
• Initial class participation self-assessment (Due April 13\textsuperscript{th}) and final class participation self-assessment (Due May 11\textsuperscript{th}). These are required, but not graded.
• A written press release based on the Judgment in Crisis simulation. This is required and will be used in class. It will be read but not graded. Due April 11\textsuperscript{th}

Assignments which will be graded.
1) Individual case analysis paper (maximum 4 pages double spaced) on a case which you will select at the beginning of the term. Cases appropriate for this assignment are noted with an asterisk on the syllabus. Due before class the date the case is assigned for class.
2) Reflection and application paper (maximum 3 pages double-spaced) which applies key theoretical and practical concepts from this class to your personal previous experience in an organization. Due April 18\textsuperscript{th}
3) A team (5-6 people) project based on an organizational behavior issue in a health care organization. Topic will be the team’s choice. Team’s will analyze and make recommendations about an issue or problem in their chosen organization and submit the following on May 9\textsuperscript{th}:
   • A written Executive Summary memo to the client summarizing the team’s findings and recommendations (maximum 4 pages, excluding appendices)
   • An in-class presentation (maximum 10 minutes) followed by Q&A session
   • Written feedback on each of your fellow team members

Your final grade in the course will be determined by:
1) 15% - Case Analysis Paper
2) 15% - Reflection and Application Paper
3) 35% - Team Project Executive Summary Paper, Presentation and Completion of Teammate Feedback
4) 35% Class Participation/Preparation (includes Simulation press release and submission of both self-assessments)

Laptop and Phone Policy:
Technology in support of learning is wonderful. You will be notified in advance when your laptop will be required for in-class exercises. Laptops and/or tablets may be used to refer to
case material when we are doing a case discussion or a simulation. Otherwise, they tend to be a distraction to being actively involved in classroom discussion. Please turn phones off (not on vibrate, unless you are a clinician on call) and stow them in your backpack/briefcase/coat pocket or other location during the class.

Readings:
Please read assigned articles and cases before coming to class unless otherwise noted. Required course readings, cases and simulations will be available online via Canvas, the Internet, and a course pack from Harvard Business Publishing. To purchase the simulation from Harvard Business Publishing, please use this link: https://cb.hbsp.harvard.edu/cbmp/access/48087577

Optional Journal: You may find keeping a journal helpful as you progress through the course. Capturing thoughts about yourself, teams and groups, and organizations at the end of each class – what did you discover, what does this mean for you in other situations and organizations – makes for interesting reading as you move along this exploratory journey.

Course Outline (May change for scheduling of invited guests)

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<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Case/Exercise</th>
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<tbody>
<tr>
<td>1</td>
<td>Mon, Mar 21</td>
<td>Leading Organizations in Times of Change</td>
<td>Case: Jeanette Clough at Mt. Auburn Hospital</td>
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<td>• Gain an appreciation for the difficulties and dilemmas in leading and managing healthcare organizations</td>
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<td>Reading:</td>
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<td>• Jeanette Clough at Mt. Auburn Hospital case</td>
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<td>2</td>
<td>Wed, Mar 23</td>
<td>Organizational Behavior in a Dynamic Environment</td>
<td>Reflection: What are the best and worst experiences you’ve had in organizations? What factors contributed to each of those situations?</td>
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<td>• Develop a framework for thinking about organizational behavior in healthcare organizations</td>
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<td>• Understand the forces acting upon healthcare organizations</td>
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<td>• Discuss final project</td>
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<td>Lee, S. YouTube. “Reframing Organizations”</td>
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<td>Readings:</td>
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<td>Borkowski: “Overview and history of organizational behavior”</td>
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<td>Ramanujam: “The challenges are organizational not just clinical”</td>
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<td>Recommended Reading</td>
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<td>Date</td>
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<tr>
<td>3 Mon, Mar 28</td>
<td><strong>Human Resources and Motivation</strong></td>
<td>*Case: Barbara Norris</td>
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<td></td>
<td>• Gain an understanding of the drivers of individual behavior and how to effect behavior</td>
<td><strong>DUE:</strong> project ideas by 8:00 am via Canvas</td>
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<td></td>
<td>Watch:</td>
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<tr>
<td></td>
<td>• Daniel Pink. Ted Talk: “The Puzzle of Motivation”</td>
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<td>Readings:</td>
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<tr>
<td></td>
<td>• <em>Barbara Norris</em> case</td>
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<td></td>
<td>• Nohria et.al.: “Employee motivation: A Powerful New Model”</td>
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<td><strong>Recommended Reading:</strong></td>
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<td></td>
<td>• Herzberg: “One More Time: How Do You Motivate Employees?”</td>
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<tr>
<td>4 Wed, Mar 30</td>
<td><strong>Organizational Structure</strong></td>
<td>*Case: Intermountain Health Care</td>
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<td></td>
<td>• Gain an understanding of various organizational structures and their implications for organizational effectiveness</td>
<td><strong>DUE:</strong> Sign up for Final Project by 8:00 am</td>
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<td>Readings:</td>
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<td></td>
<td>• <em>Intermountain Health Care</em> case</td>
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<td></td>
<td>• Bohmer: “Fixing Health Care on the Front Lines”</td>
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<td></td>
<td>• Nohria: “Note on Organizational Structure”</td>
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<td><strong>Recommended Reading</strong></td>
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<td></td>
<td>• Charles Fishman: “Miracle of Birth”</td>
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<tr>
<td>5 Mon, Apr 4</td>
<td><strong>Politics and Power</strong></td>
<td>*Case: Helen Drinan: Giving Voice to Her Values</td>
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<td>• Gain an understanding of sources of power and the role of power in organizational behavior and change</td>
<td><strong>DUE:</strong> Team Project Proposal before class</td>
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<td>• <strong>Announce Project Assignments</strong></td>
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<td>Watch:</td>
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<tr>
<td></td>
<td>• Adichie: “The Danger of a Single Story”</td>
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<td>Readings:</td>
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<td>• <em>Helen Drinan: Giving Voice to Her Values</em> case</td>
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<td>• Pfeffer: “Power Play”</td>
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<td></td>
<td>• Slaughter: “Why Women Still Can’t Have It All”</td>
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<td></td>
<td><strong>Recommended Reading:</strong></td>
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<td>• Halverson: “Lessons from a Veteran Diversity Advocate”</td>
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<td></td>
<td>• Hunt et. al.: “Why Diversity Matters”</td>
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<tr>
<td>Date</td>
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<td>Topic</td>
<td>Subtopic</td>
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<tr>
<td>6 Wed</td>
<td>Apr 6</td>
<td>Organizational Culture</td>
<td><em>Gain an understanding of organizational culture and the implications of culture for organizational effectiveness</em></td>
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<td>7 Mon</td>
<td>Apr 11</td>
<td>Individual Decision Making</td>
<td><em>Gain an understanding of how individuals approach decision making and how to improve personal decision making</em></td>
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<tr>
<td>8 Wed</td>
<td>Apr 13</td>
<td>Group Decision Making</td>
<td><em>Gain an understanding of how groups approach decision making and how to improve group decision making</em></td>
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<tr>
<td>9 Mon</td>
<td>Apr 18</td>
<td>Creating Teams That Work</td>
<td><em>Gain an understanding of behaviors and approaches that increase the likelihood of effective team efforts</em></td>
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</table>

**Readings:**
- Johnson & Johnson (A) case
- Schein: “What You Need to Know About Organizational Culture”
- Christensen & Shu: “What is an Organization’s Culture”
- Kahneman et. al: “Before You Make That Big Decision”
- Harvey, “The Abilene Paradox”
- Edmondson: “Teamwork on the Fly: How to Master the New Art of Teaming”
- Hackman & Coutu: “Why Teams Don’t Work”
- Duhigg, Charles: “What Google Learned from the Quest to Build the Perfect Team”
<table>
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<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td>10 Sep 20</td>
<td>Wed</td>
<td><strong>Conflict Management and Negotiation</strong></td>
<td>- Gain an understanding of your own preferred conflict style and options for other approaches</td>
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<td><strong>Preparation:</strong></td>
<td><strong>Self-assessment of individual conflict mode</strong></td>
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<td><strong>Readings:</strong></td>
<td>Garvin and Roberto: “What you don’t know about making decisions”</td>
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<td><strong>In Class Experiential Exercise:</strong> TBA</td>
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</table>
## Summary and Conclusions

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
<th>Readings</th>
<th>Guest Speaker</th>
<th>Presentations</th>
</tr>
</thead>
</table>
- Porter & Teisberg: “Redefining Competition in Health Care” | Guest Speaker TBA |                     |
| 15    | Mon, May 9 | **Group Presentations I**  
**DUE:** All Team Project Papers & Presentations via Canvas by 10:00 am  
**DUE:** Team Evaluations via Canvas before class | Presentations |                     |
| 16    | Mon, May 11 | **Group Presentations II**  
**DUE:** Final self-assessment of class participation | Presentations |                     |
HPM 543: QUANTITATIVE METHODS IN PROGRAM EVALUATION
MW 1:30 – 3:20 Kresge 502

INSTRUCTOR INFORMATION

Katherine Baicker
Professor of Health Economics
Health Policy and Management
kbaicker@hsph.harvard.edu

Office Hours:
Announced weekly
or by appointment
405 Kresge

Teaching Assistant: Jamie Daw, jdaw@fas.harvard.edu

COURSE OBJECTIVES

The goal of this course is to give students the tools that they need to evaluate policy interventions, social programs, and health initiatives. Did the program achieve its goals? Did it reach its target audience? Who benefited most? Could it have been more effective? While we will touch on other areas of program evaluation, the focus will be on impact analysis – what did the program actually do?

In order to be able to answer these questions, students will develop a flexible set of analytical tools, including both the ability to design an evaluation study using new or (more often) existing data and the ability to assess existing studies critically.

The focus will be on health policies and programs such as public insurance expansions, smoking cessation programs, vaccination initiatives, public health campaigns, quality improvement efforts, etc., but the techniques will be broadly applicable to other programs, such as in the realm of education, welfare, job training, or philanthropic initiatives.

Guest speakers will highlight real-world program evaluations and describe their experiences using these tools in different settings, including both domestic and international projects.

The goal of the course is to prepare students both to conduct program evaluations and to make sophisticated assessments of others’ evaluations. By the end of the course students will be able to:

• Construct a well-designed study to answer well-posed questions
• Gauge the adequacy of available data to answer the study’s questions
• Implement an experimental or econometric analysis to answer the study’s questions
• Interpret the results of such studies, including major findings and potential weaknesses
• Draw policy implications from that analysis, including effectiveness of the program, distribution of costs and benefits, and areas for improvement
OUTCOME MEASURES AND GRADING CRITERIA

Students will be evaluated on five short assignments during the term designed to apply the concepts covered in class to real programs. These exercises will be worth 50% of the final grade and will involve analysis for which students will be given the data. For these exercises, students will be permitted to work in small groups, but each student must turn in an individual write-up.

The in-class final exam for the course will cover all of the material presented in the term, and will be worth 40% of the final grade. The exam will be open-book and open-note, much like life.

Class participation will be worth 10% of the final grade. Active class participation is expected – learning the material from the readings alone is extremely difficult.

PREREQUISITES

The material covered in this course is inherently quantitative, and builds on a base of probability and statistics fundamentals. The prerequisite is a course in basic probability and statistics, such as BIO 200, BIO 201, BIO 202/203, ID538, ID 201, or an equivalent. You should have an understanding of and comfort with constructing confidence intervals and performing hypothesis tests. You should also have experience working with at least one statistical software package – ideally STATA, but R, SAS or SPSS are also fine. During the course you will be given data sets to analyze, but there will be very little instruction on the mechanics of opening and manipulating the data. A helpful Stata tutorial can be found at: http://www.ats.ucla.edu/stat/stata/. Please see me if you are uncertain about whether you have adequate preparation for the class.

TEXTS AND READING MATERIALS

The main text books for this course are Multiple Regression: A Primer (Allison; Pine Forge Press) and Handbook on Impact Evaluation: Quantitative Methods and Practices (Khandker, Koolwal, and Samad; World Bank Training Series; available for download). There are additional readings from academic journals on specific social programs and policies that accompany each unit of the course. They are all available through the library, and links are provided on the course web page.

Some students may want to refer to supplemental texts. Mostly Harmless Econometrics (Angrist and Pischke; Princeton University Press) is an excellent overview. Applied Regression Analysis and Other Multivariable Methods (Kleinbaum, Kupper, Nizam, Muller; Duxbury Press) and Counterfactuals and Causal Inference (Morgan, Winship; Cambridge Press) cover the course’s technical material in greater depth. Thinking About Program Evaluation (Berk and Rossi; Sage Press) gives more background on the broad concepts of evaluation. Those looking to brush up on statistics may find http://www.openintro.org/stat/ (open-source intro statistics text) and Statistical Methods for the Social Sciences (Agresti and Finlay; Pearson) helpful.
ADDITIONAL INFORMATION

Class materials and attendance

Class attendance is required. Notes and handouts will be posted on the course web page, but there is no substitute for attending class. The concepts covered are inherently cumulative, so failure to keep up with the course content would be very hard to overcome later in the term. Please let me know in advance if you will need to miss class.

Computers

Use of computers and tablets in class is in general not permitted, as it can be distracting to both you and your neighbors.

Teaching assistant

The teaching assistant for the course will offer weekly office hours, provide statistical help with the data exercises, and give a review section before the final. She will also offer sessions in the computer lab the first week of the course to help students use the course data sets and perform analysis in Stata. Her contact information and office hours appear on the course web page.

Course evaluations

As with other courses at HSPH, completion of course evaluations is mandatory. Your grade will not be available and you will not be able to register for future terms until you have completed an evaluation.
COURSE SCHEDULE

This is a roadmap of the topics that the course will cover, but may be adjusted as the course proceeds. Updates will be posted on the course web page, as will supplemental readings.

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Notes</th>
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<tr>
<td>1</td>
<td>M 3/21 Course overview; Designing an evaluation</td>
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<tr>
<td>2</td>
<td>W 3/23 Causal inference</td>
<td>Stata Boot Camp</td>
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<td>3</td>
<td>M 3/28 Social experiments</td>
<td>Assignment 1 due 3/29</td>
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<td>4</td>
<td>W 4/30 Designing and fielding RCTs</td>
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<tr>
<td>5</td>
<td>M 4/4 Designing and fielding RCTs</td>
<td>Assignment 2 due 4/5</td>
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<td>6</td>
<td>W 4/6 Regression framework</td>
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<td>7</td>
<td>M 4/11 Regression and omitted variable bias</td>
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<td>8</td>
<td>W 4/13 Observational study design</td>
<td>Assignment 3 due 4/14</td>
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<td>9</td>
<td>M 4/18 Interaction terms</td>
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<td>10</td>
<td>W 4/21 Quasi-experimental methods</td>
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<tr>
<td>11</td>
<td>M 4/25 Fixed effects and diff-in-diff</td>
<td>Assignment 4 due 4/26</td>
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<tr>
<td>12</td>
<td>W 4/27 Regression discontinuity</td>
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<tr>
<td>13</td>
<td>M 5/2 Implementing evaluations</td>
<td>Guest Lecturer: David Hemenway</td>
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<tr>
<td>14</td>
<td>W 5/4 Instrumental variables</td>
<td>Assignment 5 due 5/5</td>
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<tr>
<td>15</td>
<td>M 5/9 Wrap-up and review</td>
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<tr>
<td>16</td>
<td>W 5/11 Final Exam</td>
<td>In-class exam</td>
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Assignments are due at **4 pm** on Tuesday (1, 2, and 4) or Thursday (3 and 5), and are to be turned in via the course website.
Readings noted as “recommended” are often more technical and are optional.

Class 1
- Intro
- Review your pre-requisite text on hypothesis testing, confidence intervals, p-values

Class 2
- Khandker, Koolwal, and Samad (KKS) Ch 1-2
- Baicker, Katherine. *Cooper’s Analysis Is Incorrect*. Health Affairs, Vol. 28, 2008, pp w116-w118

Class 3
- KKS Ch 3

Class 4
Class 5

Class 6
• Allison Ch 1-2

Class 7
• Allison Ch 3-5

Class 8
• Writing Group for the Women’s Health Initiative Investigators (2002). Risks and benefits of estrogen plus progestin in healthy postmenopausal women: principal results from the Women’s Health Initiative randomized controlled trial. *JAMA*, 288(3), 326
• Hernan, MA et al, *Observational Studies Analyzed Like Randomized Experiments: an Application to Postmenopausal Hormone Therapy and Coronary Heart Disease*, Epidemiology, 19(6): 766-69, Nov 2008 (Recommended)

Class 9
• Allison Ch 6-9
• KKS Ch. 8
Class 10
- KKS Ch. 5

Class 11
- McWilliams, Zaslavsky, Meara, and Ayanian, *Impact of Medicare Coverage on Basic Clinical Services for Previously Uninsured Adults*, JAMA, Aug 13 2003, Vol. 290 no. 6, pp 757-64

Class 12
- KKS Ch. 7

Class 13

Class 14
- KKS Ch. 6
Class 15
• KKS Ch. 9
• Currie, Janet and Ishita Rajani, Within-Mother Estimates of the Effects of WIC on Birth Outcomes in New York City, NBER Working Paper 20400, Aug 2014 (Recommended)
HPM 544: THE LAW AND CLINICAL MEDICINE

Harvard School of Public Health
2016 Spring 2 Term
Room: FXB G12
Tuesdays/Thursdays 3:30-5:20

Allen Kachalia, MD, JD
akachalia@partners.org

Important Note on Course Schedule
This class will NOT ALWAYS meet twice a week, but instead meet on average one time a week (on Tuesdays and Thursdays) for a total of 8 sessions (including one for the final exam) over the 8 weeks of the Spring 2 Semester. Please see below for the currently planned dates.

Introduction
This course will examine what impact health policy and law has on the quality of health care. The course will examine the legal system’s evaluation and treatment of quality and safety of health care and how it has--or has not--inspired change and innovation within the medical profession. Topics will include: medical malpractice law, new programs created by the Accountable Care Act, and new innovations from within the clinical profession. In addition, students will analyze and interpret some legal dilemmas created by new developments in medical care that can outpace the laws. Students will have the opportunity to describe challenges in the delivery of high quality care, examine why they occur, and formulate policy approaches that might solve them.

Learning Objectives
Students completing this course will be able to:

1. Explain and apply medical malpractice principles to historical and current court cases, and evaluate the performance of the malpractice system, including appraising the system’s ability to foster quality improvement.
2. Describe many fundamental legal issues that arise in clinical practice, examine why they occur, and formulate policy approaches to address them.

3. Analyze and interpret the legal dilemmas created by new developments in medical care that can outpace existing laws, and propose possible solutions for these challenges.

4. Critique and design potential options for legal reform that can spur the improvement of health care quality and delivery.

**Grading**

The course grade will be based on class participation (40% of total grade) and an in-class final examination (60% of total grade). The class participation grade will be based on (1) attendance, (2) preparation (demonstrating knowledge of the reading assignments), and (3) contribution to class discussion. All students will be strongly encouraged to engage in class discussion and debate. The final exam will be an in-class written essay exam based on the learning objectives.

**A Note on the Course Readings:** This course does **NOT** require a medical or legal background. Class discussion will be focused on issues raised in the readings. For the legal cases, reading and discussion will primarily be focused on the facts and the issues, and not the technical or procedural legal matters. For the medical literature, reading and discussion will primarily be focused on the background and the discussions sections of the papers, and not the methods. The reading lists for some of the classes may look long, but many of the pieces are either brief or optional.
Session 1: Course Introduction and Medical Malpractice
Tue March 22, 2016

Readings


Optional Readings


Session 2: Institutional Liability
Tue Mar 29, 2016

Readings

- *Schloendorff v. N.Y. Hospital*, 105 N.E. 2d 92 (N.Y. 1914)


Optional Readings


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Session 3: Informed Consent
Tue Apr 5, 2016

**Readings**


• *Moore v. Regents of the University of California*, 793 P.2d 479 (Cal. 1990) (Focus on the facts of the case)

  http://jama.ama-assn.org.ezp-prod1.hul.harvard.edu/content/291/1/15.long

  http://content.healthaffairs.org.ezp-prod1.hul.harvard.edu/cgi/reprint/19/4/149


**Optional Readings**


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Session 4:  How Far Does The Patient-Provider Relationship Go?  Limits on Duty of Care and Duty to Warn

Tue Apr 12, 2016

Readings


  [https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXVII/Chapter123/Section36B]


  [http://content.nejm.org.ezp-prod1.hul.harvard.edu/cgi/content/full/359/5/521]


Optional Readings


Session 5: Fixing the System—What Have We Tried? How Has it Worked?  
Thu Apr 21, 2016

Readings

- Executive Summary, from Institute of Medicine Report, To Err is Human: Building a Safer Health System (2000). pages 1–16.  
  http://www.nap.edu/openbook.php?record_id=9728&page=1


  http://content.healthaffairs.org.ezp-prod1.hul.harvard.edu/cgi/content/full/26/1/215


- Massachusetts General Laws Chapter 233 Section 79L: Statements or conduct expressing regret, apology, condolence by health care provider; admissibility available at: https://malegislature.gov/Laws/GeneralLaws/PartIII/TitleII/Chapter233/Section79L

- Massachusetts General Laws Chapter 231 Section 60L: Written notice requirement for actions against health care providers available at: https://malegislature.gov/Laws/GeneralLaws/PartIII/TitleII/Chapter231/Section60L


Optional Readings

  http://www.heinonline.org.ezp-prod1.hul.harvard.edu/HOL/Page?collection=journals&handle=hein.journals/ano.hl11&id=139#139

Session 6: Medical Malpractice Law: Future Options for Reform
Tue Apr 26, 2016

**Readings**

  http://jama.ama-assn.org.ezp-prod1.hul.harvard.edu/content/267/17/2355.full.pdf+html


  http://content.healthaffairs.org.ezp-prod1.hul.harvard.edu/content/33/1/59.long

• Mello MM, Studdert DS, Kachalia A. The Medical Liability Climate And Prospects For Reform. *JAMA* 2014;312(20):2146-2155.

**Optional Readings**

Session 7: Where Are We Today? The Accountable Care Act’s Programs to Improve Clinical Care / Review Session
Tue May 3, 2016

Readings

Kachalia A, Mello MM, Nallamothu BK, Studdert DS. Legal and policy interventions to improve patient safety. Circulation 2016;133:661-71 http://circ.ahajournals.org.ezp-prod1.hul.harvard.edu/content/133/7/661.long


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Session 8: FINAL EXAMINATION
Thu May 12, 2016
Responsible Conduct of Research  
Fall 1, September 4 - October 23, 2015  
Day/Time of Class: Friday/8:30 a.m. – 10:20 a.m.  
Location of Class: Kresge G1

Instructor Information

Instructor: Delia Wolf, MD, JD, MSCI
Instructors’ Title: Lecturer, Health Policy and Management, HSPH  
Associate Dean, Regulatory Affairs and Research Compliance  
Depart. Association: Health Policy and Management, HSPH  
Email Address: dywolf@hsph.harvard.edu  
Phone Number: (617) 432-2148  
Office Hours: By appointment  
Office Address: 90 Smith Street, 3rd Floor

Course Manager: Alyssa Speier
Email Address: aspeier@hsph.harvard.edu  
Phone Number: 617-432-2140  
Office Address: 90 Smith St, 3rd Floor

Texts and Reading Materials

a) Required text book:
http://www.nap.edu/openbook.php?record_id=12192&page=8

   2) ORI Introduction to the Responsible Conduct of Research  

b) Additional reading materials will be posted on the course website.

Course Objectives:
At the end of the course the student will be able to:
   1) Describe the concepts of research misconduct and research integrity.  
   2) Describe basic ethical and regulatory requirements for conducting bench, animal, clinical, and public health research and apply them to research practice.
3) Recognize when laboratory practices, publication practices, and other research practices deviate from legal, ethical, or regulatory requirements.
4) Describe practices that promote compliance with ethical and legal requirements for the responsible conduct of research.

Outcome Measures

a) Class participation – Class participation consists of attending a minimum of six lectures, preparation, and constructive contributions to class discussion. Attendance will not be met if over 15 minutes late to class.
b) Case studies – students are expected to submit their written answers to all 12 cases during the 8 week period.

Grading Criteria

Pass/Fail – for students, who take the course for credit
Certificate of Completion – for all participants, who attend a minimum of 6 lectures, participate in class discussions, and complete 12 case-study assignments

Additional Information

This course meets the NIH training requirement for all trainees, fellows, participants, and scholars receiving support through any NIH training, career development award, research education grant, or dissertation research grant. HSPH’s, as well as other Harvard catalyst institutions’ graduate students, post-doctoral fellows, and junior faculty members will be allowed to take the course without paying tuition (if not taking this course for credit) but are expected to attend a minimum of six lectures, participate in class discussions, and complete all case study assignments. RCR participants not taking this course for course credit, please register at: https://harvard.az1.qualtrics.com/SE/?SID=SV_cVfnrbn4xPr9QtD

*Course platform: https://canvas.harvard.edu/
**You will need and HUID or XID to log into this system. You can obtain and XID here: https://xid.harvard.edu/xid-apps/

Session by Session Detail

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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</table>
| Week 1 9/4 | • Introduction to the responsible conduct of research
              • Regulations and guidelines governing research involving human subjects
              • Cases 1 & 2 will be distributed                                     | D. Wolf         |
| Week 2 9/11| • Cases 1 & 2 assignment due
              • Peer review, responsible authorship and publication
              • Data acquisition, sharing research results, and ownership
              • Case 3 & 4 will be distributed                                       | E. Langdon-Gray
                                                        D. Wolf         |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments</th>
<th>Instructors</th>
</tr>
</thead>
</table>
| Week 3 | 9/18 | • Case 3 & 4 assignment due  
• Research Misconduct  
• Cases 5 & 6 will be distributed | D. Wolf |
| Week 4 | 9/25 | • Case 5 & 6 assignment due  
• Intellectual Property  
• Mentor/Mentee Relationships  
• Case 7 & 8 will be distributed | J. Rice  
D. Wolf / A. Speier |
| Week 5 | 10/2 | • Case 7 & 8 assignment due  
• Safe Laboratory Practice  
• Regulations and guidelines governing research involving live vertebrate animal subjects  
• Case 9 will be distributed | M. Corrigan  
B. Corning |
| Week 6 | 10/9 | • Case 9 assignment due  
• Export Controls  
• Grant writing, budgeting, and adequate allocation of resources  
• Case 10 will be distributed | E. Nielsen  
A. Spickard |
| Week 7 | 10/16 | • Case 10 assignment due  
• Collaborative Research  
• Financial and Non-Financial Conflicts of Interest  
• Cases 11 & 12 will be distributed | D. Wolf |
| Week 8 | 10/23 | • Cases 11 & 12 due  
• Scientist as a Responsible Member of Society- ethical issues in biomedical and public health research  
• RCR Review/Case Discussions | D. Wolf |

**Course Evaluations**
Completion of the evaluation is a requirement for the course. Student grades will not be available until an evaluation is completed.
Instructor Information

Instructor: Delia Wolf, MD, JD, MSCI
Instructors’ Title: Lecturer, Health Policy and Management, HSPH
Associate Dean, Regulatory Affairs and Research Compliance
Depart. Association: Health Policy and Management, HSPH
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Office Address: 90 Smith Street, 3rd Floor

Course TA: Alyssa Speier
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Course Coordinator: Alexis Fagan
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Phone Number: (617) 432-2157
Office Address: 90 Smith St, 3rd Floor

Texts and Reading Materials

a) Required text book:

http://www.nap.edu/openbook.php?record_id=12192&page=8
2) ORI Introduction to the Responsible Conduct of Research

b) Additional reading materials will be posted on the course website.

**Course Objectives:**
At the end of the course the student will be able to:
1) Describe the concepts of research misconduct and research integrity.
2) Describe basic ethical and regulatory requirements for conducting bench, animal, clinical, and public health research and apply them to research practice.
3) Recognize when laboratory practices, publication practices, and other research practices deviate from legal, ethical, or regulatory requirements.
4) Describe practices that promote compliance with ethical and legal requirements for the responsible conduct of research.

**Outcome Measures**
a) Class participation – Class participation consists of attending a minimum of six lectures, preparation, and constructive contributions to class discussion. Attendance will not be met if over 15 minutes late to class.
b) Case studies – students are expected to submit their written answers to all 12 cases during the 7 week period.

**Grading Criteria**
Pass/Fail – for students, who take the course for credit
Certificate of Completion – for all participants, who attend a minimum of 6 lectures, participate in class discussions, and complete 12 case-study assignments

**Additional Information**
This course meets the NIH training requirement for all trainees, fellows, participants, and scholars receiving support through any NIH training, career development award, research education grant, or dissertation research grant. HSPH’s, as well as other Harvard catalyst institutions’ graduate students, post-doctoral fellows, and junior faculty members will be allowed to take the course without paying tuition (if not taking this course for credit) but are expected to attend a minimum of six lectures, participate in class discussions, and complete all case study assignments. RCR participants not taking this course for course credit, please register at: https://harvard.az1.qualtrics.com/SE/?SID=SV_ddmNPXeaBm71mWp

*Course platform: https://canvas.harvard.edu/
**You will need and HUID or XID to log into this system. You can obtain and XID here: https://xid.harvard.edu/xid-apps/

**Session by Session Detail**
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1/29</td>
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<tr>
<td></td>
<td>• Introduction to the responsible conduct of research</td>
<td>D. Wolf</td>
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<td></td>
<td>• Regulations and guidelines governing research involving human subjects</td>
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<td></td>
<td>• Cases 1, 2 &amp; 3 will be distributed</td>
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<td>• Case 3 to be completed for Week 2 (Export Controls)</td>
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<td>Week 2</td>
<td>2/5</td>
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<td>• Cases 1, 2 &amp; 3 assignment due</td>
<td>J. Rice</td>
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<td>• Intellectual Property</td>
<td>E. Nielsen</td>
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<td>• Export Controls (Flipped)</td>
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<td>• Case 4 will be distributed</td>
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<tr>
<td>Week 3</td>
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<td>• Cases 4 assignment due</td>
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<td></td>
<td>• Financial and non-financial conflict of interest</td>
<td>A. Speier</td>
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<td>• Mentor/ Mentee Relationships</td>
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<td>• Cases 5 &amp; 6 will be distributed</td>
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<td>Week 4</td>
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<td>• Case 5 &amp; 6 assignment due</td>
<td>E. Langdon</td>
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<td>• Peer review, responsible authorship and publication,</td>
<td>Gray</td>
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<td>responding to suspected violations of professional standards</td>
<td>M. Corrigan</td>
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<td>• Safe Laboratory Practice (Flipped)</td>
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<td>• Case 7 will be distributed</td>
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<td>Week 5</td>
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<td>• Collaborative Research</td>
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<td>• Data acquisition, sharing research results, and ownership</td>
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<td>• Case 8 &amp; 9 will be distributed</td>
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<td>Week 6</td>
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<td>• Case 8 &amp; 9 assignment due</td>
<td>B. Corning</td>
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<td>• Regulations and guidelines governing research involving live</td>
<td>A. Spickard</td>
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<td>• Case 10, 11 &amp; 12 distributed</td>
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<td>Week 7</td>
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