THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 735.001 Applications and Concepts in Health Policy and Management ("Capstone")

(Three Credit Hours)

Department of Health Policy and Management
Gillings School of Global Public Health

SP19 Syllabus

Rosenau 228

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Course Overview

Capstone (HPM 734/735 = 4 Credit Hours) serves as the UNC Graduate School substitute for (1) the written thesis and (2) the comprehensive examination requirements for a Master's Degree from UNC-CH. The combined courses offer an integrative experience and provides an opportunity for students to apply and extend the skills, knowledge, tools and training acquired during their program of study at UNC.

There are two critical components of Capstone Prep/Capstone: (1) individual writing assignments, including business case studies and business plan analyses/critiques; and (2) a comprehensive health-related business plan developed as a team.

Course Objectives and HPM Competencies

	Course Learning Objective	*HPM Competencies*
1.	Integrate the various disciplines into a comprehensive and practical management and policy framework	Professionalism, System Thinking, Analytical Thinking, Financial Skills, Strategic Orientation
2.	Develop and refine skills in business planning, business writing, formal and informal verbal communication, meeting facilitation, information gathering and analysis	Information Seeking; Accountability; Team Dynamics; Analytical Thinking; Project Management
3.	Apply models of how agencies, businesses, organizations, leaders and individuals behave, interact with their environment, make decisions, formulate strategy, implement strategy and manage change	Political Savvy; Change Management; Strategic Orientation; Financial Skills; Interpersonal Awareness and Emotional Intelligence
4.	Demonstrate skills in analysis and managerial problem solving through the case study methodology	Analytical Thinking; Innovative Thinking; Communication Skills
5.	Encourage entrepreneurial spirit and innovation	Initiative; Innovative Thinking; Strategic Orientation
6.	Encourage the development of a working model for an individual career advancement plan and to build a solid base for life-long career programming, continuing education and peer learning	Analytical Thinking; Interpersonal Awareness; Project Management; Self-Confidence; Team Dynamics; Reputation Management; Talent Development
7.	Develop, present and defend a comprehensive health-related business plan produced by a team and including all key components integral to business plans	Project Management; Financial Skills; Human Resource Management; Process Management and Organizational Design; Information Technology; Community & Public Health Orientation; Accountability; Communication Skills

Resources and Texts

Website:

A course website is set up on *Sakai* and will be used for announcements, schedule changes, guidance material, and access to readings and other course documents. Assignments and deliverables will also be turned in and returned via the *Sakai* Assignment Tool. *Sakai* is essentially a course management platform as student teams will find other collaboration tools such as Zoom, MS Team and DropBox more useful for team collaboration. **One caution**: Google Docs is inferior for comprehensive business plan development and production with significant deficiencies in formatting and graphic integration when using MS Office

applications. Use of Google Docs for Word production is *highly discouraged* such that pleas of "my formatting was lost" or "the graphics were mangled" are indefensible and summarily dismissed.

Course Requirements and Recommendations:

1. **Recommendation:** Abrams, Rhonda. *The Successful Business Plan: Secrets and Strategies.* Palo Alto, CA: The Planning Shop, 2003. Teams should have access to at least one copy of this book to provide structure and a checklist for developing the business plan.

2. **Requirement:** Harvard Business School, "Health City Cayman Islands", Case Number: 714510-PDF-ENG
   a. The case must be purchased directly (log in as student) from HBP at
       https://hbsp.harvard.edu/import/595362

Software options for working through the business planning process, including templates for some of the components, are available in programs such as *Business Plan Pro* (http://www.businessplanpro.com). There are also many other texts and online resources (e.g., http://www.startup.com/) that you can consult on the subject of preparing business plans. Other references and resources are available from the instructor.

Finally, electronic versions of previous Capstone Plans are available on *Sakai* to demonstrate how students have successfully approached this task in the past. As will experience in a team exercise, prior business plans are not perfect and should be referenced only as qualitative input – not a specific endorsement.

The Sakai Weekly Course Modules/Tools and Templates folder contains a Research Links for Capstone BPs document with a wealth of useful sources such as the short list below. Should teams find additional resources, please let the professor know such that can add to the tool and update.

- The Congressional Budget Office (www.cbo.gov)
- The Centers for Disease Control and Prevention (www.cdc.gov)
- The National Center for Health Statistics (www.cdc.gov/nchs/)
- J. Kaiser Family Foundation (www.kff.org)
- The Commonwealth Fund (www.cmwf.org)
- McKinsey & Company (http://www.mckinseyquarterly.com/home.aspx?srid=6)

Review of websites is not required. The URLs above and in the Research Links document are provided as a reference.

Other Resources

While not edited or corrected in detail, submissions are graded for content, grammar, punctuation, syntax, spelling, and format. Effective communication is required at the executive level. A major resource for UNC students who need writing assistance is The Writing Center. (http://www.unc.edu/depts/wcweb)

Two resources that students might consider to test – and improve - their skills are:

- http://www.englishlearner.com/tests/teach.html
- http://www.english-test.net

Requirements and Expectations

Capstone requires students to integrate management disciplines and skills into a comprehensive and practical framework through development of a health-related business plan. The course challenges students to put their acquired skills, competencies, theories, strategies and experience into practice in a selected area of the health care industry. The course includes: (1) lectures and discussions pertaining to the essential components of business plans, with particular emphasis on the **Business Model = Market Model + Operating Model + Financial Model all upon a Performance Monitoring and Reporting Platform**; and (2) sequential presentations by the Capstone teams to create a mutual learning environment among students and instructors.

The Capstone course is based upon the principles of strategic management and intended to simulate the integration of the various disciplines – policy, strategy, finance, marketing, operations, human resources, law, ethics, operations research, etc. – into a comprehensive and practical framework. This course will test students by challenging them to put the program knowledge to work in various segments of the global, public and private health industry.

Students will be graded on two different types of assignments: a case analysis and the semester long business plan relevant to the current environment. The case analysis is an individual assignment. *Students must prepare the individual case assignment without peer interaction – this is an individual test of what students have learned during the program.* It is considered a violation of the honor code to utilize prior student papers to prepare case analyses.

The team-based business plan assignments will be evaluated by the professor and TA as each deliverable is submitted along with a teammate peer evaluation at the end of the project. All grading rubrics and evaluation forms are posted in Sakai.

Each assignment must be submitted no later than 11:55pm EST on the due date in the schedule and must be submitted to the appropriate folder on Sakai. Late assignments are not accepted and will be given a grade of 0. The timestamp in Sakai is the arbiter of truth. Technical difficulties seem to happen at the greatest stress points in a process. Just as it would be unwise to wait until the last minute to meet a $1m grant/RFP bid contract submission deadline, it is unwise to tempt the technology gods by waiting until 11:45pm on the due date to upload your Capstone submissions. Samples of case analyses and business plans are available in Sakai. While recognizing that examples are not perfect examples, students are encouraged to review them as begin developing assignment deliverables.

1. Case Study (Individual Deliverable)

Two of the four required individual writing requirements will be completed during within the first two weeks: (1) the "due diligence" reviews of prior Capstone Business Plans; and (2) the team and preceptor management documents.

Guidelines on case analysis have been covered in previous classes. References and guidelines are posted on *Sakai*, and an overview of the assessment criteria will be presented in class. The HBS case study will be debriefed and discussed in class the day it is due. Copies of the case study are available directly from HBS Publishing at https://hbsp.harvard.edu/import/595362

2. Health-Related Business Plan (Team Deliverables)

The major deliverable for Capstone is a comprehensive business plan pertaining to or addressing a significant health or health care-related market need, operating/financial models and a performance monitoring and reporting program. Student teams have been formed representing a mix of complementary skills and generally common business interests. Initial business plan concept proposals are being developed and presented while preceptor management tools, work plans, data requirements and team contracts will be submitted. Teams are encouraged to use a "real-world" situation as the basis for their business plans; however, the project must respect institutional confidentiality with regard to data in the business plan or information shared with the class. Prior permission must be obtained from the sponsoring organization if a team uses proprietary data and the professor has pro forma non-disclosure agreements (NDA) should the preceptor/client require it. The plans may use alias project/product/market names, or otherwise mask the information, to protect business confidentiality. Moreover, real-world projects present other challenges, including data availability coupled with commitment and responsiveness on the part of the organizational sponsor.

Business Plan Components

Each business plan will define the product or service, identify the specific market, conduct market research, analyze the competition and determine their product's competitive position, define the value proposition and operating model for the service or process, analyze the financial viability/sustainability, identity the resource requirements necessary to achieve objectives, determine the legal structure, specify the operating resource requirements, staffing plan, define an exit plan, document risk/risk mitigation requirements, etc., as appropriate and according to the needs of the business plan.

There are many different business plan models, schema, or formats available, each with different emphases. Most models map into each other at some level; one should be chosen that best reflects the target market and purpose of your business plan. In any case, plans should thoroughly address every dimension of the business proposal under consideration.

Additionally, since these plans are being developed in the context of a School of Public Health, it is expected that each business plan must specifically address two additional components:

(1) The benefits that will accrue to health or health care at the societal or population level; and

(2) How the plan will acknowledge and leverage diversity in the population served and/or address issues or needs pertaining to diversity or underserved populations.

Mentors, Clients, Advisors, or Sponsors

Teams are encouraged to seek out faculty or external mentors, champions, or sponsors for their business plan. The role of the mentor or sponsor would be to act as an adviser, sounding board, and advocate, but not participate in any of the substantive or technical work of the business plan.

The focus of appropriate business plans for Capstone runs the spectrum from small, highly entrepreneurial health care-related ventures, to more typical service or product-line extension plans for public or private hospitals and health care organizations, to grant proposals for new public or not-for-profit health care programs. (See Table 1, "Typology", on next page.) The decision makers for each type of business plan vary, along with their interest, focus, and the criteria they use to evaluate a particular proposal.

Preliminary Presentations

Each team will give preliminary presentations of their business plans during class, prior to the final, public presentations at the end of the semester. The preliminary presentations will serve a number of purposes: (1) "reality checking" and leveraging the ideas, perspective, and broader experience of classmates and the instructors; (2) practicing and polishing the business plan and improving individual

and team presentation skills; and (3) cross-fertilization of ideas among teams. The final on campus presentation will be practiced/recorded and reviewed in consultation with the instructor(s) and/or TA prior to the final presentations. Evaluation forms for the written business plan and final presentation will be posted on *Sakai*.

Internal Team Assessments

There is both a mid-term team assessment and final Capstone Business Plan Team "360° assessment" at the end of the course, which will be submitted following the final presentation. This is a third, required, Individual Deliverable for the course. The 360° assessment, which will use the initial Team Contract as its baseline and the CATME platform as the tool, will serve as the basis for the individual grade on the business plan and will provide overall feedback on the Capstone business plan process.

Communications Protocol

It is critical that you comply with the following assignment communication protocols. All papers should be in the Calibri, 11-point font, and single-spaced with at least ½ inch margins. All assignments must be submitted using the following file naming convention:

> **Last Name_Assignment** e.g., Sloate_Cayman.docx (for the case) and **Team #_Assignment.ext** e.g., Team1_BP 1.docx (for the BP submissions)

Post the **case analysis and business plan** submissions to the appropriate individual assignment in the Sakai Assignment section. Do not submit any assignments to the Drop Box, Forums, or Discussion & Private Messages sections. Do not submit any assignments by email unless prearranged with the professor or teaching assistant, as they will not be accepted.

All email communications with the professor must copy the TA to ensure reasonable response turnaround time.

Table 1. A Suggested Typology of Business Plans in Health Care

Type of business plan; perspective	Typical size ($$ or scope)	Likely decision makers/audience for business plan	Typical Characteristics
Entrepreneurial venture (1)	Small	Venture capital investors / Small Business Admin	New company. Highly innovative and entrepreneurial. New niche or product. Speculative.
Entrepreneurial venture or institutional intrapreneurial venture (2)	Small to medium	Commercial / Investment bankers / Small Business Administration / Senior leadership team	New or existing company. New niche or product; however, not too far away from existing models. Value-added replication. Conversion from one business model to another e.g., FFS to population health management.
Service or line extension	Medium to large	Governing boards/ Senior management	Existing company/organization. Traditional private or not-for-profit "related diversification"" proposal. Has an "intrapreneurship" orientation.
Program or grant proposal	Medium to large	Foundations/ Government agencies	New or existing company / organization. Traditional public sector program grants; service delivery-oriented. "Social entrepreneurship"

Grading

	Class Requirement	Level of Assessment	Total Weight (%/points)	Comments
1.	Updated Client/Preceptor Engagement documents	Team	**5**	Team members may receive different point levels based upon delivery on team contract and team work plan accountability.
1.	HBS Case Study	Individual	**40/20**	Submit on Sakai as a MS Word document prior to class.
3.	Capstone Business Plan BP 1 (comments) BP 2 (comments) BP 3 (50 points)	Team Based 75% with 25% influenced by CATME peer assessment	**35/50**	Individual component is influenced by CATME 360° evaluation Team component is based upon the sum of the three submissions, reviewer, client/preceptor feedback and instructor assessment.
4.	Capstone Business Plan (final presentations)	Team	**10**	Team members receive same number of points.
5.	Instructor assessment and class attendance / participation, CATME assessment	Individual	**10/10**	Let your team and the instructor know if you are going to be absent from class
	Total Possible		**100%/120pts**	L: <70 P: 70-79 P+: 80-89 H: 90-100

Note: Not all deliverables are explicitly graded; however, all are required and will be considered in the instructor assessment component of the grade.

Class Participation

This class will be conducted in a highly collegial manner. Interaction with and learning from peers, as well as instructors and guests, will be important. Regular class attendance is expected and active participation in the discussions will constitute and an important part of the class participation evaluation. Further, beyond the simple courtesy of showing up for guests, students will be missing out on important ideas, perspectives, and thoughts on business plans if they do not attend a guest presentation. *Attendance by all teams for all final presentations at the end of the semester is mandatory*.

Recognizing, Valuing, and Encouraging Diversity

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Valuing diversity is a critical part of the mission statement of HPM. In the classroom, diversity strengthens the products, enriches the learning, and broadens the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), http://accessibility.unc.edu; phone 919-962-8300 or email accessibility@unc.edu. Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University of North Carolina. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this significant UNC tradition. *Your reward is in the practice of these principles*. Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work. If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042). Read and be familiar with "The Instrument of Student Judicial Governance" (http://instrument.unc.edu).

Course Evaluation

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment. Dates open for completing the course evaluation will be provided at a later date.

HPM 735 SP19 Capstone – Detailed Schedule

Please note that we will meet every Tuesday except for July Sessions 11 and 12 when we will switch with Law and Ethics and meet on Wednesday evening.

Session	Date	Subject	Activity and Supplemental Readings	Lead	Competencies	Deliverables
1	1.10	Opening Day: Course overview and schedule, deliverables, tools, resources, key lessons learned, BP evaluations, team engagement	Read the Syllabus and Schedule. Teams will review/critique prior Capstone plans.	Sloate/Rabbani		
2	1.22	Review case study tools, methods and expectations. One-page Executive Summary, three pages of support and "deeply notated appendices"	Refine all client engagement documents. Each team has 5 minutes (2-3 slides) to present BP topic and challenges anticipated.	Sloate		Work Documents: Final BP topic and Client engagement documents due 1.23 at 11:55pm
3	1.29	Business Model = Market Model + Operating Model + Financial Model + Performance Model Market Model Refresh	Review of tools and templates Breakout sessions to build the equation for each business plan	Sloate		
4	2.5	Environmental Assessment: Internal and External Refresh		Sloate		
	2.12	Review Cayman Island Case	Tools, templates, and methods and application from case to business plans.	Sloate/Rabbani		Health City Cayman Islands 2.11 at 11:55pm
5	2.19	Operating Model Refrest: Human Resources and Labor Models Refresh	Tools, templates, and methods	Sloate and others TBD (Fried)		
6	2.26	Financial Model Refresh: Financial Considerations and Corporate Structures Refresh	Tools, templates, and methods	Sloate and others TBD (Pink)		Business Plan 1: Environmental Assessment and Market Model Sections Due plus 3-5 slide PPT. 2.21 at 11:55pm

Session	Date	Subject	Activity and Supplemental Readings	Lead	Competencies	Deliverables
	3.5	Dialogue about BP 1 Submissions – self-critique, feedback and lessons learned	Each team has 10 minutes to present 3-5 PPT slides about BP 1 elements with class discussion.	Sloate/Rabbani		
9	3.19	Performance Monitoring and Reporting Refresh	Tools, templates, and methods	Sloate		
	3.26	Individual Team Work Sessions may be scheduled with Sloate and Rabbani.	Scheduling process TBD	Sloate/Rabbani		
10	4.2	The Executive Summary	Framework for what qualifies as an effective Executive Summary	Sloate		**Business Plan 2**: Volumetrics, Operations and Finance Sections Due plus 3-5 slide PPT **4.1 at 11:55pm**
	4.9	Dialogue about BP 2 Submissions – self-critique, feedback and lessons learned	Each team has 15 minutes to present 3-5 PPT slides about BP 2 elements with class discussion.	Sloate		
13	4.16	Making Effective Presentations	Review and critique prior Capstone Team presentations	Sloate		Ms. Rabbani to create open schedule for teams who want to practice the presentation and/or work on any specific plan element
	4.16	Reserved for presentation practice, live or remote BP presentations to clients/preceptors, and/or work sessions with Sloate/Rabbani	Mandatory scheduled team presentations and sessions in AdobeConnect	Sloate/Rabbani		**Business Plan 3:** Final Business Plan, integrated Workbook and Executive Summary Due **4.22 at 11:55pm**
	4.23	Reserved for presentation practice, live or remote BP presentations to clients/preceptors	Mandatory scheduled team presentations and sessions in AdobeConnect	Teams Sloate/Rabbani		Final Presentation PowerPoint Due **4.25 at 5pm**
	4.26	**Capstone Final Presentation**	Presentations to faculty panelists and others	Faculty and Preceptor Panels		**Friday April 26th** followed by celebration at Top of the Hill

HPM 735 SP19 Capstone – Detailed Schedule