

Headmirror's Business of Medicine Certificate Course

Instructions & Worksheets

Headmirror's Business of Medicine Certificate Course was designed to provide participants with an overview of business and economic concepts and tactics applicable to medical practice and the broader health care system. Participants will:

- 1) Explore concepts in leadership, health care delivery, and practice management,
- 2) Apply learned concepts to practical, individualized situations through writing exercises, and
- 3) Gain access to supplemental resources for more in-depth learning in specific topics of interest.

Course Requirements:

- 1) Listen to all 27 Business of Medicine Podcasts
- 2) Complete attached worksheets for podcasts (not every podcast has a worksheet, see Table of Contents on following page).
- 3) Complete CME Evaluation Form (attached).
- 4) Submit completed worksheet and evaluation form PDF to Headmirror.com@gmail.com.

Upon completion of the course, students will receive:

- 1) CME Certificate approving 19.25 CME Credits.
- 2) Certificate of Completion of the Business of Medicine Course.

Podcast & Worksheet Table of Contents

** denotes associated worksheet (attached)*

Leadership Module

*Chapter 1: Leadership Development Part 1

Linda Ginzel, PhD (University of Chicago Booth School of Business)

*Chapter 2: Leadership Development Part 2

Scott Snook, PhD, MBA (Harvard Business School)

*Chapter 3: Negotiation Basics

George Wu, PhD (University of Chicago Booth School of Business)

*Chapter 4: Sales and Communication in Medicine

Craig Wortmann, MBA (Kellogg School of Management)

*Chapter 5: Behavioral Science: A Guide to Understanding your Patients

Nicolas Epley, PhD (University of Chicago Booth School of Business)

Chapter 6: Leadership Training in Medical Education

Roland Eavey, MD, SM (Vanderbilt University Medical Center)

*Chapter 7: Pros and Cons of Additional Degrees

Pat Basu, MD, MBA (Cancer Treatment Centers of America)

*Chapter 8: Entrepreneurship in Medicine

Robert Altman, PhD, MBA (University of Chicago Booth School of Business)

*Chapter 9: Mentorship

David Haynes, MD, MMHC (Vanderbilt University Medical Center)

Chapter 10: Career Development through Committee and Society Leadership

Colin Driscoll, MD (Mayo Clinic)

Care Delivery Module

*Chapter 11: Measuring and Improving the Patient Experience

Thomas Lee, MD, MSc (CMO at Press Ganey, EIC at NEJM Catalyst)

Chapter 12: Behavioral Economics in Medicine

Kevin Volpp, MD, PhD (Wharton School of University of Pennsylvania)

Chapter 13: Value-based Health Care and Bundling

CJ Stimson, MD, JD (Vanderbilt University Medical Center)

Chapter 14: Introduction to Design Thinking in Medicine

Ashley Nassiri, MD, MBA (Mayo Clinic)

*Chapter 15: Design and Implementation Science in Health Care

Hugh Musick, MBA (University of Illinois at Chicago)

Chapter 16: US Health Insurance Market

Melinda Buntin, PhD (Vanderbilt University)

Chapter 17: US Health Care Spending

Michael Chernew, PhD (Harvard Medical School)

*Chapter 18: Operations Management and Health Care Metrics

Daniel Adelman, PhD (University of Chicago Booth School of Business)

Practice Management Module

*Chapter 19: Networking, Practice-building, and Referrals

David Haynes, MD, MMHC (Vanderbilt University Medical Center)

Chapter 20: Patient & Practice Benefits of Expanding Clinical Services

Scott Fortune, MD & Lee Bryant, MD (Allergy & ENT Associates)

*Chapter 21: E-Commerce and Alternative Revenue Streams

Jess Prischmann, MD (Prischmann Facial Plastic Surgery)

Chapter 22: Advanced Practice Providers and other Clinical Workflow Considerations

Scott Fortune, MD & Lee Bryant, MD (Allergy & ENT Associates)

Chapter 23: Billing, Reimbursements & RVUs

Adam Zanation, MD (University of North Carolina Medical Center)

Chapter 24: Social Media as a Research and Patient Engagement Tool

Alexander Gelbard, MD (Vanderbilt University Medical Center)

Chapter 25: Job Contract Basics (Contracts, Part 1)

Jon Appino, MBA (Contract Diagnostics)

Chapter 26: Job Contract Negotiations (Contracts, Part 2)

Jon Appino, MBA (Contract Diagnostics)

Chapter 27: US News and World Report Rankings

Garrett Choby, MD & Jill Nagel (Mayo Clinic Systems Quality Office)

Chapter 2: Leadership Development Part 2
Scott Snook, PhD, MBA (Harvard Business School)

1. Think of a “crucible” event in your life (an experience or event that challenged you significantly). How did you react to that experience and how did it impact your next steps in the situation?
2. Reflect upon 2-3 prior crucible events. Do you tend to manage these events optimistically or pessimistically? Do you come out of crucible experiences stronger having gone through it, or do they negatively impact you in the long run?
3. Think critically about your motivations to lead and tie this back into your personalized definition of leadership from Worksheet #1. Are you internally motivated to lead, or are there external expectations to lead?

Chapter 3: Negotiation Basics

George Wu, PhD (University of Chicago Booth School of Business)

1. Identify one upcoming “negotiation” that you wish to have an improved outcome (e.g. specific situation such as increased operating room time, salary review, committee agreements).
2. Define and/or Estimate your BATNA (Best Alternative to Negotiated Agreement) and your opponent's BATNA.
3. Identify two tactics to increase the pie (e.g. identify alternative aspects to add to the negotiation, compromises, expand the limitations on the situation, develop new alternatives)

Chapter 4: Sales and Communication in Medicine
Craig Wortmann, MBA (Kellogg School of Management)

1. Identify an opportunity for a "sale" that you haven't considered before (e.g. specific patient counseling encounter, group/committee work, manuscript/grant submission).
2. Identify one story that can contextualize this sale and provide emotional appeal for the "consumer." Provide a bullet point description of the story and the main points that relate to the consumer.
3. Devise a short script for the points to be made during the sale, with emphasis on how the story is seamlessly tied into the conversation and is presented.
4. Develop a 5-sentence elevator pitch that engages your audience, identifies the pain point to be addressed, and provides an alluring solution. (For additional guidance on developing an elevator pitch, see "The Art of the Elevator Pitch" by Carmine Gallo on hbr.org.)

Chapter 7: Pros and Cons of Additional Degrees
Pat Basu, MD, MBA (Cancer Treatment Centers of America)










1. What are the main drivers in your personal desire to learn more about the Business of Medicine? Are there specific aspects of the curriculum on which you'd like to focus?
2. Where do you (or would you like to) fall on the spectrum of extremes of only clinical practice and only business administration?
3. What level of training, informal or formal degree, would best fit your personal and professional goals as related to the Business of Medicine?

Chapter 8: Entrepreneurship in Medicine

Robert Altman, PhD, MBA (University of Chicago Booth School of Business)

1. In 4-5 sentences, describe a business idea that you have previously considered or explored. If you do not have a business idea, think of a problem or operational deficiency that you have encountered and brainstorm a solution that could be developed into a business.

2. For your business idea, use the Business Model Canvas (adapted from Business Model Generation by Osterwalder and Pigneur) below to outline the various considerations when developing a business model around an idea.

 <p>Key Partners</p>	 <p>Key Activities</p>	 <p>Value Propositions</p>	 <p>Customer Relationships</p>	 <p>Customer Segments</p>
	 <p>Key Resources</p>		 <p>Channels</p>	
 <p>Cost Structure</p>		 <p>Revenue Streams</p>		

Chapter 15: Design and Implementation Science in Health Care
Hugh Musick, MBA (University of Illinois at Chicago)

1. Identify a pain point that you personally experience at work.
2. Describe your personal experience with this pain point, and your perspective on why this problem exists.
3. Take on the perspective of the consumer (you in this case) to develop a solution, work around, or complete redesign of the system that would address this pain point.
4. Describe how this change would impact other stakeholders who would interact with this change.

Chapter 18: Operations Management and Health Care Metrics
Daniel Adelman, PhD (University of Chicago Booth School of Business)

1. List a metric that is considered important in your practice (i.e. readmissions, number of procedures performed, specific patient satisfaction scores).
2. List the benefits of evaluating this metric and changing care delivery to improve the metric outcomes (i.e. intended benefits).
3. List the potential pitfalls of evaluating this metric and changing care delivery to improve the metric outcomes (i.e. unintended consequences).
4. Think outside of the box: Develop a new metric that still measures the beneficial aspects of the original metric but lessens the unintended consequences.
5. How could this new metric feasibly be collected -- is new technology required?



EVALUATION FORM

**Headmirror.com
Headmirror’s Business of Medicine Certificate Course**

TO RECEIVE A CME CERTIFICATE: Please return this CME Form along with your worksheets to Headmirror.com@gmail.com.

NAME		ARE YOU A MEMBER OF THE AMERICAN COLLEGE OF SURGEONS?	<input type="checkbox"/> YES <input type="checkbox"/> NO
EMAIL ADDRESS		ACS MEMBERSHIP ID <i>(required if member)</i>	
NUMBER OF YEARS IN PRACTICE (OPTIONAL)		SPECIALTY (OPTIONAL)	

AMA PRA Category 1 Credits™

The American College of Surgeons designates this live activity for a maximum of 19.25 AMA PRA Category 1 Credits™.

Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Of the AMA PRA Category 1 Credits™ listed above, a maximum of 0 credits meet the requirements for Self-Assessment.

**The content of this activity may meet certain mandates of regulatory bodies. Please note that ACS has not and does not verify the content for such mandates with any regulatory body. Individual physicians are responsible for verifying the content satisfies such requirements.*

- Learning Objectives:**
- Explore concepts in leadership, health care delivery, and practice management,
 - Apply learned concepts to practical, individualized situations through writing exercises, and
 - Gain access to supplemental resources for more in-depth learning in specific topics of interest.

As a participant of this educational activity, I am claiming 19.25 hours of CME Credit.

***NOTE: 15 MINUTES OF SESSION ATTENDANCE = 0.25 AMA PRA CATEGORY 1 CREDITS™**

	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
1. Overall, how would you rate this educational activity?	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
2. Program topics and content met the stated objectives.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
3. Content was relevant to my educational needs.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
4. Educational format was conducive to learning.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
5. This activity has improved my competence.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
6. This activity will improve my performance.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
7. This activity will enhance my communication skills.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
8. This activity will improve patient outcomes.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
9. This activity will improve processes of care and/or healthcare system performance.	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1
10. Program was free of commercial bias.	<input type="checkbox"/> Yes	<input type="checkbox"/> No			
<i>If "no," Please explain instances of commercial bias:</i>					

How could this educational activity be enhanced?

List a minimum of two things you are going to change as a result of what you have learned.

Describe the barriers anticipated when implementing the above changes.

Do you have any suggestions for future topics?

Any additional comments?