



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.





Participant Information

Name (Last, First):
Degree(s):
Email (required for CME and certificate distribution):
Profession:
Specialty (if applicable):
Career stage (student, trainee, early/mid/late practitioner):
Location (City, State, Country):
Institution or Practice Name:
Pre-Course Questions
1. What do you hope to gain from this course?
2. How do you plan to use this knowledge to further your career or personal goals?



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 1: Leadership Development Part 1 Linda Ginzel, PhD (University of Chicago Booth School of Business)

1.	Describe your first leadership experience.
2.	In 1-2 sentences, write a personalized definition of leadership.
3.	In 1-2 paragraphs, describe how your personalized definition of leadership has impacted a decision you recently made.





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 5: Behavioral Science: A Guide to Understanding your Patients Nicolas Epley, PhD (University of Chicago Booth School of Business)

1.	Describe a recent misunderstanding that occurred in your personal or professional life.
2.	Analyze and identify the individual assumptions (made by all parties) which led to the misunderstanding.
3.	Compose questions to be asked to better understand individual preferences or situations, as a means to replace the above assumptions with factual information.





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

1.	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.

Key Partners	Key Activities	Value P	Propositions	Customer Relationships	Customer Segments
	Key Resources			Channels	
Cost Structure			Revenu	ue Streams	
			_		



Chapter 9: Mentorship David Haynes, MD, MMHC (Vanderbilt University Medical Center)

1.	of your relationship were most beneficial in your development.
2.	How do those aspects reflect on your learning type? What learning and mentorship environment (unstructured, structured, compromise) do you receive best and how can you maximize this learning environment at work?
3.	Feedback: do you prefer direct or indirect feedback? Do you receive enough feedback currently? If not, how can you ask for more feedback?
4.	Are you interested in becoming a mentor, and if so, identify 1-2 opportunities to do so?





Chapter 11: Measuring and Improving the Patient Experience Thomas Lee, MD, MSc (CMO at Press Ganey, EIC at NEJM Catalyst)

1.	Identify a patient pain point that you have experienced through feedback in your own practice (e.g. clinic / telephone wait times, difficulty communicating with clinician).
2.	Is this patient experience something you currently measure?
3.	How would you design an instrument to best measure this patient experience and what specific actionable aspects of the experience do you want to know about?



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?





Chapter 19: Networking, Practice-building, and Referrals David Haynes, MD, MMHC (Vanderbilt University Medical Center)

1.	Describe, in detail, one new effective and sustainable manner in which you can communicate or interact with referring doctors.
2.	List two concrete actions that you can undertake to expand your specific network of colleagues.



Chapter 21: E-Commerce and Alternative Revenue Streams Jess Prischmann, MD (Prischmann Facial Plastic Surgery)

1.	outside of traditional in-person clinic (e.g. answering service, website/e-commerce, email, telehealth, home visits)?
2.	What percentage of your revenue-driving practice is outside of traditional in-person clinic?
3.	List 2 feasible pathways to expand revenue-driving services outside of the in-person clinic in your specific practice.





AMERICAN COLLEGE OF SURGEONS DIVISION OF EDUCATION

Blended Surgical Education and Training for Life*

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.

Nisser		ARE YOU A MEMBER OF		
INAME	NAME	THE AMERICAN COLLEGE	☐ YES	□ NO
		OF SURGEONS?		
EMAIL ADDRESS		ACS MEMBERSHIP ID (required if member)		
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 $\underline{\textbf{19.25}}$ hours of CME Credit.

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

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

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?	