

Course	Description	Facilitator
<p>Communication Strategies</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed with emphasis on helping providers to develop an effective communication style, which includes: refining skills to conduct difficult conversations, listening more effectively, and developing conflict resolution skills. These skills help to gain buy-in for the vision. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Describe your communication style. • Identify ways to interact more effectively with other styles to convey your vision. • Use your style understanding to more productively conduct difficult conversations 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>
<p>Dynamic Teamwork</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to emphasize how physicians can working more effectively with others as an important skill of leadership. Dysfunctional team relationships can derail even the most well-meaning individuals in their quest to problem solve and improve overall organizational outcomes. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of teamwork. • Practice your own teamwork skills. • Discuss ways to improve teamwork. 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>
<p>Employee Engagement & Performance Management</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course focuses on helping physicians to develop skills needed to engage employees and more effectively manage organizational talent, including team- building and collaborative thinking. Selection and retention of talent will also be covered. These elements get and keep the right people on board to execute the vision. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Discuss how to create an environment that engages employees in their work. • Foster teamwork and collaborative thinking. • Enhance recruitment and retention. 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>

<p>Ethics of Healthcare Leadership</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to examine the theories and frameworks that underlie the influence of values and ethics (personal, professional, organization, and social) on physician leadership practices in health care organizations, and to challenge physicians to examine their own paradigms. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Explain the concept of ethics. • Explore the ethical paradigms of teleology, deontology, justice, and care. • Examine personal values and ethics. 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>
<p>Growing Your Health Care Business</p> <p>4-hour session</p>	<p>Increasingly intense competition for business has become common for providers of health care. This is true whether such providers are individual or group physician practices, health care organizations or providers of allied health services such as physical therapy, radiology, or laboratories. With high out-of-pocket expenses becoming common, health care consumers are more value-sensitive than ever. This has caused them to “shop” for higher quality and lower cost health care options, further increasing competition among providers of services. This competition has necessitated effective marketing strategies to gain competitive advantage and grow health care business. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Name 5 key changes in health care that have caused an intense focus on health care marketing to grow business. • List at least 3 common resources health care consumers use to access health care services. • Name at least three internet-based methods consumers use to compare health care providers or services. • Describe 5 common mistakes health care providers and organizations make when marketing health care services. • Discuss at least 3 highly effective strategies to market and grow your health care business. 	<p>Nirmal Joshi, MD, FACP Travels from Mechanicsburg, PA</p>

<p>Healthcare Transformation and Informatics</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to assist physicians with their understanding and use of data and analytics. It is particularly important for physicians interested in quality improvement, population health and a critical analysis of the medical literature. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Review health care transformation strategies and the basics of health informatics. • Identify what must be done to achieve high quality and low cost. • Discuss the imperative for physicians to address the strategic goals of high quality and low cost. 	<p>Nirmal Joshi, MD, FACP Travels from Mechanicsburg, PA</p>
<p>High Reliability Organizations: Problem-Solving and Corrective Action</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to emphasize how physicians can most effectively engage in organizational problem solving. Skills are developed in root cause analysis, problem resolution, and developing “anticipation-thinking” instead of always reacting to problems. This emphasis helps to design and manage processes more effectively. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Identify tools for process analysis. • Apply the concepts of process design and problem resolution. • Develop “anticipation-thinking.” 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>
<p>Leading Change</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to build the skills that physician leaders need to lead effective organizational change efforts, and how to build a physician culture that embraces change. These skills help to gain buy-in for the vision. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Describe the essence of change. • Analyze the steps critical to leading change. • Examine how to build a culture that embraces change. 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>

<p>Managing Approaches to Change</p> <p>Available as a 2-hour session. Also available as a 4-hour session at the discretion of the purchaser in consultation with the instructor if an optional online Change Style Indicator analysis is purchased for each participant.*</p>	<p>To effectively work with others through times of change, it is important to recognize the different manners in how each of us prefer to learn about, approach, and respond to change events. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Discuss ethical approaches to change. • Incorporate a heightened appreciation for differences in perceptions regarding change. • Consider strategies to effectively assist others during change events. • Apply their responses from the Change Styles Indicator Assessment (optional - \$27 per person fee applies for online access to the assessment). 	<p>Rebekah Apple, MA, DHSc Travels from Pittsburgh, PA</p>
<p>Managing Virtual Teams: Strategies for Successful Outcomes with People, Projects, and Committees</p> <p>4-hour session</p>	<p>The growth and expansion of health systems has created great challenges for physician leaders. Performance improvement is best accomplished with face-to-face interaction which becomes more difficult in multicenter systems. Understanding the mutual compact of optimal patient care and outcomes creates the foundation, but physician leaders must utilize a variety of techniques to engage the team in a virtual format. Strategies to include video conferencing, regional breakout sessions, use of project managers, brainstorming sessions, task forces are utilized to attain results. At the end of the course, participants should be able to:</p> <ul style="list-style-type: none"> • Compare and contrast virtual team interactions with conventional hospital committee design. • Discuss the core skills and approach required of a virtual physician leader. • Explore strategies most effective in leading virtual teams towards common performance improvement goals. 	<p>Samuel Hammerman, MD, MMM, CPE, FCCP Travels from Mechanicsburg, PA</p>

<p>New Model of Physician Leadership: Leading from the Front</p> <p>Available as a 4-hour or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>With the rapid pace of change in health care, many physicians have found themselves overwhelmed, unhappy and cynical. It is no surprise that the incidence of physician burnout is at its highest rate ever. Often, physicians have not found themselves at the “head of the table” when important, strategic health care policy is being developed or implemented. This is ironic since physicians are theoretically in the best position to affect change: they have historically been patient advocates and are closest to the real action in delivering care to patients. This course will focus on the solution to the above problem and will lead to important possible actions on the part of physicians to have them reclaim the role as leader of the health care team. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • State at least three changes in health care that have caused physicians to be cynical about health care, increased the rate of physician burnout and potentially threatened their ability to lead effective health care change. • Identify 5 core strategies to provide effective leadership in a changing health care environment. • Discuss potential barriers in implementing the five core strategies and how to overcome them. • Name at least 3 concrete action items that they can implement “tomorrow morning” in their organization as first steps toward implementing the core strategies. 	<p>Nirmal Joshi, MD, FACP Travels from Mechanicsburg, PA</p>
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<p>Organizational Ethics: Bias and Racism</p> <p>Available as a 4-hour session. Also available as a 7-hour session at the discretion of the purchaser in consultation with the instructor if combined with other Organizational Ethics modules available.*</p>	<p>Closer attention to social drivers of health has revealed deeply ingrained racism within healthcare systems. The key to addressing this problem is not in pointing fingers and shaming colleagues, but rather closely examining the habits many have unknowingly adopted. Points of contention may include debiologizing race, patient racism toward providers, and equity bias towards patients. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Discuss how individuals have experienced and currently feel injustices. • Identify strategies to discontinue problematic habits in the workplace. • Apply their responses from the Ethical Lens Inventory Assessment (optional - \$27 per person fee applies for online access to the assessment). 	<p>Rebekah Apple, MA, DHSc Travels from Pittsburgh, PA</p>
<p>Organizational Ethics: Building Cultures of Trust</p> <p>Available as a 2-hour session. Also available as a 4 or 7 hour session at the discretion of the purchaser in consultation with the instructor if combined with other Organizational Ethics modules available.*</p>	<p>Physicians are commonly provided clinical ethics educations, yet rarely required to examine ethics as it applies to the organization as a whole. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Address the components needed to establish a strong foundation of trust. • Apply a deeper understanding of individual leadership and work styles. 	<p>Rebekah Apple, MA, DHSc Travels from Pittsburgh, PA</p>

<p>Organizational Ethics: Moral Distress</p> <p>Available as a 2-hour session. Also available as a 4 or 7 hour session at the discretion of the purchaser in consultation with the instructor if combined with other Organizational Ethics modules available.*</p>	<p>Moral distress occurs when one knows the ethically correct action to take but feels powerless to take that action. There is substantial information within the nursing literature about preventing and addressing moral distress, however, physicians are not typically provided with the same training or resources. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Address strategies for dealing with and leading others through distress associated with obstacles and structures that cause moral conflict. 	<p>Rebekah Apple, MA, DHSc Travels from Pittsburgh, PA</p>
<p>Organizational Ethics: Professionalism Across Your Career</p> <p>Available as a 2-hour session. Also available as a 4 or 7 hour session at the discretion of the purchaser in consultation with the instructor if combined with other Organizational Ethics modules available.*</p>	<p>Professionalism in physicians is the core of ensuring patient dignity. Many assume that professionalism is an inherent trait. This course approaches the concept of professionalism as a skill that can be mastered through study and practice and includes a review of skills and competencies necessary to exercise professionalism across the lifespan of a physician's career. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Explore implications of true accountability • Address levels of self-awareness • Consider alternatives to the disciplinary approach for professional lapses 	<p>Rebekah Apple, MA, DHSc Travels from Pittsburgh, PA</p>

<p>Personal and Professional Leadership Styles</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to emphasize assessment of the physician leader’s own style and how it impacts others. Tools already in place (participants will be invited to bring along leadership assessments they may have used) to develop physician leaders to work better with others and to assemble more effective teams. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Define leadership. • Explain how personal leadership style influences how you lead. • Determine how to leverage your personal leadership style to maximize the effectiveness of your organization and team. 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>
<p>Project Management for Physicians: What You Don’t Learn in Medical School</p> <p>7-hour session, includes outlining an action plan for a project identified by the purchaser.</p>	<p>The approach to system-based challenges in the health care setting requires an organized and well thought out plan. From identification of the primary root cause to brainstorming and finally to solutions by consensus is a challenge without project management experience. Understanding the basic elements of project management, effective meeting design, conflict resolution is critical to creating solutions. At the end of this course, the participant should be able to:</p> <ul style="list-style-type: none"> • Assess the key concepts of project management including the PDSA cycle and FMEA. • Apply effective meeting management techniques. • Use key pathways and tools to bring a project from brainstorming to resolution. • Describe a current problem and outline a basic project management approach. 	<p>Samuel Hammerman, MD, MMM, CPE, FCCP Travels from Mechanicsburg, PA</p>

<p>Strategic Thinking and Decision-making (Strategic Organizational Leadership)</p> <p>Available as a 2-, 4-, or 7-hour session at the discretion of the purchaser in consultation with the instructor.*</p>	<p>This course is designed to help physicians to build strategic thinking and organizational strategy development skills, while understanding the impact of strategy on structure, and capturing the power of a vision. At the end of this course, participants should be able to:</p> <ul style="list-style-type: none"> • Describe the similarities and differences between strategic thinking and strategic planning. • Identify the impact of strategy on organizational design. • Describe and enhance utilization of the organizational vision. 	<p>Catherine Baumgardner, PhD, MFA, FACHE Travels from Lancaster, PA</p>
<p>Team Based Rounds: A Strategy for Enhancing Quality and Patient Safety at the Bedside</p> <p>Available as a 2-hour or 4-hour session (with shadowing) at the discretion of the purchaser in consultation with the instructor.*</p>	<p>The growing complexity of disease management within the inpatient setting requires multidisciplinary collaboration and communication. Of note, failure to communicate is the single most common cause of sentinel events. The benefits of such rounds includes enhanced coordinated care, nurse empowerment and improved retention, and improved patient and family satisfaction. Setting a template for communication with assigned roles of the team members is critical to efficient rounding. At the end of the course, participants should be able to:</p> <ul style="list-style-type: none"> • Discuss the importance and expected outcomes of multidisciplinary rounds in acute care settings. • Engage staff physicians, nurses, and pharmacists to work as a single team in the effective interchange of information. • Use a defined template and assign roles of each team member. • Address challenges and barriers to sustainability of team-based rounds. 	<p>Samuel Hammerman, MD, MMM, CPE, FCCP Travels from Mechanicsburg, PA</p>

* For a learner new to the topic, the 4- or 7-hour framework may be more appropriate. As a refresher or to use a course to gauge interest, the 2-hour format would work better.