Syllabus

Course Overview

In this course, you will examine the origin, concept, and practice of evidence-based management within the health care field. You will analyze the credibility and validity of evidence-based sources and identify potential evidence-based sources to use in health care management decision making. In addition, you will synthesize information from a variety of evidence-based sources to support leadership decisions from operational and strategic perspectives.

Please note: The design of this course may be different from that of other courses you have taken at Capella so far. Most of the resources you will need to complete activities such as discussions are included in those activities, rather than in separate studies. All of the resources are valuable and should be considered to be vital learning materials.

Audio and Video Recording

This course requires you to record presentations with audio and video. You may use any software you prefer, but Kaltura is free to download, easy to use, and compatible with the Capella courseroom. Refer to Using Kaltura [PDF] for more information about this courseroom tool. To create your recording, you will need an external or built-in microphone for the audio and a webcam for the video. If you do not already have this hardware, headsets and webcams are available for purchase at the Capella University Bookstore.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Explain the key components of the evidence-based management process used in health care management.

2   Analyze sources of information used in evidence-based health care management.

3   Demonstrate analytical decision-making skills through the application of an evidence-based management process.

4   Communicate in a manner that is professional and consistent with expectations for members of the business professions.

Course Prerequisites

Prerequisite(s): BUS3025 or BUS3026

Syllabus ❱❱ Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Course Pack

These required readings are in a digital course pack on the VitalSource platform, available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools.
Barends, E., Rousseau, D. M., & Briner, R. B. (2016). Evidence-based management: The basic principles. In A. R. Kovner & T. D'Aunno (Eds.), *Evidence-based management in healthcare: Principles, cases, and perspectives* (2nd ed., pp. 3–18). Chicago, IL: Health Administration Press.

Hardware

Capella University requires learners to meet certain minimum computer requirements. The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the Course Materials page on Campus for more information.
Hardware for Audio and Video Recording
      External or built-in microphone
      External or built-in webcam
      Broadband Internet connection

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Barends, E., Villanueva, J., Rousseau, D. M., Briner, R. B., Jepsen, D. M., Houghton, E., & ten Have, S. (2017). Managerial attitudes and perceived barriers regarding evidence-based practice: An international survey. *PLoS One, 12*(10), 1–15.
- Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management.* West Sussex, England: Wiley.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- CEBMa. (2013, May). *Evidence-based management assessment for organizations* [PDF]. Available from https://www.cebma.org

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Bad Science [Blog]. (n.d.). Retrieved from https://www.badscience.net
- Bernard Marr & Co. (n.d.). The 6 best hadoop vendors for your big data project. Retrieved from https://www.bernardmarr.com/default.asp?contentID=1418
- Bernard Marr & Co. (n.d.). What is big data? A super simple explanation for everyone. Retrieved from https://www.bernardmarr.com/default.asp?contentID=766
- Bernard Marr & Co. (n.d.). Why every business needs a data and analytics strategy. Retrieved from https://www.bernardmarr.com/default.asp?contentID=768
- California Management Review. (2018, February 8). *Evidence-based management* [Video] | Transcript Retrieved from https://youtu.be/14j3l74Og-I
- CEBMa. (n.d.). Retrieved from https://www.cebma.org
- Center for Evidence Based Management (CEBMa). (2017, March 5). *What is evidence-based management and why do we need it?* [Video] | Transcript Retrieved from https://www.youtube.com/watch?v=nwK7lgmygBc&feature=youtu.be
- Centre for Evidence-Based Medicine. (n.d.). CEBM resources. Retrieved from https://www.cebm.net/resources-2
- Chua, C. (n.d.). How to give constructive criticism: 6 helpful tips. Retrieved from https://personalexcellence.co/blog/constructive-criticism
- Cochrane Library. (n.d.). Retrieved from https://www.cochranelibrary.com
- EHR Intelligence. (n.d.). Retrieved from https://ehrintelligence.com
- Health Data Management. (n.d.). Retrieved from https://www.healthdatamanagement.com
- Health News Review.org. (n.d.). Retrieved from https://www.healthnewsreview.org
- Healthcare IT News. (2018). Analytics. Retrieved from https://www.healthcareitnews.com/category/resource-topic/analytics
- Keslar, L. (2018, June 18). The rise of fake medical news. Retrieved from http://protomag.com/articles/rise-fake-medical-news
- Kiely, E., & Robertson, L. (2016, November 18). How to spot fake news. Retrieved from https://www.factcheck.org/2016/11/how-to-spot-fake-news
- McDougall, J. (2015, April 1). *Dr. Peter Gøtzsche talks about his background and explains the Cochrane Collaboration* [Video] | Transcript. | Transcript Retrieved from https://www.youtube.com/watch?v=NLNEo2q8ZQU&feature=youtu.be
- Thiran, R. (2017, August 29). To become an effective leader, you need to practise self-refection. Retrieved from https://leaderonomics.com/leadership/practise-self-reflection
- UNC Health Sciences Library. (n.d.). Evidence based practice resources. Retrieved from http://hsl.lib.unc.edu/services/evidence-based-practice-resources
- United States Census Bureau. (n.d.). American fact finder: Community facts. Retrieved from https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml
- Vraga, E. K., & Bode, L. (2017). I do not believe you: How providing a source corrects health misperceptions across social media platforms. *Information Communication and Society, 21*(10), 1–17. Retrieved from https://www.researchgate.net/publication/316251473_I_do_not_believe_you_how_providing_a_source_corrects_health_misperceptions_across_socia

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Introduction

This week you will:

- Learn the importance of making decisions based on reliable evidence.
- Consider some misconceptions about evidence-based management.
- Participate in two discussions.

Experienced leaders often feel that they can rely solely on their personal experiences, knowledge, and intuition to guide their decision making and strategic planning. However, as you will learn in this unit, in today's complicated and rapidly changing business and health care environments, it is crucial to incorporate current research and reliable evidence in all leadership processes.

Evidence is simply available information. It can be considered quantitative or descriptive, and be presented in many formats. The advancing capabilities of technology allow for seemingly endless amounts and types of data to be collected. This presents challenges for organizations in terms of sifting through that data in an effort to organize and process raw information into evidence that is relevant and valuable.

Unit 1 will help you consider both the need and the use of evidence-based management in health care organizations, identify and analyze the value of different types of evidence available, and investigate common misconceptions related to evidence-based practice in management.

Learning Activities

u01d1 - Evidence-Based Management in Health Care

Discussion Resources

The resources for this discussion provide foundational theoretical and conceptual information related to evidence-based approaches for management practices in the health care delivery system. As you study the resources, think about how the information applies to management in the sector of the health care system of your current or future career.

The following resources are provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). _The intelligent company: Five steps to success with evidence-based management_. West Sussex, England: Wiley.
    - Chapter 1, "The Data-Knowledge Crunch," pages 1–12.
    - The "Action Checklist" for Chapter 1, pages 193–195.
- Barends, E., Rousseau, D. M., & Briner, R. B. (2016). Evidence-based management: The basic principles. In A. R. Kovner & T. D'Aunno (Eds.), _Evidence-based management in healthcare: Principles, cases, and perspectives_ (2nd ed., pp. 3–18). Chicago, IL: Health Administration Press.
    - _Note:_ This reading can be found in your coursepack.
- CEBMa. (n.d.). Retrieved from https://www.cebma.org
    - Explore this website.

Discussion Instructions

For your initial discussion post, share your ideas and insights by addressing the following:

- Explain how the concept of evidence-based management is relevant to your sector of the health care system.
- Explain why there is a need for an evidence-based approach in your sector of the health care system.
- Explain how each of the four types of sources of evidence (scientific, organizational, experiential, and stakeholder) is valuable in your sector of the health care system.

Support your ideas with references from the resources and your own research. Follow APA Style and Format guidelines for references and citations.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- How well has your peer explained the concept of evidence-based management?
- Are there additional reasons for an evidence-based approach that your peer did not mention?

Undergraduate Discussion Participation Scoring Guide

u01d2 - Common Misconceptions Related to Evidence-Based Practice in Management

Discussion Resource

The following resource is provided to help you complete this discussion and may be useful in completing your course assignments:

- Barends, E., Rousseau, D. M., & Briner, R. B. (2016). Evidence-based management: The basic principles. In A. R. Kovner & T. D'Aunno (Eds.), *Evidence-based management in healthcare: Principles, cases, and perspectives* (2nd ed., pp. 3–18). Chicago, IL: Health Administration Press.
    - *Note:* This reading can be found in your coursepack.

Discussion Instructions

Marr presents some common misconceptions about evidence-based practice in management:

- Evidence-based practice ignores the practitioner's professional experience.
- Evidence-based practice is all about numbers and statistics.
- Managers need to make decisions quickly and do not have time for evidence-based practice.
- Each organization is unique, so the usefulness of scientific evidence is limited.
- If you do have high-quality evidence, you cannot do anything.
- Good quality evidence gives you the answer to the problem (2010).

For your initial discussion post, choose *one* of the misconceptions from the list above.

- Discuss your understanding of and insights on the misconception you chose.
- Share an example of the misconception from your professional experience, or an example that you think could occur in your management career.

Support your ideas with references from the resources and your own research. Follow APA Style and Format guidelines for references and citations.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- How does your peer's understanding of the misconception compare to yours?

Reference

Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management*. West Sussex, England: Wiley.

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u01s1 - Expanding Your Knowledge

There are specific applications of evidence-based management principles in different areas of the health care system. You need the bigger picture of how evidence-based management is infused in the health care system overall. For those of you who plan to go on and become a nurse manager or a specialty practice manager, this big picture is especially important.

Explore the following website; it will be a valuable resource throughout the course.

- UNC Health Sciences Library. (n.d.). Evidence based practice resources. Retrieved from http://hsl.lib.unc.edu/services/evidence-based-practice-resources

u01s2 - Assignment Preparation

Your first assignment, the Examining Health or Medical Information Presentation, is due next week. Part of the assignment requirements are to record a presentation with audio and video. You may use any software you prefer, but Kaltura is free to download, easy to use, and compatible with the Capella courseroom.

In preparation for this assignment, complete the following:

- Take some time this week to set up and test the software you plan to use.
- Refer to the Using Kaltura [PDF] tutorial for directions on recording and/or uploading your presentation in the courseroom.
- If you have not already done so, set up and test your microphone and webcam (or other recording devices), using the installation instructions provided by the manufacturer.
- Practice using your hardware to ensure the audio and visual quality is sufficient.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Unit 2 ≫ Analyzing Sources of Health-Related Information for Credibility

Introduction

This week you will:

- Learn how to determine the validity of sources of health care information.
- Participate in one discussion.
- Submit your first assignment, due by 11:59 p.m. (Central time) Sunday.

Due to our advanced technology, our world continues to open up with expanding options for access to and delivery of information. Our society struggles to decipher the validity and credibility of both content and sources of information. Not only is this the case in politics, advertising, and general news, but we are also bombarded with an overwhelming amount of health- and medical-related information. How do we evaluate the accuracy of what we read, watch, or listen to? Critical thinking skills are being taught in elementary schools to try and prepare children for accurate evaluation; however, it is often a new skill for older individuals, unless it was included in their education or specific career.

How consumers perceive healthy behavior, health care services, and health care products affects how health care organizations approach strategic planning. Depending on the news of the day, consumer perceptions can change quickly. Therefore, leaders must themselves be experts at using advanced critical thinking skills, along with legitimate tools and resources, to search for evidence on the accuracy of health information, especially in relation to their segment of the industry.

In this unit, you will explore this phenomenon, in order to analyze your own skill level in evaluating current health and medical information and relate it to the segment of the health care system you plan to be a part of in your health care management career.

Learning Activities

u02a1 - Examining Health or Medical Information Presentation

Overview

As a leader in the health care field, it is important that you educate yourself and those who report to you about health or medical information that is not based on legitimate evidence and is questionable or inaccurate. Health care managers need to understand the types of questionable consumer health information that is out there that might affect the products and services of whatever they are involved with in their sector of the industry.

Your work on this assignment will give you practice with evaluating information and then presenting it to others. The assignment requires you to record an audiovisual presentation. You may use any software you prefer for this recording, but Kaltura is free to download, easy to use, and compatible with the Capella courseroom.

Instructions

Suppose you are a department manager in a health care organization. You have noticed recently that there seems to be a great deal of misinformation being circulated within the organization on a specific health or medical topic. Your department director has asked you to prepare and deliver a presentation to the department on this misinformation.

For this assignment:

- Research misinformation regarding a specific health or medical topic of your choice.
  - The Bad Science and Health News Review.org websites linked in the Resources provide examples of topics you might choose from, but you may also use your own sources of information.
  - Be sure to also use recent, relevant scholarly or professional resources.

- Prepare and record an 8–10 minute audiovisual presentation on your topic.
- Write an outline of your presentation content. Include a list of your references in APA format.

In your recorded presentation, address the following:

- Explain what the health or medical misinformation is and who the intended audience is.
- Identify when and where the information was published.
- Evaluate the validity of the source of the information.
- Explain why the information is questionable, incomplete, inaccurate, and/or false.
- Analyze the negative effects on individual or population health, based on the dissemination and public acceptance of this information.
- Describe how this information affects the health care industry, health care organizations, and the actions of health care leaders.

Support your work with information from recent, relevant scholarly or professional resources by:

- Directly referring to them in your presentation.
- Including APA-formatted citations for them in your outline document.

Recording Tips and Suggestions

This is not a public speaking exercise. It is an opportunity to learn and practice a business management communication tool and technique that is very applicable to increasingly digital and virtual workplaces.

You may record your presentation using any device and software you are comfortable with, as long as the file is supported by the Capella courseroom. Before you submit your presentation, be sure the audio and video are of sufficient quality. If you choose to use Kaltura, a tutorial is included in the resources area of this assignment. Please refer to the tutorial for instructions on downloading the program, recording your presentation, and uploading any type of media file into the assignment area.

Tips

- Do not write a paper and then record yourself reading it to your audience. Draft bullet points or an outline to follow, expanding each point with knowledge and ideas in your own words.
- Look into the camera to maintain eye contact with your audience, glancing at your notes as needed to stay on track. Try to look relaxed. Smile!
- Practice recording your presentation to be sure you have good quality audio and video and to polish your delivery.

Submission Requirements

- Submit two files:
  - A recording (with audio and video) in any file format that can be uploaded.
  - A Word document with an outline of your presentation, including a reference list.

- The recorded presentation should be 8–10 minutes in length.
- The outline should include:
  - A title page and references page.
  - 1–2 pages of content, in addition to the title page and references page.
  - An outline format or bullet points that correspond to the content of the presentation.
  - APA format for references mentioned in the presentation.
  - Times New Roman font, 12 point.

Please note that Kaltura will create closed captioning of your recording in approximately 24 hours. However, this should not be used as or considered a substitute for the written outline.

Refer to the instructions in the Using Kaltura reference (linked in the Resources) to upload your presentation as an assignment submission.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

Using Kaltura [PDF]

DisabilityServices@Capella.edu

Bad Science [Blog]

Health News Review.org

APA Style and Format

u02d1 - Evaluating Health Information

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in completing your course assignments:

- Kiely, E., & Robertson, L. (2016, November 18). How to spot fake news. Retrieved from https://www.factcheck.org/2016/11/how-to-spot-fake-news
- Keslar, L. (2018, June 18). The rise of fake medical news. Retrieved from http://protomag.com/articles/rise-fake-medical-news
- Vraga, E. K., & Bode, L. (2017). I do not believe you: How providing a source corrects health misperceptions across social media platforms. *Information Communication and Society, 21*(10), 1–17. Retrieved from https://www.researchgate.net/publication/316251473_I_do_not_believe_you_how_providing_a_source_corrects_health_misperceptions_across_socia
- Bad Science [Blog]. (n.d.). Retrieved from https://www.badscience.net
  - Explore this website; there is a lot of interesting stuff here.

- Health News Review.org. (n.d.). Retrieved from https://www.healthnewsreview.org
  - There are some great articles here!

- Cochrane Library. (n.d.). Retrieved from https://www.cochranelibrary.com
- Centre for Evidence-Based Medicine. (n.d.). CEBM resources. Retrieved from https://www.cebm.net/resources-2
- McDougall, J. (2015, April 1). *Dr. Peter Gøtzsche talks about his background and explains the Cochrane Collaboration* [Video] | Transcript. Retrieved from https://www.youtube.com/watch?v=NLNEo2q8ZQU&feature=youtu.be

Discussion Instructions

For this discussion, use the resources provided and your own further research to learn about the experts and organizations supporting the use of evidence-based practice to evaluate the validity of information in the health care field, analyze your own level of expertise in using tools and resources to evaluate health information, and consider how it all relates to your specific segment of the health care system.

Note: Your work on this discussion will be valuable in completing the assignment in this unit.

For your initial discussion post, address the following:

- Briefly discuss insights you have gained on the validity of information from examining the resources provided, evaluating your own level of awareness, and conducting your own further research.
- Describe a resource or tool that you consider valuable to use to evaluate the validity of information.
- For the segment of health care you are in (or plan to go into):
  - Identify the types of health information related to your segment of the health care field that are presented in the popular media.
  - Explain why leaders need to be aware of inaccurate health-related information in successfully managing their organizations.

Support your ideas with references from the resources and your own research. Follow APA Style and Format guidelines for references and citations.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Has your peer described resources or tools that could be valuable to you?
- How do the types of health information presented in popular media compare, based on the health care segment?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u02d1 - Learning Components

- Identify tools to help validate information.
- Explain how sources of evidence are valuable in health care.
- Explain why there is a need for an evidence-based approach to health care management.

Unit 3 ➤➤ The Evidence-Based Management Model

Introduction

This week you will:

- Learn about the evidence-based management model.
- Participate in two discussions.

The evidence-based management (EbM) model is described as a practical framework for the transformation of raw data into information. Leaders use this information, through the application of analytical decision-making skills, to guide and implement organizational strategies and actions. It is important to begin your studies of this model by gaining a fundamental understanding of the key components of the evidence-based management process (specifically as used in health care management), and the important role that business intelligence plays in supporting the process. In future units of this course, you will examine the steps of the EbM model in detail.

Learning Activities

u03d1 - The Evidence-Based Management (EbM) Model

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). _The intelligent company: Five steps to success with evidence-based management_. West Sussex, England: Wiley.
  - Chapter 2, "The Evidence-Based Management Model," pages 13–20.
  - The "Action Checklist" for Chapter 2, pages 195–196.

- Barends, E., Rousseau, D. M., & Briner, R. B. (2016). Evidence-based management: The basic principles. In A. R. Kovner & T. D'Aunno (Eds.), _Evidence-based management in healthcare: Principles, cases, and perspectives_ (2nd ed., pp. 3–18). Chicago, IL: Health Administration Press.
  - _Note:_ This reading can be found in your coursepack.

- CEBMa. (n.d.). Retrieved from https://www.cebma.org
  - Explore this website.

Discussion Instructions

For this discussion, imagine that you have a position in the training department of a health care organization in a sector of the health care system of your choice. You are tasked with preparing introductory information regarding the EbM model to be included in the professional development material for existing employees who are being prepared for potential managerial positions. Take into consideration that your audience might be already involved in steps in the EbM model as part of their responsibilities, but are not aware of the overall concept and design of the model.

For your initial discussion post, address the following:

- Define the overall EbM model concept.
- Explain the value of using the EbM model in the health care industry and health care management.
- Summarize each step of the EbM model.
- Provide an example of a key question related to each step that an organization must answer.
- Briefly explain the role business intelligence plays in the EbM model.

Support your ideas with references from the resources and your own research. Follow APA Style and Format guidelines for references and citations.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- How well has your peer explained the value of using EbM in the health care industry and health care management?
- How do the questions your peer provided compare to the questions you provided?

Course Resources

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u03d2 - Sharing Presentations

Discussion Resource

The following resource is provided to help you provide peer feedback:

- Chua, C. (n.d.). How to give constructive criticism: 6 helpful tips. Retrieved from https://personalexcellence.co/blog/constructive-criticism

Discussion Instructions

For your initial discussion, post the presentation and outline you submitted as your Unit 2 assignment. By sharing your research and findings on real-life examples of unreliable health information presented to the general public, you are helping to enrich your peers' understanding of the application of course content.

Response Guidelines

Choose at least two of your peers' presentations to review. *Note:* Please choose first from the presentations that do not yet have peer feedback responses. Everyone should make an effort to ensure that all presentations have received feedback by the end of the week.

View each peer's presentation and read the accompanying outline. Respond with feedback on your peer's work as early in the week as possible, to ensure the development of high-quality conversation and deeper learning.

In your peer feedback for each learner, address the following:

- Concentrate on the details and insights shared in the presentation, as well as on the value you got from viewing it.
- Share any helpful tips or information that might improve the use of the virtual software or recording hardware.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u03d2 - Learning Components

- Apply undergraduate-level skill in research, writing, and critical thinking.

Unit 4 ≫ EbM Tools for Managers

Introduction

This week you will:

- Examine the use of an evidence-based management assessment tool.
- Lay the groundwork for an activity you will complete in Unit 5.
- Practice a method of reading and understanding published research studies.
- Participate in one discussion.
- Submit your second assignment, due by 11:59 p.m. (Central time) Sunday.

It can be very valuable for leaders to take the time to evaluate how evidence-based decisions are made in their organizations to address issues or planning. Assessment tools can be used to help leaders think about how the organization goes about making decisions—whether it is a decision about how to capitalize on a new opportunity, or how to solve or prevent an existing or potential problem. The Center for Evidence-Based Management (CEBMa) offers a free, informal assessment tool to assist leaders and organizations with this process.

Valuable evidence-based information is often found in the form of research studies published in peer-reviewed industry journals. It is important for leaders to be familiar with such research studies and to practice methods devised specifically to help them read and understand them. Tools and methods have been developed to assist with this, as the way research study information is presented in publications can appear overwhelming and confusing. Capella offers excellent resources to help you begin to practice a method that is designed to assist you with overcoming any hesitance in using this type of valuable information in your academic work and management career.

Learning Activities

u04a1 - How to Read and Understand Scholarly Research Articles

Overview

Scholarly and scientific articles reporting on research studies are important resources for collecting evidence. It is important for you to be familiar with and practice methods devised specifically to help you read and understand them—for both your academic studies and your management career.

Instructions

For this assignment:

- Read the following article, which is linked in the Resources:
  - Barends, E., Villanueva, J., Rousseau, D. M., Briner, R. B., Jepsen, D. M., Houghton, E., & ten Have, S. (2017). Managerial attitudes and perceived barriers regarding evidence-based practice: An international survey. *PLoS One, 12*(10), 1–15.
- View the How to Read a Scholarly Article video presentation, which demonstrates one approach that can help you be more effective and efficient in using evidence to make sound decisions.
- Complete the How to Read and Understand Scholarly Research Articles Template, linked in the Resources. Follow the instructions in the template, save it, and then submit it to this assignment.

Course Resources

How to Read and Understand Scholarly Research Articles Template [DOCX]

Managerial Attitudes and Perceived Barriers Regarding Evidence-Based Practice

How to Read a Scholarly Article [Video]

How to Read and Take Notes on a Scholarly Article

u04d1 - Evidence-Based Management Assessment Interviews

Discussion Resource

The following resource is *required* to complete this discussion and further activities in later units:

- CEBMa. (2013, May). *Evidence-based management assessment for organizations* [PDF]. Available from https://www.cebma.org

Discussion Instructions

Overview

For this discussion, you will prepare to conduct interviews with two health care professionals, using the "Evidence-Based Management Assessment for Organizations" resource, which contains an informal assessment tool. After completing your interviews, you will compile the results of your assessments, analyze your findings, and then complete and post a brief report on them in the discussion for Unit 5. This hands-on activity will provide you with the opportunity to collect information about the evidence-based decision-making practices of individuals who currently work in a health care organization. The assessment tool, designed by the Center for Evidence-Based Management (CEBMa) and based on CEBMa professional standards, will guide you through the process of initiating and developing meaningful conversation with your interviewees, as well as analyzing your findings.

Preparation

Complete the following in preparation for this discussion:

- Read and review the "Evidence-Based Management Assessment for Organizations" assessment tool provided for this discussion, paying close attention to the standard statements and detailed feedback section at the end of the document.
    - Complete the assessment based on your own experience within a health care organization. Record your results for later comparison.
- Choose a health care organization leader and at least one professional in any staff position within the same organization for your two interviews.
    - You may choose two professionals from any health care organization, but this activity will be most relevant and convenient for you to complete if you can choose people within your own health care organization.
- Request a short appointment for this week or early next week to informally discuss the statements included in the CEBMa assessment tool.
    - You may complete the activity via phone or e-mail if necessary (although in-person conversations are preferred).
- In each interview, share the informal assessment tool with your interviewee.
    - Present the CEBMa standards for evidence-based practice (which are outlined in the Feedback section of the assessment tool).
    - Discuss opinions and insights related to the use of evidence-based decision-making practices.
    - Complete the CEBMa assessment based on your interviewee's responses.
    - Be sure to record your interviewee's responses within the assessment tool.

Posting Instructions

For your initial post in this discussion, address the following:

- Identify the organization you will be using.
- Describe the positions of the two individuals you plan to discuss the CEBMa standards with. (Please do not identify your interviewees by name, in order to protect their privacy. You can refer to their job titles or feel free to assign them pseudonyms, as needed.)
- Identify one of the standards in the CEBMa assessment tool that you are most interested in discussing and explain why.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Comment on the standard your peer selected for discussion and his or her reason for choosing it.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u04d1 - Learning Components

- Apply undergraduate-level skill in research, writing, and critical thinking.

Unit 5 ≫ EbM Assessment Tool Results and Course Reflection

Introduction

This week you will:

- Share the results of the evidence-based management assessment you began in Unit 4.
- Participate in one discussion.
- Reflect on your learning in the first half of the course.
- Submit your third assignment, due by 11:59 p.m. (Central time) Sunday.

Evidence-based management requires deep reflection on facts, ideas, and opinions. For leaders in the fast-paced health care industry, it can be difficult to take the time to shift gears and think deeply. Time taken to reflect on decisions that need to be made, plans that need to be developed, options available for resolving issues, lessons learned from prior experiences, the state of the organizational culture, and one's own practice and performance as a leader can help assure success in management. Beginning a habit of self-reflection in academia can help to develop skills that will not only assist with effective learning, but translate to success in your management career.

Learning Activities

u05a1 - Midcourse Reflection

Overview

As a busy adult learner, it can be a challenge for you to find the time to digest what you have learned and experienced as you move quickly from one unit to the next. However, doing so will help you gain clarity and insight as to how you might apply the concepts and theories you have studied. This assignment provides an opportunity for you to practice this type of reflection as a leadership skill that can also improve your academic success.

Instructions

For this assignment:

- View the short presentation, Developing Reflective Practice Skills, linked in the Resources.
- Read the Roshan Thiran article, "To Become an Effective Leader, You Need to Practise Self-Refection," also linked in the Resources.
- Compose a 2–4 page paper reflecting on your experience in this course thus far.

Include the following sections in your paper:

- **Section 1:** Discuss your most valuable learning experience from Units 1–5, and explain why it was so meaningful for you. This might include facts, concepts, insights, or ideas derived from course content, outside research, your instructor, your peers, or professionals in the field.
- **Section 2:** Provide an example of knowledge, awareness, or a skill you gained through Units 1–5, and discuss how or why it is applicable to your current or future career.
- **Section 3:** Discuss ideas, material, research, or topics that you did not have time to fully investigate but would like to revisit.
- **Section 4:** Create a list of resources for future reference and possible use in your courses and/or career. This might include articles, authors, websites, professional organizations, research studies, and publications.
    - Provide the link for each resource (where applicable).
    - Consider including a brief annotation for each reference about why you included it.
    - *Note:* You may wish to use the RefWorks resource management tool to save your references for future access. Refer to the RefWorks Campus link in the Resources for guidance on using RefWorks.

Because this assignment concerns specific, personal aspects of your learning experience so far in this course, it should be written in first person (using "I,""me," and "my" pronouns, et cetera).

Submission Requirements

Include the following in your assignment:

- A title page and references page (if applicable).
- 2–4 pages of content, in addition to the title page and references page.
- APA format for citations and references.
- Times New Roman, 12-point font, double-spaced.

Course Resources

Developing Reflective Practice Skills | Transcript

u05d1 - Evidence-Based Management Assessment Report

Discussion Resource

The following resource is *required* to complete this discussion:

- CEBMa. (2013, May). *Evidence-based management assessment for organizations* [PDF]. Available from https://www.cebma.org

Discussion Instructions

Preparation

Complete the following in preparation for this discussion:

- If you have not already done so, conduct your interviews with two professionals from a health care organization, as assigned in the Unit 4 discussion. In each interview, be sure to:
  - Present the CEBMa standards for evidence-based practice (which are outlined in the Feedback section of the assessment tool).
  - Discuss opinions and insights related to the use of evidence-based decision-making practices.
  - Complete the CEBMa assessment with your interviewee and record his or her responses.
- Compile the results of your three assessments (two conducted with your interviewees and one previously completed for yourself), and analyze your findings, based on the scoring system within the tool.
- Prepare a brief report on your results and your experience discussing the CEBMa assessment tool and its standards with your interviewees, following the prompts listed under the Posting Instructions below.

For this discussion, you have the option of completing a written report or delivering your report as a recorded audiovisual presentation, as with your Unit 2 assignment. (The latter format is highly encouraged!)

- If you choose the written option, type or paste your report directly into the discussion; do not attach it as a separate document.
- If you choose the recorded audiovisual presentation option:
  - Write a brief outline of the main points of your presentation (as you did in Unit 2) and attach it to you discussion post.
  - Upload your presentation to the discussion using Kaltura. Refer to the Using Kaltura [PDF] resource for instructions.

Posting Instructions

For your initial discussion post, complete your report on your results and your experience discussing the CEBMa assessment tool and its standards with your interviewees. Include the following in your report:

- A brief introduction to the health care organization and the individuals with whom you discussed the CEBMa assessment tool and standards. (Again, please avoid identifying your interviewees by their actual names.)
- A summary of the overall organizational rating results based on the scoring in the CEBMa assessment tool.
- An explanation of any differences in the ratings between the two individuals and yourself.
- A brief discussion of a specific standard you found interesting, relevant, and/or insightful, and that helped develop your understanding of the benefits of using an evidence-based management approach in health care organizations.

Response Guidelines

Choose at least two of your peers' posts to review. Respond to each as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. (If you choose a peer that created an audiovisual presentation, be sure to both view the presentation and read the accompanying outline.) In each response, address the following:

- Comment on the similarities and differences between your findings and insights, and those of your peers.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Undergraduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Apply the EbM process to an organizational issue.

Unit 6 ≫ Business Management Issues

Introduction

This week you will:

- Start to use the evidence-based management model to resolve business issues.
- Participate in two discussions.

The first step in the evidence-based management (EbM) model is to focus on clarifying the business issue at hand in order to be able to correctly identify objectives and information needs. This step requires careful thought and evaluation, as it provides the foundational basis for completing the rest of the steps in the EbM process. The old adage, "garbage in, garbage out" certainly applies here! To help with clarification, questions can be asked relating to many aspects of the perceived issue. Most organizations have core strategic objectives in place that the identified issues are related to. The approach of the EbM model is designed to align strategic efforts in support of these objectives.

Basic overall questions lead this first step of the EbM model:

- What do we need to know?
- Who needs to know what, when, and why?
- What are the target audience's most important unanswered questions?

The use of key performance questions (KPQs) helps evaluate whether the organization is doing something right. And the use of key analytics questions (KAQs) helps focus on whether the organization is doing the right things. Both are valuable for use in this first step of the EbM model.

Learning Activities

u06d1 - Identifying a Business Management Issue

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). _The intelligent company: Five steps to success with evidence-based management_. West Sussex, England: Wiley.
    ◦ Chapter 3, "Identifying Objectives and Information Needs," pages 21–64.
    ◦ The "Action Checklist" for Chapter 3, pages 196–199.
- California Management Review. (2018, February 8). _Evidence-based management_ [Video] | Transcript. Retrieved from https://youtu.be/14j3l74Og-I
- Center for Evidence Based Management (CEBMa). (2017, March 5). _What is evidence-based management and why do we need it?_ [Video] | Transcript. Retrieved from https://www.youtube.com/watch?v=nwK7IgmygBc&feature=youtu.be

Discussion Instructions

Think about some of the business-related issues that are currently happening in your health care organization, and that are directly related to the management of the organization. If you are not currently working in a health care organization, think about business-related issues that might happen in a health care organization. Choose one issue that requires the use of the EbM model to effectively analyze and resolve. **Note:** You will use this business-related issue further as the basis for more upcoming activities (both discussions and assignments), building on your work in this discussion. Be careful to choose an issue of manageable scope that is of interest to you.

The types of issues you might choose from include the following:

- Financial challenges.
- External government or regulatory mandates.
- Personnel, human resources, or staffing issues.

- Patient safety or quality care score issues.
- Patient satisfaction score problems.
- Technology.
- Reorganization.
- Internal policy or procedure.
- Administrative or office issues.

For your initial discussion post, address the following:

- Describe the business management issue that needs to be resolved.
- Explain the goal the leaders of the organization are trying to achieve through the resolution of the issue.
- Discuss any successes toward solving the issue that have been achieved, and improvements that are still needed.
- Identify the internal and external stakeholders (staff, customers, partners, suppliers, contractors, et cetera), and explain how and why they are affected by the issue.
- Discuss the types and sources of information and data needed (professional expertise and experience, organizational data, stakeholder values and views, scientific evidence, et cetera).
- Identify the person responsible for collecting, measuring, and reviewing the data.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Are there other potential stakeholders your peer did not identify?
- Are there other types of information and data that would be helpful in resolving the issue your peer described?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u06d2 - Asking the Right Questions Using KPQs and KAQs

Discussion Resources

The following resource is provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). _The intelligent company: Five steps to success with evidence-based management_. West Sussex, England: Wiley.
    - Chapter 3, "Identifying Objectives and Information Needs," pages 21–64.
    - The "Action Checklist" for Chapter 3, pages 196–199.

Discussion Instructions

Key performance questions (KPQs) and key analytic questions (KAQs) are related, yet they serve different needs in the evidence-based decision-making process. Leaders who understand their value and the steps to create them can make better decisions on what sources of information and data to collect.

For your initial discussion post, address the following:

- Explain the relationship between the different roles KPQs and KAQs play in the evidence-based decision-making process.
- Explain one of the ten steps for creating good KPQs and KAQs and why it is valuable.
- Write an example of a KPQ related to the business issue you identified in the u06d1 discussion.
- Write an example of a KAQ related to the business issue you identified in the u06d1 discussion.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Comment on your peer's explanation of the value of the step he or she identified.
- Provide feedback on the examples of KPQs and KAQs provided.

Course Resources

Unit 7 >> Collecting the Right Data

Introduction

This week you will:

- Explore the types of data that need to be collected in the EbM model.
- Participate in one discussion.
- Submit your fourth assignment, due by 11:59 p.m. (Central time) Sunday.

When an organization is clear about the problem that needs to be solved, the next step is to collect the right information to help resolve the issue, whether it be from professional expertise and experience, internal and external data, facts regarding stakeholder values and views, or published scientific evidence. There are two important considerations in this step to be sure that the information collected is of high quality and relevant. One is that it should be the right information to support the core strategic objectives of the organization, and the other is that it should be the right information for the target audience (the stakeholders). Meeting these criteria ensures that the information can be translated into actions that align with and support the overall core organizational objectives.

Learning Activities

u07d1 - Data Collection

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). _The intelligent company: Five steps to success with evidence-based management_. West Sussex, England: Wiley.
  - Chapter 4, "Collecting the Right Data," pages 65–100.
  - The "Action Checklist" for Chapter 4, pages 199–201.
- Bernard Marr & Co. (n.d.). What is big data? A super simple explanation for everyone. Retrieved from https://www.bernardmarr.com/default.asp?contentID=766
- Bernard Marr & Co. (n.d.). Why every business needs a data and analytics strategy. Retrieved from https://www.bernardmarr.com/default.asp?contentID=768
- CEBMa. (n.d.). Retrieved from https://www.cebma.org
  - Explore the various resources available.
- United States Census Bureau. (n.d.). American fact finder: Community facts. Retrieved from https://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

Discussion Instructions

Overview

Everyone involved in planning and executing Step 2 of the EbM process must agree on what is actually considered data, which types of methodologies will be used to collect it, and the role that the IT structure and professionals of the organization will play. This is translated in Step 2 of the EbM model as:

- What data do we need to meet our information needs?
- Have we got that data in the right format?
- If not, what is the best way to obtain that data?

Instructions

This discussion builds on your work in Unit 6, as you move forward from the first step in the EbM model of identifying an issue and information needs, to the second step of clarifying and collecting the data. Your discussion will involve examining the data required for the business issue you identified in the u06d1 discussion.

For your initial discussion post, address the following, based on the issue you identified in Unit 6, the resources provided, and your own further research:

- State your business-related issue.
- Define the types of data that are needed to address the issue.
- Explain the role of the organization's IT department and professionals in the data collection process.
- Discuss the methodologies that may be used—both quantitative and qualitative.
- Research a source of one of the types of data required.
  - Describe the source.
  - Identify the methodology used to collect the data.
  - Share an example of actual data you have located.
  - Defend the validity and reliability of both the source and the data.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Are there additional or other types of data that could help address the issue?
- Comment on the methodologies that may be used.
- Comment on your peer's defense of the validity and reliability of the source and the data.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07a1 - Sources of Information to Address an Organizational Issue

Note: Complete the Unit 7 discussion before you begin this assignment.

Overview

In the u06d1 – Business Management Issue discussion, you chose a business management issue to analyze by applying the EbM process. For this assignment, you will continue this practice. This will give you experience in developing an initial plan for collecting the information needed to address the issue.

Instructions

Suppose the business management issue you chose to analyze in the Unit 6 discussion has been identified as a problem in the health care organization where you work, and you are asked to use the EbM process to resolve it. As a leader in the organization, you are charged with developing an initial plan for collecting the information needed to address the issue.

For this assignment, develop your plan for collecting information related to the identified issue, writing for a professional audience of senior leadership in your organization.

Include the following sections in your plan:

- **Section 1:** (Refer to your work in the Unit 6 discussion.)
  - Describe the organization and the sector of the health care field in which it operates.
  - Describe the business management issue.

- **Section 2:** Explain the organizational stakeholder values and views related to solving the issue.
- **Section 3:** Explain how specific professional expertise and experience available both internally and externally can help solve the issue.
- **Section 4:** (Refer to your work in the Unit 7 discussion.)
  - Describe three types of internal and/or external data that should be collected to help solve the issue. *Note:* You are encouraged to include your data example from the Unit 7 discussion.
  - For each data type, evaluate the validity and reliability of the data.
    - Describe the source of the data.
    - Identify the methodology used to collect the data.
    - Provide an example of the data.
    - Explain how the validity and reliability of the data are proven.

Submission Requirements

Include the following in your assignment:

- A title page and references page.
- 4–5 pages of content, in addition to the title page and references page.
- References for at least 3 professional, peer-reviewed resources.
- APA format for citations and references.
- Times New Roman, 12-point font, double-spaced.

Course Resources

How to Read a Scholarly Article [Video]

Sources and Evidence

APA Style and Format

American Fact Finder: Community Facts

CEBMa

Unit 8 ▶▶ Data Analysis in Health Care Management

Introduction

This week you will:

- Learn about the tools and technology used to help analyze data.
- Research current trends in data collection and analysis in health care management.
- Participate in one discussion.
- Begin preparing your assignment due in Unit 9.

To analyze collected data and information, an organization must possess tools and expertise for extracting and organizing what is valuable and required for a specific issue or use. At this point in the EbM process, it is vital for leaders to refer to previous steps in the process, to make certain that the focus remains on ensuring that the analysis is answering the specific issue-related questions, as it supports a core objective of the organization. With so much data available, it is crucial to recognize the difference between "nice to know" information versus "need to know" information for success with the overall EbM process.

Look ahead: read the Unit 9 assignment description and begin drafting the outline to guide your presentation.

Learning Activities

u08d1 - Health Care Analytics

Discussion Resources

The following resources are provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management*. West Sussex, England: Wiley.
  - Chapter 5, "Analyze the Data and Gain Insights," pages 101–132.
  - The "Action Checklist" for Chapter 5, pages 202–204.

- Bernard Marr & Co. (n.d.). The 6 best hadoop vendors for your big data project. Retrieved from https://www.bernardmarr.com/default.asp?contentID=1418
- EHR Intelligence. (n.d.). Retrieved from https://ehrintelligence.com
  - *Note:* you may need to sign up with an e-mail address in order to have full access to this site.

- Healthcare IT News. (2018). Analytics. Retrieved from https://www.healthcareitnews.com/category/resource-topic/analytics

- <u>Health Data Management</u>. (n.d.). Retrieved from https://www.healthdatamanagement.com

Discussion Instructions

In 2010, Marr stated, "Most organizations are still more focused on simply collecting and distributing data than in doing any meaningful analysis" (p. 202). Since that time, technology has continued to rapidly advance. Support for health care leaders related to collection and analysis options for data and information has expanded as well.

Prepare for this discussion by researching the websites provided in the resources to increase your awareness of the current state of data collection and analysis in health care management. Then, locate and study a current article, blog, webcast, interview, or other source of information that addresses an issue, expert opinion, tool, new development, or future trend related to data analysis in the health care industry.

For your initial discussion post, address the following:

- Provide the APA citation and URL (if applicable) of the source and summarize its content.
- Explain how this information offers value to leaders managing in health care organizations.
  - Consider your investigation of the websites linked in the Resources.

- Based on this research and examination of information, do you think Marr's statement above is still valid today in the health care industry? Explain your position.

Support your ideas with references from the resources and your own research. Follow <u>APA Style and Format</u> guidelines for references and citations.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Comment on your peer's explanation of value to leaders.
- Do you and your peer agree on the current validity of Marr's statement?

Reference

Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management*. West Sussex, England: Wiley.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 9 ❯❯ Presenting and Communicating Information

Introduction

This week you will:

- Learn the fourth step in the EbM process.
- Participate in one discussion.
- Submit your sixth assignment, due by 11:59 p.m. (Central time) Sunday.

Once the information and data has been collected, the next step in the EbM model is concerned with taking that information and packaging and presenting it in a way that accurately communicates what was found to the target audience. Effective communication, technology, and even marketing-related skills can all assist with creating engaging materials and presentations designed to help the audience understand the value of the researched information. This is considered a crucial step in the EbM process because if it is not done well, important information may be omitted or misinterpreted, which will negatively affect the final EbM step of turning the information into actionable knowledge. IT and software tools are always advancing in function and in the quality of report formats they produce. Although visual graphics are very effective in communication, narratives should always be included to better express what is being presented and put the findings into context.

Learning Activities

u09a1 - Application of the EbM Steps Presentation

Overview

For this assignment, you will again record an audiovisual presentation. Practicing this business management communication method supports theory related to Step 4 of the EbM model, which states that narratives should always be included to better express what is being presented and put the findings into context. In other words, this assignment will help you continue to develop your skills and increase your comfort level about presenting information to a variety of audiences. This assignment will also allow you to demonstrate your understanding of how the EbM model is used by health care managers.

Instructions

For this assignment:

- Create and record an 8–10 minute audiovisual presentation on the business management issue you have been examining, and how the EbM model can be applied to that issue.
  - The intended audience for this presentation is your peers and your instructor.
  - *Note:* You may use any software you prefer for this recording, but Kaltura is free to download, easy to use, and compatible with the Capella courseroom.
- Write an outline of your presentation content, and include a list of your references in APA format.

Organize your presentation and outline according to the sections and topics that follow.

Introduction

- Introduce yourself and explain the purpose of the presentation.

Setting the Stage

- Describe your chosen business management issue.
- Explain the goal(s) organizational leadership would like to achieve with regard to the issue.
- Describe any successes in solving the issue that have already been achieved and the improvements that are still needed.
- Analyze the needs of the internal and external stakeholders with regard to the issue.
  - Identify the stakeholders.
  - Explain how and why they are affected by the issue.
  - Explain what they already know about the issue and what they still need to know.
  - Explain what the stakeholders will do with the information you are presenting.

Explaining Your Approach and Research

- Provide the KPQs and/or KAQs you created for your chosen business management issue. (Refer to the u06d2 discussion.)
- Describe the types of data you identified as needed to address the issue. (Refer to the u07a1 assignment.)
- Explain the role of the organization's IT department and professionals in the data collection process. (Refer to the u07d1 discussion.)
- Describe the methodologies that could be used to analyze the data. (Refer to the u07d1 discussion.) Be sure to include both quantitative and qualitative methods.
- Summarize the example source of data that you researched. (Refer to u07d1 and u07a1.)
  - Describe the source of the data.
  - Identify the methodology used to collect the data.
  - Share an example of actual data you have located.
  - Defend the validity and reliability of both the data and its source.
- Share one of the articles from a professional, peer-reviewed journal that you chose in support of your efforts to resolve the issue. (From your annotated list in u07a1.)
  - Analyze the value of the information found in the article in addressing the business issue.
    - What insights did you gain from the article?
    - How might the information be applied to the business issue?

Communicating to Stakeholders

- Describe the potential types of graphs, graphics, dashboards, and narratives that would be most appropriate and effective to use when presenting and communicating this information to stakeholders.
  - Why do you believe your choices would be the best methods?
- Explain how your choices support your KPQs and/or KAQs, while still being appropriate for the audience.

Closing

- Thank your audience for their time and attention.

Support your work with information from recent, relevant scholarly or professional resources by:

- Directly referring to them in your presentation.
- Including APA-formatted citations for them in your outline document.

Recording Tips and Suggestions

This is not a public speaking exercise. It is an opportunity to learn and practice a business management communication tool and technique that is very applicable to increasingly digital and virtual workplaces.

You may record your presentation using any device and software you are comfortable with, as long as the file is supported by the Capella courseroom. Before you submit your presentation, be sure the audio and video are of sufficient quality. If you choose to use Kaltura, a tutorial is included in the resources area of this assignment. Please refer to the tutorial for instructions on downloading the program, recording your presentation, and uploading any type of media file into the assignment area.

Tips

- Do not write a paper and then record yourself reading it to your audience. Draft bullet points or an outline to follow, expanding each point with knowledge and ideas in your own words.
- Look into the camera to maintain eye contact with your audience, glancing at your notes as needed to stay on track. Try to look relaxed. Smile!
- Practice recording your presentation to be sure you have good quality audio and video and to polish your delivery.

Submission Requirements

- Submit two files:
  - A recording (with audio and video) in any file format that can be uploaded.
  - A Word document with an outline of your presentation, including a reference list.
- The recorded presentation should be 8–10 minutes in length.
- The outline should include:
  - A title page and references page.
  - 1–2 pages of content, in addition to the title page and references page.
  - An outline format or bullet points that correspond to the content of the presentation.
  - APA format for references mentioned in the presentation.
  - Times New Roman font, 12 point.

Please note that Kaltura will create closed captioning of your recording in approximately 24 hours. However, this should not be used as or considered a substitute for the written outline.

Refer to the instructions in the Using Kaltura reference (linked in the Resources) to upload your presentation as an assignment submission.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

Course Resources

Using Kaltura [PDF]

DisabilityServices@Capella.edu

APA Style and Format

u09d1 - Methods of Presenting and Communicating Information

Discussion Resources

The following resource is provided to help you complete this discussion and may be useful in completing your course assignments:

- Marr, B. (2010). _The intelligent company: Five steps to success with evidence-based management_. West Sussex, England: Wiley.
  - Chapter 6, "Present and Communicate the Information," pages 135–160.
  - The "Action Checklist" for Chapter 6, pages 204–205.

Discussion Instructions

Graphs, charts, and dashboards are common methods of presenting and communicating information in a business environment. Marr (2010) recommends that leaders and managers keep the target audience in mind when using a four-step process to facilitate Step 4 of the EbM model: presenting and communicating information.

Research Internet resources related to business management graphs, charts, and dashboard designs and templates.

For your initial discussion post, address the following:

- Explain how a manager can be certain that a presentation focuses on the needs of the audience.
- Explain how Marr's four-step process ensures that presentations are compelling and powerful enough to engage the minds of the audience.
- Identify common format choices for graphic presentations.
- Discuss one of Marr's tips for producing useful graphics. Why would this tip be effective?
- Explain why dashboards are a popular method for business managers to communicate information.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Comment on your peer's discussion of Marr's processes.
- Comment on your peer's explanation of why dashboards are popular.

Reference

Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management*. West Sussex, England: Wiley.

Course Resources

Undergraduate Discussion Participation Scoring Guide

Unit 10 ≫ Turning Knowledge Into Action

Introduction

This week you will:

- Learn about the fifth step in the EbM process: making evidence-based decisions.
- Participate in two discussions.
- Post your presentation from Unit 9 for discussion.

"Knowledge is information that changes something or somebody—either by becoming grounds for actions, or by making an individual (or an institution) capable of different or more effective action" (Drucker, 2003 in Marr, 2010).

When Step 5 of the EbM process is reached, there should be a wide and appropriate range of information, or *golden nuggets,* of knowledge ready to be used for action to address the business issue at hand. It is vitally important for a wide range of different types of researched information to be considered. This ensures that no aspect of the issue is left out of the analyzing and strategic planning related to the actions taken. Unfortunately, *knowing* and *doing* gaps exist when an organization has information but is not acting on it. This lack of action can be attributed to structural, process, financial, or technological reasons. However, oftentimes, there is a barrier because an organizational culture and approach of leadership is misaligned with, or does not support the use of the EbM model and steps. An organizational culture based on sharing and transparency, learning, sufficient IT capability, and engaged leadership is ideal for successful use of the EbM process. Having these in place can bring an organization successfully all the way through the EbM process model to the action step, and then continue to loop back through the steps to stay moving forward in our times of rapid change.

Reference

Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management*. West Sussex, England: Wiley.

Learning Activities

u10d1 - Knowledge-to-Action Organizational Culture

Discussion Resources

The following resource is provided to help you complete this discussion:

- Marr, B. (2010). *The intelligent company: Five steps to success with evidence-based management*. West Sussex, England: Wiley.
  - Chapter 7, "Turning Information Into Actionable Knowledge," pages 163–188.
  - The "Action Checklist" for Chapter 7, pages 206–208.

Discussion Instructions

Step 5 of the EbM model, making evidence-based decisions, involves asking two important questions:

- How can we ensure that available evidence is used to make the decisions?
- How do we create a knowledge-to-action culture?

For your initial discussion post, address the following:

- Briefly discuss how each of these questions can be successfully answered through management or leadership style and actions.
- Think about the organization where you currently work, or one where you worked in the past.
  - Analyze the organization's leadership, IT capability, and organizational culture in terms of the ability to turn information into action.
  - Refer directly to Marr's seven steps to creating a knowledge-to-action culture in your discussion post.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- How does your peer's analysis compare to yours?
- Has your peer connected his or her analysis to Marr's seven steps?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d2 - EbM Process Reflection

Discussion Resource

The following multimedia presentation is provided to help you complete this discussion:

- Developing Reflective Practice Skills.

Discussion Instructions

Overview

Through the successful completion of your coursework in Units 6–9, you have explained the key components of the evidence-based management process used in health care management, analyzed sources of information used in evidence-based health care management, demonstrated analytical decision-making skills through the application of an evidence-based management process, and communicated in a manner that is professional and consistent with expectations for members of the business professions. Now that you have reached the end of the course, take time to reflect on your experience and learning over the past five weeks.

Instructions

For your initial discussion post, address the following:

- Briefly discuss one of the most valuable personal learning experiences you have had in the last five weeks. Why does this experience stand out for you?

- Share an example of something you learned that you will be able to use in your health care management career, either now or in the future. How will it affect your role?
- Share an idea, material, resource, or topic that you would like to research or use further, in either your coursework or your career.
- Provide links to resources you used in Units 6–9 that you want to save for future use. Provide the APA citations for your resources, and include the URLs for any online materials.

Support your ideas with references from the resources and your own research. Follow APA Style and Format guidelines for references and citations.

Response Guidelines

Read the posts of your peers and respond to at least two as early in the week as possible, to ensure the development of high-quality conversation and deeper learning. In each response, address the following:

- Has your peer shared ideas or resources that are of interest to you as well?

Course Resources

Undergraduate Discussion Participation Scoring Guide

u10d2 - Learning Components

- Use reflective practices to assess learning.

u10d3 - Sharing Presentations

Discussion Resource

The following resource is provided to help you complete this discussion:

- Chua, C. (n.d.). How to give constructive criticism: 6 helpful tips. Retrieved from https://personalexcellence.co/blog/constructive-criticism

Discussion Instructions

Note: Completing this discussion is optional and the discussion is not graded.

For your initial discussion, post your presentation and outline from the Unit 9 assignment to share with your peers. By sharing research and findings related to the EbM model process, everyone has a chance to enrich their learning and better understand how it can be applied by managers in different sectors of the health care delivery system.

Response Guidelines

Responses are not required for this discussion; however, you are encouraged to engage in dialogue, comment on interesting aspects of your peers' presentations, and describe how the presentations increased your awareness or knowledge.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@Capella.edu to request accommodations.

u10d3 - Learning Components

- Apply undergraduate-level skill in research, writing, and critical thinking.

Scoring Guides

u02a1 - Examining Health or Medical Information Presentation Scoring Guide