

**The Ohio State University College of Public Health
 PUBHHMP 7631: Strategic Management and Program Development
 3 credit hours – Spring 2026**

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COURSE DESCRIPTION

This capstone course will challenge students to integrate, build on, and demonstrate competencies developed throughout the MHA program while also developing a consulting skill set. In this course, students will work as consultants to complete a comprehensive business plan project for a healthcare organization. The course is designed to support students to develop consulting, critical thinking, communication, and relationship management skills expected for early careerist professionals entering the healthcare management field.

PREREQUISITES

Graduate standing in Health Services Management & Policy (MHA), or permission of instructor.

COURSE OBJECTIVES

In this course, students will learn a disciplined process and relevant skills for strategy development and execution that will serve as a framework that can be used in their health care careers. Upon successful completion of this course, a student will be able to:

Course Objective	MHA Competency
1. Synthesize prior knowledge and experiences in strategy, operations, finance, data analysis, and other disciplines to diagnose and solve organizational problems involving strategic management in health services organizations.	7, 22, 24, 25
2. Demonstrate consulting skills to successfully complete a healthcare client project, including project scoping, discovery and data collection, generation and evaluation of options, developing and asserting a point of view, communication of findings, and managing client relationships	15, 20, 21, 15
3. Evaluate a business opportunity and develop an interim deliverable, a board-level presentation, and summary report for a client health care organization.	4, 7, 8, 15, 20, 21, 22, 23, 25
4. Demonstrate effective teamwork and project management by working with a group of peers to complete a complex project with multiple deliverables for a client organization.	17, 23
5. Effectively synthesize and communicate complex material in written and presentation formats	20, 21, 15

CLASS FORMAT

Class meetings. This course will be taught in a hybrid format. The first two weeks will be in-person classes. After that the hybrid format will include in-person sessions each Wednesday from 3:55-5:15, with Fridays reserved for periodic instructor check-in's, team meeting time, or client meetings. A more detailed schedule is presented in the course outline. In some cases, synchronous zoom sessions may substitute for scheduled in-person sessions, e.g., to accommodate guest speakers; students will be notified of these substitutions in advance via Carmen

Pace and work expectations. The workload and pace of this capstone course are rigorous. Students should plan for extensive out of classroom work for work on client projects, individual assignments, and in-class presentations and facilitation. This is a **3-credit hour** course. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (class meetings and instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example).

Attendance and Participation requirements. You are required to attend all in-person sessions during the class time. One of the major assignments for this class is a group project which will require significant meeting time outside of our class period. Groups can work remotely, or in-person based on members' preferences as long as these activities are consistent with OSU Health and Safety Guidelines. If you have a situation that might cause you to miss any portion of these activities, please discuss them with me as soon as possible.

Health and Safety Requirements

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes following university mask policies and maintaining a safe physical distance at all times. Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses.”

Required Equipment

Students will need to be able to access the Carmen website and complete all required work. They will also need video and audio connections to access synchronous Zoom sessions *please let me know ASAP if you are having any technical difficulties accessing the course materials and/or activities.*

Technology Skills Needed for This Course

Course Internet Site: <http://carmen.osu.edu>

The course website will provide access to all course-related documents including course background material, assignments, class presentations, and some required readings. The course website will also be used for submission of class assignments (through the drop box on Carmen) and posting of assignment grades.

- [Navigating CarmenCanvas](#)
- [CarmenZoom virtual meetings](#)

Technology Support

For help with your password, university email, Carmen Canvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers help 24/7.

- Self-Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

ASSIGNMENTS

Client Business Plan and Deliverables. Students will work in 4-5 member consulting teams to develop a comprehensive business plan project for a client health care organization. This project will be developed through a series of “building block” deliverables, culminating in two final products. 1) a business plan presentation to the client organization, and 2) a summary presentation/Q and A to a mock “board” comprised of HSMP faculty and outside practitioner evaluators. The project deliverables mirror the phased consulting approach we have adopted for this course as outlined below:

Project Phase	Deliverable
I: Project scoping	<ul style="list-style-type: none">• Project summary• Draft project plan• Final project plan• Communication to Client of Project Plan
II: Discovery	<ul style="list-style-type: none">• Client Deliverable #1: Initial Findings and Options• Communication to Client of Deliverable #1
III: Options & Recommendations	<ul style="list-style-type: none">• Client Deliverable #2: Analysis and Recommendations• Communication to Client of Deliverable #2
IV: Synthesis & Delivery	<ul style="list-style-type: none">• Executive Summary• Communication to Client of Final Delivery• Board Presentation

Individual Research Brief

The integrative individual assignment for this course is a 3-5 page “Research Brief.” Students will research an important strategic issue/ opportunity related to their business plan consulting project and consider its impact on health services delivery generally and considerations the client specifically. This assignment will be completed as part of the discovery phase of the team consulting project and individual’s work on this project used to educate team members on its importance. To realize the “educating others” aspect of this assignment in a meaningful way, you will work in small groups to share, discuss, and provide feedback on each other’s work.

Client Communication: To satisfy the writing assessment component of this course, your team will be graded on several key communications to your client (one for each phase of the work). You will be provided with guidelines for successful email communications. Important Note: your communications submissions for class will be due on a specific date (usually the day after a large deliverable is due). It is okay to communicate with your client before that date. If you do, just submit a pdf of the communication in Carmen.

Team Process Deliverables. Teams will also complete several group process assignments which are designed to improve each team’s overall effectiveness with project management, teamwork, and improvement over the course of the semester. Team process assignments are designed to be worked on collaboratively and summarized as an integrated product. *All students are expected to contribute equally to his/ her team over the course of the semester. Accordingly, a single grade will be assigned to each group project and deliverable, although individuals’ grades may be adjusted if there is evidence that he/ she is not contributing equally.*

GRADING

The course grade will be based on a combination of individual and team assignments as summarized below.

GROUP ASSIGNMENTS		80%
Business Plan Deliverables*		
• Project overview/Project plan (final)	10%	
• Deliverable 1: Initial Findings and Options	15%	
• Deliverable 2: Analysis and Recommendations	15%	
• Executive Summary, Board Packet	5%	
• Final Board Presentation	30%	
• Team process deliverables	5%	
INDIVIDUAL ASSIGNMENTS		15%
• Strategic Issue Brief		15%
ENGAGEMENT*		5%

*Based on student engagement in in-person settings, peer-to-peer interactions, faculty interactions, and other in-class activities

**Peer evaluations, final business plan presentation by Mock Board members, group process deliverables, and client feedback will be factored into business plan and presentation grades.

GUIDELINES FOR COURSE GRADES

The following are guidelines for the assignment of grades to graduate students. Please note that the instructor reserves the right to adjust the grading scale if it appears necessary due to overall class performance. These adjustments will only raise a student's grade, not lower it.

A	Outstanding performance for a graduate student; consistently shows exceptional depth of understanding and/or capacity for creative application of course concepts
A-	Better than expected performance for a graduate student, with instances demonstrating additional depth of understanding and/or ability to apply course concepts
B+	Expected performance for a graduate student; work is complete and shows solid understanding and application of course concepts
B	Adequate performance for a graduate student; work is complete, but shows some limitations in grasp or ability to apply course concepts
B-	Marginally acceptable work for a graduate student; needs improvement, and is below the acceptable average standard of performance
	Grades below B- indicate significant problems in understanding and/or ability to apply course concepts and/or a failure to meet stated course requirements

CLASS POLICIES

1. Attendance and Preparedness

You are expected to attend synchronous class sessions and actively participate in discussions. Peer-to-peer interaction is a critical part of the learning in this class, so the quality of each of our learning is directly influenced by our engagement.

2. Respectful Participation

Exposure to a diversity of ideas, perspectives, and opinions is necessary for learning and growth. Before criticizing the contributions of others, first make every effort to ensure you have correctly understood the points made in the readings and by others in class and then critique these in a respectful manner.

3. Late Assignments

Late assignments are not accepted, except in the most extenuating of circumstances. All due dates are posted at the start of the term. Students are advised to work ahead of deadlines.

4. Use of Computers and Cell Phones

Please refrain from using email, the Internet or other computer applications during class unless these uses are directly related to class activities. Please silence your cell phones for the entirety of each class session.

5. Changes in Course Outline

Through the semester, changes may be made to the course outline. The instructor will notify students in advance of any such changes. These changes might include assignment of supplemental reading, inviting a guest lecturer, or changing the content of class sessions.

DISABILITY AND COVID-RELATED ACCOMODATIONS

The university strives to make all learning experiences as accessible as possible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Additionally, in light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's [request process](#), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

MENTAL HEALTH SERVICES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting <https://ccs.osu.edu> or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

ACADEMIC INTEGRITY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University, the College of Public Health, and the Committee on Academic Misconduct (COAM) expect that all students have read and understood the University's *Code of Student Conduct* and the College's *Student Handbook*, and that all students will complete all academic and scholarly assignments with fairness and honesty. The *Code of Student Conduct* and other information on academic integrity and academic misconduct can be found at the COAM web pages (<http://oaa.osu.edu/coam.html>). Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct*, the *Student Handbook*, and in the syllabi for their courses may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or

subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Please note that the use of material from the Internet without appropriate acknowledgement and complete citation is plagiarism just as it would be if the source were printed material. Further examples are found in the *Student Handbook*. Ignorance of the *Code of Student Conduct* and the *Student Handbook* is never considered an “excuse” for academic misconduct.

Please note: Much of the work in this class will be completed as part of a group project, so you will be working closely with your peers via discussion and other small groups. This means that you are responsible not only for maintaining the academic integrity of your own work, but also that of your group. As you are sharing documents and presenting your work to one another, and to the client, you must be vigilant about crediting your sources and putting findings into your own words (or using quotations with acknowledgement). Do not put yourselves, or your classmates at risk of academic misconduct.

If I suspect a student, or group, of academic misconduct in a course, I am obligated by University Rules to report these suspicions to the University’s Committee on Academic Misconduct. If COAM determines that the student has violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.