

Prepare to Lead
in Health Care

Transform Your Career,
Your Organization
& Health Care Delivery



**Master of Health Care
Delivery Science**
at Dartmouth

Transform Your Career, Your Organization and Health Care Delivery

Gain an exceptional **Ivy League education**
while still **advancing your career**

Engage with **world-class faculty**
from the Tuck School of Business
and Geisel School of Medicine
and a **talented, diverse student body**

Learn from a recently redesigned,
highly relevant curriculum
that delivers **more of what you need**
than an MBA or MPH alone

Grow new capabilities with
immediate payoffs and **long-term impact**

Join a **powerful community** of life-long learners,
with a **passionate commitment** to each other
and to the transformation of health care delivery



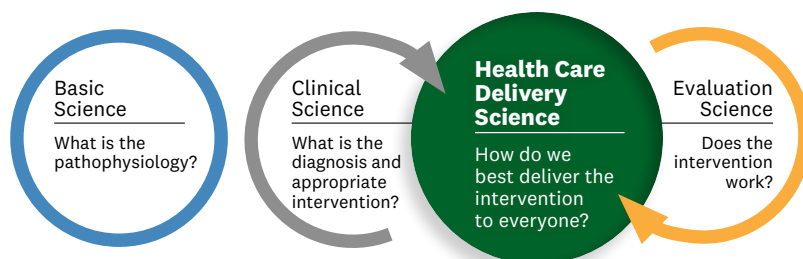
The Master of Health Care Delivery Science at **Dartmouth College**

Health Care Delivery Science is a cross-disciplinary effort to improve health and health care at all levels, from the individual patient through the global health care system. The Master of Health Care Delivery Science (MHCDS) offers physician and executive leaders the strong foundation and the advanced skills and knowledge they need to design and lead crucial transformations within their organizations and across the health care industry.

The recently **redesigned 12-month program** allows you to advance your career while gaining an exceptional Ivy-League education. MHCDS, designed specifically **for busy, working professionals**, combines in-depth online learning anchored by three brief residential periods on the Dartmouth College campus. New curricular innovations increase the integration across disciplines and make the program **content more timely and relevant** to the challenges facing health care delivery today and in the future. The new format also makes the **degree more accessible**, shorter in duration and more affordable.

Course requirements are structured but flexible, so they can be met by students with even the most demanding careers. The program is designed and taught jointly by acclaimed Dartmouth faculty from the Tuck School of Business and the Geisel School of Medicine who are committed to the success of every student.

Much more relevant than an MBA or an MPH alone, the curriculum is a custom blend of business, leadership, and health policy coursework that is focused squarely on the unique challenges of health care delivery. The renowned MHCDS program helps graduates gain valuable skills and knowledge to think and act strategically to improve their organizations and the health system both today and in the future.



THE NEW SCIENCE OF HEALTH CARE DELIVERY

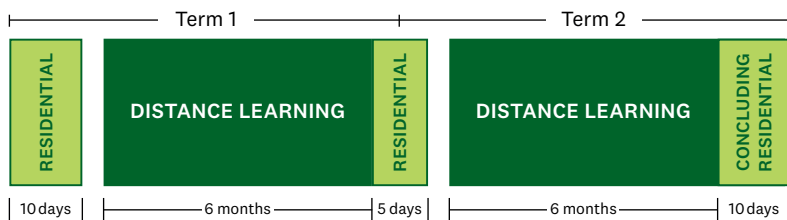
Gain an exceptional **Ivy League education** while still **advancing your career**

MHCDS's low-residency degree program was designed specifically for successful, busy professionals. The 12-month program launches with a ten-day residential period on the Tuck campus at Dartmouth. Students then return to campus every six months for week-long sessions over the course of the program. The blended learning model at MHCDS combines the best features of face-to-face instruction with the convenience of online study.

While in residence at Dartmouth, students receive focused attention from faculty mentors, work on course-related projects with fellow students, and present and receive feedback on individual and group projects. Off-campus, online course commitments are both predictable and flexible so they can be met by students in even the most demanding careers. Individualized support ensures that each student reaches their personal goals for professional development.

Online learning—supported by intuitive software tools—offers working professionals the greatest latitude. Students log on to the online classroom at any time and make significant progress on coursework. Or they gather in virtual meeting rooms and work together, learning from and with their peers and program faculty. While the curriculum moves from course to course, the rhythm and workload remain manageable for thoughtful working professionals.

MHCDS 12-MONTH COURSE SCHEDULE



Regular breaks are scheduled approximately every six weeks during the distance portion of the program.



“

The relevance of the MHCDS material made the course load manageable. Having the ability to quickly apply what I learned in the class to my daily activities at work created a seamless transition between the program and my job.”



Alok Sharan, MD, MHCDS

Director

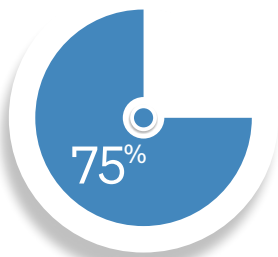
WESTMED SPINE CENTER
NEW YORK

Engage with **world-class faculty** from the Tuck School of Business and Geisel School of Medicine and a **talented, diverse student body**

MHCDS has been an educational pioneer in transforming careers and organizations in health care delivery. The MHCDS faculty consists of internationally acclaimed professors from the **Tuck School of Business** and the **Geisel School of Medicine**, each of whom is deeply committed to the success of MHCDS students. Each class cohort is comprised of accomplished health professionals, diverse in function and role, but united in the mission to transform themselves, their organizations and health care delivery. Physician and nurse leaders, administrators, payers, and policy makers join with faculty to share meaningful knowledge and perspectives.

Students admitted to the program have demonstrated leadership skills—they recognize what is possible and are inspired to achieve it. They are drawn to a curriculum that further develops these skills within the specific culture and challenges of health care. What they find at Dartmouth is world-class instruction in those areas critical for effective leadership in their organizations and in the redesign of health care delivery. The Master of Health Care Delivery Science program provides an opportunity for students to develop themselves more broadly as leaders and innovators and offers actionable skills to address specific issues of health care delivery.





Work on the front lines of care delivery, in hospitals, health systems, and clinics



Advanced degrees (e.g., MD, Ph.D., MBA, MS, and JD)



Physicians

PARTICIPANTS



- Physicians
- Hospital administrators
- Government health officials
- Nurse leaders
- Pharma/medical device execs
- Consultants
- Insurance executives
- Lawyers
- Entrepreneurs

TITLES



- President and CEO
- Chief medical officer
- Chief financial officer
- Chief transformation officer
- SVP population health
- Director
- General counsel
- Section chief
- Health policy director

17



Countries (46 U.S. states)

23



Average years of work experience

ORGANIZATIONS



From private practices to integrated health systems

- Cambridge Health Alliance
- Cleveland Clinic
- Dartmouth-Hitchcock
- Geisinger Health
- Intermountain Health
- Iora Health / One Medical
- Mass General Brigham
- Northwell Health
- Providence Health & Services
- University of Colorado Health
- Veterans Administration (VA)

Other industry participants include

- Anthem Inc
- Cerner
- Blue Cross Blue Shield
- Humana
- Medtronic
- Novartis
- Optum
- Roche
- Siemens Healthcare
- UnitedHealthcare
- U.S. Navy Medicine (BUMED)
- U.S. Senate
- World Health Organization (WHO)

“

I knew we would learn from the great faculty which we did, but I did not expect to learn as much as I did from my peer group. The perspectives and experience of such senior managers in many different businesses was very valuable to my learning and will continue to be valuable.”



Ralph So, MD, MHCDS

Chief Quality Officer

ALBERT SWEITZER HOSPITAL
DORDORECHT, THE NETHERLANDS

Learn from a recently redesigned, **highly relevant curriculum** that delivers **more of what you need** **than an MBA or MPH alone**

The 12-month program focuses Dartmouth's expertise in areas such as strategy, operations, finance, health policy, economics, data analytics, and leadership on improving health care delivery. The coursework is not limited to generalized business management techniques but speaks directly to the unique culture and challenges of health care. Courses across the curriculum explore the primacy of ethics, ask how we should define value in health care and address systemic inequality. Through a curriculum that is much more relevant than an MBA or MPH alone, students receive the tailored and targeted education that they need to advance their careers and help lead their health care organizations to success in this time of radical change.

The MHCDS program consists of 14 core courses, each of which lasts three to five weeks and are taught sequentially, so that students can focus intensively on one in-depth course at a time. All courses have a residential component on the Dartmouth College campus, and each course has a significant, highly interactive distance-learning component that will require an average of 15 hours of student work per week. The individually designed and executed Personal Leadership Plan and Action Learning Project maximize opportunities for personal, career and organizational transformation.

Personal Leadership Plan

Each student will develop a Personal Leadership Plan in concert with faculty mentors. Based on the concept that effective leadership begins with self-awareness, plans encompass an exploration of personal strengths as well as career goals. They provide not only short-term direction during the program but a plan for success into the future.

Action Learning Project

Students will have an opportunity to put their learning to work in high-profile Action Learning Projects within their own organizations. This team-based experience benefits not only the student but their organization as well. Projects are specifically addressed in each of the core courses and throughout, students receive intensive, one-to-one coaching and mentoring.



Courses

Integrative Learning Experiences

The curriculum is anchored by three in-person residential sessions on the Dartmouth College campus, each of which features a themed, team-taught integrative learning experience, designed to draw out lessons from across the disciplines of health care delivery science. Activities in these innovative sessions will include case studies, simulations, guest speakers, and more. Themes for 2022 will focus on: Integrating the Voice of the Patient, Leading Change, and Inventing the Future of Health Care.

Refreshed Curriculum

The recently redesigned curriculum also features new topics, remodeled materials, and deeper teaching integration between the faculties of Tuck and Geisel. The refreshed curriculum results in a learning experience that is even more timely and relevant to the challenges facing our health care delivery system today and in the future.

Fundamental Skills for
Health Care Delivery Leaders

Health Economics

Accounting and Finance Essentials

Leveraging Data to
Inform Decision Making

Health Care
Operations Management

Healthy Skepticism

General Management

Population Health and
Preventive Care

Managing People,
Organizations and Change

Human-Centered Innovation

Strategy for
Health Care Organizations

Special Topics in
Health Care Delivery

Course offerings are subject to change.

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The Action Learning Project brought the MHCDS program to life. It transformed abstract concepts into concrete objectives that impacted the lives of my patients, my teams, and my organization.”



Michelle Rossetti, MSN, MHCDS

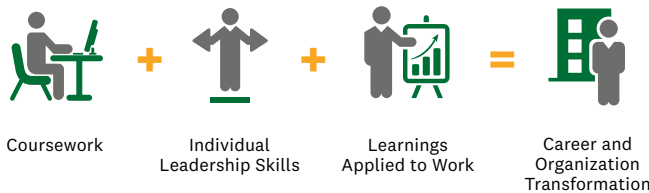
Senior Director of Patient and
Customer Experience

NORTHWELL HEALTH
VALLEY STREAM HOSPITAL, NEW YORK

Grow new capabilities with **immediate payoffs** and **long-term impact**

Professional benefits accrue quickly and durably to students in the MHCDs program. Coursework is focused on the skills, knowledge, and context to help students become more effective health care leaders, so learnings are applied at work the very next day. Individual leadership skills are fostered with the faculty-mentored creation of a Personal Leadership Plan, as well as with the applied Action-Learning Project. The learning environment fosters sharing of current projects and professional challenges while the depth of expertise, from both faculty and fellow students, leads to rich and actionable insights that transforms careers and organizations.

How do you define professional progress? For some, it's a formal promotion and a new title. For others, it's the ability to lead with greater impact and effectiveness. Regardless of how it is measured, the opportunities for our students are many and begin before courses end—through enhanced responsibilities, new committee appointments, and leadership opportunities that go beyond their clinical or administrative training. In addition to the many promotions to c-level and other senior leadership positions, our students and graduates have accepted roles at the frontiers of health care transformation and serve as leaders of innovation efforts across major health systems and academic medical centers.





“

Leadership opportunities outside of my clinical role and, more importantly, my effectiveness in those roles, was immediately and greatly enhanced by the MHCDS program.”



Christine Blaski, MD, MHCDS

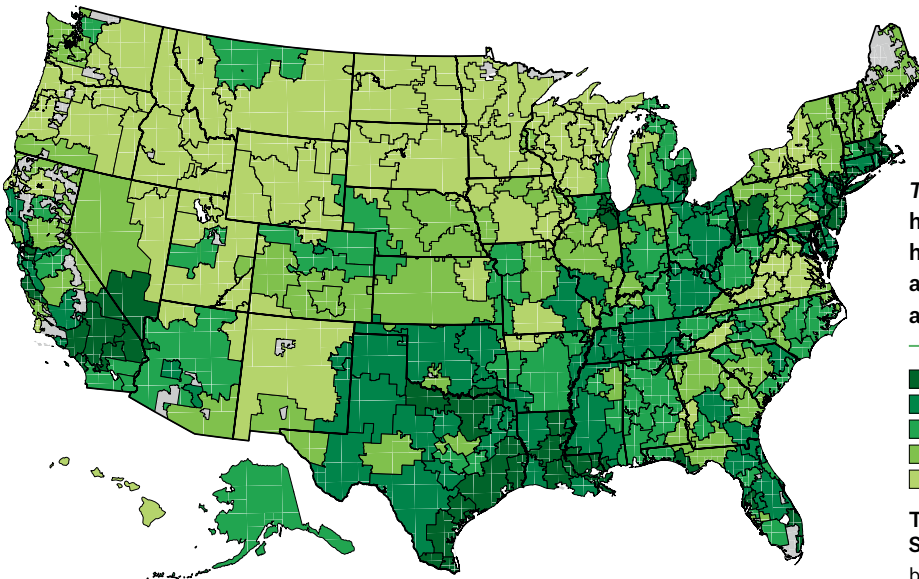
President of the Medical Staff
NORTH SHORE MEDICAL CENTER
MASSACHUSETTS

Join a **powerful community** of life-long learners, with a **passionate commitment** to each other and to the transformation of health care delivery

United by a common goal, a community of students and faculty forms during the very first days of the MHCDS program and stays connected long after the program ends. Every graduate becomes part of a diverse and powerful network of change leaders that offers a lifetime of support and opportunity. MHCDS alumni are some of the most passionate at Dartmouth, with many returning for the annual MHCDS symposium or participating in abundant MHCDS-specific alumni programming to continue their learning.

By being a part of MHCDS, students and alumni are joining the two premier professional schools of Dartmouth College, which is focusing its extensive expertise, superior resources, and thought leadership on a commitment to transform health care delivery. The **Geisel School of Medicine** has worked to improve health care through education, research, policy reform, quality improvement, and communication. It established a new discipline in the evaluative clinical sciences and has advanced the concepts of informed patient choice and shared decision making. For more than 30 years, data from the Dartmouth Atlas of Health Care has formed the foundation for understanding the problems and variations in the U.S. health care system. These and other Geisel insights play a key role in the ongoing debate about health reform and are critical in the work towards ethical, value-based improvements in health care delivery.

Since 1900, the top-ranked **Tuck School of Business** has taught leaders how to shape organizations and industries in response to the dramatic changes in markets, technology, and policy environments over the past century. Today Tuck is also teaching students how to manage uncertainty, advance innovative concepts to operational reality, and to shape organizations to reflect the needs and aspirations of the people they serve.



The Dartmouth Atlas has radically changed how health care efficiency and effectiveness are perceived.

- \$8,600 to 14,360 (58)
- 7,800 to 8,600 (66)
- 7,200 to 7,800 (59)
- 6,600 to 7,200 (65)
- 5,280 to 6,600 (58)

Total Medicare Spending per Enrollee
by Hospital Referral Region

“

I chose the MHCDS program because I felt the passion of my professors and the dedication of their program in the singular mission to make high quality, ethical healthcare affordable for all.”



Kenneth Noonan, MD, MHCDS

Director,
Division of Pediatric Orthopedics
AMERICAN FAMILY CHILDREN'S HOSPITAL
UNIVERSITY OF WISCONSIN, MADISON





How To **Apply**

For detailed information about the program and how to apply visit mhcds.dartmouth.edu

All applicants—both individuals and organizational teams—should apply online.

There are three admissions rounds, with application deadlines in December, February and April. Class sessions begin in August. Admission to the program is based on the interplay of five factors: leadership capability, academic excellence, personal and professional accomplishment, interpersonal skills, and diversity of background and experience. Applicants are expected to have a minimum of five years' work experience in health care delivery or a related field.

Please refer questions to the Director of Admissions at 603-646-1222.



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Tuck
at Dartmouth



Dartmouth
GEISEL SCHOOL OF MEDICINE