Loyola University Chicago
Marcella Niehoff School of Nursing
Health Systems Management Program
Spring 2014

Course Number and Title: HSM 310, Introduction to Healthcare Project Management

Number of Credits: 3 semester hours

Meeting Schedule: Tuesday/Thursday; 1:00-2:15 pm
Mundelein Center, Room 415

Faculty: C. B. (Katie) Clarke, PhD, RN

Faculty Contact Information: Phone: 847.204.6140
Email: cclarke2@luc.edu
Office: BVM Hall, Room 1012
Hours: By appointment

Pre-requisites: None

Co-requisites: None

Course Description: This course is designed to introduce students to the discipline of project management and its importance as a management tool in healthcare. The processes of understanding and defining the project, planning the project, managing the project team, controlling the project, and completing it, including its evaluation form the framework of the course. The project management framework consisting of performance specifications, time management, risk management, and costing/budgeting will guide the student through the project management process. Working within a team, local or virtual, large and small, allows the student the opportunity to better understand team dynamics as a participant and as a project leader. Special emphasis will be placed on the benefits of the use of project
management in healthcare through the use of examples, exercises, and case studies.

Course Outcomes:

At the end of the course, the student will be able to

1. To develop an understanding of how expert project management is necessary for successful project development and implementation of a project of any size in healthcare
2. To describe the benefits of skilled project managers to healthcare organizations
3. To understand the principles and processes of project management
4. To comprehend the function of project management tools and to utilize these tools for project management planning, controlling, and evaluation
5. To recognize the similarities and differences in the roles of the project manager, the project team, and the support team
6. To demonstrate understanding of the critical goals of performance specification, time/schedule management, and budgeting for projects
7. To determine and assess project management activities related to project control and evaluation
8. To demonstrate knowledge of the Project Management Institute’s standards
9. To develop a project plan incorporating the 5 steps of a project
   - defining a project management plan
   - developing the project
   - leading the project team
   - controlling the project
   - completing the project
10. To understand and evaluate common ethical, managerial, and financial risks and issues associated with project management

Teaching Methods:

Lecture, case study analysis, use and discussion of published and audiovisual materials, and interactive application exercises will be used to help students achieve the course outcomes.
Evaluation:

- Class Participation: 5%
- Mid-term Examination (team): 10%
- Project Overview (individual): 10%
- Work Breakdown Structure (individual): 10%
- Gantt Chart (team): 10%
- Budget (team): 10%
- Project Diagram (team): 10%
- Risk Management/Mitigation Document (individual): 10%
- Management Update Memo (individual): 10%
- Case Study Presentation and Analysis-Final (team and individual): 15%

Late assignments will affect your grade. Late assignments will receive a deduction of 1/2 point (1 point = 1%) per day until the assignment has been submitted.

Required Course Materials:


Readings as assigned by faculty

Recommended Course Materials:


Course Evaluation Expectation:

It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.
**Academic Integrity Statement:**

Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.


Attachments to the syllabus include:

**Course Content and Schedule** (Dates will probably change due to the class’ ability to deal with the specific elements)

<table>
<thead>
<tr>
<th>DATE (projected)</th>
<th>CONTENT</th>
<th>READINGS</th>
<th>IN-CLASS ACTIVITY</th>
<th>DELIVERABLE/ACTIVITY</th>
</tr>
</thead>
</table>
| 1/14 & 16        | Course Introduction/Review of Syllabus  
Review of Reference Requirements  
What is Project Management?  
Why Project Management in HSM? | Wysocki: Chapter 1 & 2 | Introduction of groups  
Group assignment |  |
| 1/21 & 23        | Defining the Project Management Framework | Wysocki: Chapter 3 & 4 | Discussion of what is expected and the content of the rubric  
Introduction of the project for the semester  
Mission |  |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource</th>
<th>Group Discussion</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28 &amp; 30</td>
<td>Planning a Project</td>
<td>Wysocki: Chapter 5</td>
<td>Group discussion on Project Overview Statement</td>
<td>Project Overview Statement (due 5 PM on xx)</td>
</tr>
<tr>
<td>2/4 &amp; 6</td>
<td>Planning the Project Structure</td>
<td>Wysocki: Chapter 5</td>
<td>Group discussion on Work Breakdown Structure</td>
<td>Based on the project, bring 10 activities for a Work Breakdown Structure to class</td>
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<tr>
<td>2/11 &amp; 13</td>
<td>Scheduling and Resource Requirement</td>
<td>Wysocki: Chapter 5</td>
<td>Group discussion on Gantt Chart</td>
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<tr>
<td>2/18 &amp; 20</td>
<td>Time Management</td>
<td>Wysocki: Chapter 5</td>
<td>Group discussion on Gantt Chart</td>
<td>Work Breakdown Structure (due 5 PM on xx)</td>
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<tr>
<td>2/25</td>
<td></td>
<td></td>
<td></td>
<td>Gantt chart (due 5 PM on xx)</td>
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<tr>
<td>2/27</td>
<td>MIDTERM</td>
<td></td>
<td></td>
<td>Specifics delivered about 10 days before due date</td>
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<tr>
<td>3/4 &amp; 6</td>
<td>Spring Break</td>
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<tr>
<td>3/11 &amp; 13</td>
<td>Costing and Budgeting Managing Risk</td>
<td>Wysocki: Chapter 5</td>
<td>Group discussion on Project Diagram</td>
<td>Construction and Analysis of Project Diagram (due 5 PM on xx)</td>
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<tr>
<td>3/18 &amp; 20</td>
<td>Managing Change</td>
<td>Wysocki: Chapter 6</td>
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<td>Budget Due (due 5 PM on xx)</td>
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<tr>
<td>3/25 &amp; 27</td>
<td>Controlling the Project Essentials of Project Control</td>
<td>Wysocki: Chapter 7</td>
<td>Group discussion on Risk Management Plan</td>
<td>Risk Management/Mitigation Plan (due 5 PM on xx)</td>
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<tr>
<td>4/1 &amp; 3</td>
<td>Building the Project and</td>
<td>Wysocki:</td>
<td>Group discussion on</td>
<td>Management Update Memo, Written (not email content) (due 5 PM on xx)</td>
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<tr>
<td>Support Teams</td>
<td>Chapter 6</td>
<td>Management Update Memo</td>
<td>PM on xx</td>
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<td>4/8 &amp; 10</td>
<td>Completing a Project</td>
<td>Wysocki: Chapter 8</td>
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<tr>
<td>4/15 &amp; 17</td>
<td>Outside readings to be assigned</td>
<td>Group discussion on final presentation</td>
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<tr>
<td>4/22 &amp; 24</td>
<td>Case Study Analysis Presentations Final distributed</td>
<td>Participation will require at least 1 question per group from each class member</td>
<td>Group presentations and discussion</td>
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<tr>
<td>4/29</td>
<td>FINAL (take home due by 5 PM)</td>
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**Class Participation**

Participation in class is critical to demonstrate an understanding of the theory from class and its applicability and implications in the current healthcare environment. Class participation demonstrates an awareness of the current healthcare environment. Class participation is both individual and group centered. Failure to engage in group activities may influence an individual’s grade.

Students are encouraged to bring articles to class that deal with applicability to project management, especially those that are related to healthcare.

**Requirements for Paper Presentations**

All papers are to be typed in Times New Roman, 12 point type, and double spaced.

Referencing should follow APA style for formatting. All external references or textbook references must follow APA style. For references from class materials, utilize the following format within the text (concept x, slide #, and bullet #). For your bibliography/reference list format as follows

```text
Clarke, concept x slide #, bullet #.
```

For additional guidance, please refer to the following websites.

[http://apastyle.apa.org](http://apastyle.apa.org)
The student’s name or the individual group names must be on the first page of the assignment.

Assignments must be labeled as a doc/docx document as follows: Student’s first initial followed by last name_assignment name. No PDFs. Failure to provide this format will incur a penalty.

Rubrics will be provided and should be consulted to ensure that all aspects of the assignment have been addressed.

University policy on integrity must be followed. The mechanism for submitting assignments will be provided in class. If it appears that the paper has been submitted for another class or the text is cited without references, serious consequences may result.

Wikipedia is NOT considered a legitimate reference.

**Evaluation Method**

Students will be evaluated by grades on tests, papers, and oral presentations. Rubrics are utilized to assist the student in understanding the grading for the framework of the assignments. Course grades are based on the following scale:

- A  94-100
- A-  92-93
- B+  89-91
- B   86-88
- B-  83-85
- C+  80-82
- C   78-79
- C-  76-77
- D+  73-75
- D   69-72
- F   68 & below

**Course Policies**

All readings should be done prior to class. References to the theory presented in class and/or from the texts will be required in written assignments.

Please come to class with the lecture slides, which are posted on Sakai. This will make note-taking easier. Lecture material may be supplemented with other materials that are reflective of current practice or related subjects. You are responsible for all material covered in class, including discussion related to change in due dates etc.

Students are expected to check their e-mail prior to class for communications.

Students are encouraged to seek help if needed. Please contact me if there is an issue. Students are encouraged to ask questions. A hallmark of a healthcare leader is to continue to expand one’s knowledge base. If the professor is unable to answer a question, a student can volunteer to research and answer the question.

Healthcare Project Management is a profession. As a professional, healthcare leaders need to learn how to communicate with one another, other healthcare professionals, and management. To exemplify this
concept, students will demonstrate mutual respect to fellow students and faculty (see also Academic Integrity). Faculty will demonstrate mutual respect by being available to meet with students, answering questions in-person or over e-mail, and responding to suggestions with explanations. Students who have a concern about student behavior should speak to the student with whom they are having difficulty. In addition, if students have a question or concern with the faculty member, students should first speak with the faculty member in question. If you are unclear about an assignment or are having difficulty, you should seek faculty advice or clarification before the deadline of the assignment.