

## **MGT 173: Project Management- Health Services (Remote)**

**Undergraduate Course, Spring 2021**

**PROFESSOR:** Sherry Hayes, MPH, MPA, CPH, REHS, PMP

**EMAIL:** [slhayes@ucsd.edu](mailto:slhayes@ucsd.edu)

**ROOM:** Remote course: See Zoom meeting schedule: Thursdays 5:00 pm – 7:50 pm

**OFFICE HOURS:** TBD

**TEACHING ASSISTANT/TUTOR:** Samantha Marcus

**EMAIL:** [skmarcus@ucsd.edu](mailto:skmarcus@ucsd.edu)

*Note: This syllabus may be updated and revised at a later date.*

### **COURSE DESCRIPTION**

Health programs and projects have become more complex and challenging due to many factors such as an aging population, evolving regulatory requirements, increased patient focus on quality and value of care, and the development of innovative treatments and technologies to stifle rising healthcare costs. Whether you are a health manager in the non-profit, for-profit, private, or government industry, you must be able to effectively develop, execute, monitor, and evaluate health service programs.

Health programs, globally and domestically, are developed to target health determinants and often require innovation and collaboration of multiple and diverse professionals to be successful. In fact, many health service program and project teams consist of medical professionals/specialists, diverse organizations, and public health workers who collaborate to provide customer-centered health services to individuals, families, communities, and/or populations in various settings.

Given the depth and complexity of health service programs, managers of such programs must understand and apply core and facilitative management activities. The core management activities of health managers include developing/strategizing, designing, and leading. Some of the key facilitative management activities of program and project managers are decision making, communicating, managing quality, marketing, and evaluating.

This course will cover in detail the core and facilitative activities required of health program managers through the use of lectures, discussion, class exercises, and project team homework. This quarter length course is designed for upper division undergraduate students.

### **OBJECTIVES**

The overall primary goal of this course is to provide students with a strong foundational knowledge of core and facilitative management activities that will enable them to effectively manage health programs in a variety of organizations.

Upon successful completion of this course the student will be able to:

- Understand and apply the entrepreneurial process to the overall process of program management.
- Identify customer needs and develop value propositions.
- Recognize, screen, and evaluate new opportunities.
- Design and communicate program concepts/models and competitive advantage.
- Assess risks related to rewards.
- Understand different organizational structures.
- Effectively present business concepts to senior leadership in an organization, potential investors, or potential donors.

**COURSE MATERIALS**

**REQUIRED:**

- **Book:** Health Program Management: From Development through Evaluation, 2<sup>nd</sup> edition Beaufort B. Longest, Jr. Jossey-Bass (ISBN-13: 978-1118834701)
- **Slack:** Access to the Slack app is **mandatory** for project team communication- please use link on our canvas page to sign up.

**GRADING:**

Assignments	Total assignments (points per assignment)	Total points possible	Total % of course grade
<b>Classroom Exercises (CE)</b>	9 (20 pts)	180	20
<b>Quizzes</b>	8 (10 pts)	80	20
<b>Project Team Homework</b>	5 (100 pts)	500	15
<b>Midterm</b>	1 (100 pts)	100	20
<b>Project Team Final Exam</b>	1 (100 pts)	100	15
<b>Project Team Peer Reviews</b>	2 (30 pts)	60	10
<b>Extra Credit (max of 2% of total grade)</b>	3 (50 pts)	150	+2

**STUDENT RESPONSIBILITY:** You are responsible for bringing any grading errors to the attention of the facilitator or Teaching Assistant prior to **June 9 @ 5PM**. Any requests for modifications after this date will **not** be accepted.

**ATTENDANCE/PARTICIPATION:** Students are encouraged to attend and/or view the recording of every class session and will be responsible for all material covered in class whether you are present during the session or not. A class exercise will be assigned for each session and I will be calling on break out groups randomly to participate. If you miss a session, you can complete the class exercise after watching the recorded session.

**GROUP CLASS WORK:** Class exercises will count as your participation for the session. If you are not able to participate in the session than you can watch the recorded session and submit it no later than the specified deadline for each assignment. Additionally, you will be assigned to a project team and each team will be submitting only one project team homework assignment for a group grade. All project team members will be providing two peer reviews- one for the homework assignments and one for the final exam.

**COURSE OUTLINE:** The course outline is shown organized in Canvas Modules by weeks and includes all of the course assignments and schedule. Additionally, a course outline is included in this syllabus.

**HOMEWORK:** Students shall complete the readings and assigned quizzes, class exercises, and homework no later than specified deadline shown in Canvas.

**PEER REVIEWS:** Students will have the opportunity to rate their team members on their project assignment performance for homework assignments and the final exam. The average rating received will be used to determine the total points each student will receive for the peer review assignments.

**LATE ASSIGNMENTS:** Individual late assignments will generally **not** be accepted; however, I will make exceptions for verifiable emergencies on a case-by-case basis. For project team homework assignments

all late assignments will receive automatic 20-point deduction from their final earned total **and** must be submitted no later than 72 hours past the deadline for credit.

### ACADEMIC INTEGRITY

Integrity of scholarship is essential for an academic community. As members of the Rady School, we pledge ourselves to uphold the highest ethical standards. The University expects that both faculty and students will honor this principle and in so doing protect the validity of University intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind.

The complete UCSD Policy on Integrity of Scholarship can be viewed at:  
<http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2>

### STUDENTS WITH DISABILITIES

A student who has a disability or special need and requires an accommodation in order to have equal access to the classroom must register with the Office for Students with Disabilities (OSD). The OSD will determine what accommodations may be made and provide the necessary documentation to present to the faculty member.

The student must present the OSD letter of certification and OSD accommodation recommendation to the appropriate faculty member in order to initiate the request for accommodation in classes, examinations, or other academic program activities. **No accommodations can be implemented retroactively.**

Please visit the [OSD website](#) for further information or contact the Office for Students with Disabilities at (858) 534-4382 or [osd@ucsd.edu](mailto:osd@ucsd.edu).

### TITLE IX

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Rady students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

Students may feel more comfortable discussing their particular concern with a trusted employee. This may be a Rady student affairs staff member, a department Chair, a faculty member or other University official. These individuals have an obligation to report incidents of sexual violence and sexual harassment to OPHD. This does not necessarily mean that a formal complaint will be filed.

If you find yourself in an uncomfortable situation, ask for help. The Rady School of Management is committed to upholding University policies regarding nondiscrimination, sexual violence and sexual harassment.

**COURSE OUTLINE**

**WEEK 1:** This session will provide an overview of program management activities, roles, and competencies. We will define key terms for health programs, discuss similarities and differences in program and project management, describe the core and facilitative activities of health program managers' work, identify the different roles of management, and examine the mix of competencies necessary to effectively manage work in health programs. We will also discuss the four key ethics principles that health programs should be built upon.

<b>April 1, 2021</b>	<b>Topic: The Work of Managers in Health Programs</b>
<p><b>POST-SESSION ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 1, The Work of Managers in Health Programs (pages1 -30)</li> <li>• <b>Review/watch:</b> 1.1_Video_Week1_The Work of Managers in Health Programs (Concepts/Principles/Application)</li> <li>• <b>Submit:</b> Class Exercise (CE1)</li> </ul> <p><b>LIVE SESSION: GUEST SPEAKER:</b> <a href="#">LT Julius C. Wiseman III, MSC, USN, ACHE</a>, Medical Programs Officer Recruiter at Naval Talent Acquisition Group Southwest <b>Topic:</b> Navy Medicine: Medical Career Opportunities</p>	

**WEEK 2:** We will discuss developing the underlying theory of a program and using program theory and logic models to establish and maintain effective stakeholder relationships. We will also discuss developing/strategizing activity to include determining a program's current situation through the three components of situational analysis: (1) external analysis, (2) internal analysis, and (3) inventory of desired results. Other topics: developing operational plans, assessing and controlling performance to achieve desired results, the link between developing/strategizing and the performance of programs, writing a business plan, and planning for interventions undertaken by programs.

<b>April 8, 2021</b>	<b>Topic: Developing/Strategizing the Future</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 2, Health Program Management (pages 39 -77)</li> <li>• <b>Watch:</b> 2.1_Video_Week2: Developing/Strategizing the Future (Principles/Concepts)</li> <li>• <b>Submit:</b> Quiz 1</li> </ul>	
<p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 2.2_Video_Week 2: Developing/Strategizing the Future (Application)</li> <li>• <b>Submit:</b> CE2</li> </ul>	

**WEEK 3:** We will discuss key concepts in creating organization designs such as: division of work and specializations of workers, authority and responsibility relationships, clustering or departmentalization, span of control, and coordination or integration. Furthermore, this session will cover the application of the key organization design concepts, informal aspects of organization designs, balancing the informal and formal aspects of organization designs, designing program logic models, the staffing process in health programs, and special aspects of the staffing process.

<b>April 15, 2021</b>	<b>Topic: Designing for Effectiveness</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 3, Health Program Management (pages 81 -114)</li> <li>• <b>Watch:</b> 3.1_Video_Week 3: Designing for Effectiveness (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 2</li> </ul>	
<p><b>LIVE SESSION: GUEST SPEAKER:</b> <a href="#">Rene Dell'Acqua</a>, UCSD Health, Certified Health Coach  <b>Topic:</b> The Practical Application of Logic Models in Health Education</p> <p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 3.2_Video_Week 3: Designing for Effectiveness (Application)</li> <li>• <b>Submit:</b> CE3</li> </ul>	

**WEEK 4:** We will define leading and discuss influence and leading, interpersonal power and influence, and motivation (content and process perspective) as a basis for leading effectively. Content perspective motivation studies discussed include: Maslow's hierarchy of needs, Alderfer's three levels of human needs, Herzberg's two sets of factors, and McClelland's three learned needs. Process perspective motivation studies discussed include: Vroom's expectancy theory of choices, Adam's equity theory, and Locke's goal-setting theory. Additionally, we will discuss three approaches to understanding leading-traits, behaviors, and situational or contingency approaches and how to move toward an integrative approach to effective leading in health programs.

<b>April 22, 2021</b>	<b>Topic: Leading to Accomplish Desired Results</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 4, Health Program Management (pages 119 - 155)</li> <li>• <b>Watch:</b> 4.1_Video_Week 4: Leading to Accomplish Desired Results (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 3</li> </ul>	
<p><b>LIVE SESSION: GUEST SPEAKER:</b> <a href="#">Dr. Joanie Connell</a>, Leadership Assessment and Development Expert, Flexible Work Solutions.  <b>Topic:</b> Introduction to Clifton Strengths for Student Assessment</p> <p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 4.2_Video_Week 4: Leading to Accomplish Desired Results (Application)</li> <li>• <b>Submit:</b> CE4</li> <li>• <b>Team Leader or delegated team member submits:</b> Project Team Charter</li> </ul>	

**WEEK 5:** We will define communicating and why it is the key to effective stakeholder relations. We will also define the communication process and discuss the associated interrelated components. This session will also cover the barriers to communicating effectively, how to minimize those barriers, and define/explain how communication flows within programs. Other topics include communication networks, informal communication, communicating with external stakeholders as boundary spanners in marketing and the public sector, communicating when something goes wrong, and handling the consequences when something goes wrong.

<b>April 29, 2021</b>	<b>Topic: Communicating for Understanding</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 6, Health Program Management (pages 203 - 233)</li> <li>• <b>Watch:</b> 5.1_Video_Week 5: Communicating for Understanding (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 4</li> </ul>	
<p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 5.2_Video_Week 5: Communicating for Understanding (Application)</li> <li>• <b>Submit:</b> CE5</li> <li>• <b>Team Leader or delegated team member submits:</b> Project Team Logic Model Task 1</li> </ul>	

**WEEK 6:** There will be a midterm examination that will cover text readings, class exercises, homework assignments, and course lectures and discussions through session 5 (chapters 1-4, & 6)

<b>May 6 @5pm– May 9 @5pm (see Canvas)</b>	<b>Midterm Examination</b>	Open book and notes. Quiz format- 40 questions, 40 minutes
--	----------------------------	--

**WEEK 7:** We will define decision making and discuss how to involve other program participants in decision making. We will also identify key characteristics of management decisions and decision making in programs. A discussion of the seven steps of the decision-making process will include the use of the cause-and-effect (fishbone) diagram and pareto chart to define problems/opportunities, three commonly used quantitative techniques (decision grids, payoff tables, and the program evaluation and review technique) to assess decision-making alternatives, and Lewin’s three steps (unfreezing, changing, and refreezing) in implementing changes resulting from a decision.

<b>May 13, 2021</b>	<b>Topic: Making Good Management Decisions</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 5, Health Program Management (pages 161 - 200)</li> <li>• <b>Watch:</b> 7.1_Video_Week 7: Making Good Management Decisions (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 5</li> </ul>	
<p><b>LIVE SESSION: GUEST SPEAKER:</b> <a href="#">Radhika Bhavsar, COVID-19 Supervisor, Local Health Liaison Team, Partners in Health</a> <b>Topic:</b> Decision Making in COVID-19 Contact Tracing</p>	
<p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 7.2_Video_Week 7: Making Good Management Decisions (Application)</li> <li>• <b>Submit:</b> CE6</li> <li>• <b>Team Leader or delegated team member submits:</b> Project Team Logic Model Task 2</li> </ul>	

**WEEK 8:** We will define quality and discuss the Donabedian perspective on quality as well as how to measure and manage quality. We will define and discuss the total quality (TQ) framework approach to managing quality to include (1) patient/customer focus, (2) commitment to Continuous Improvement (CI), and (3) team work. Our discussion of CI approaches will include Six Sigma, the Focus-PDCA model, and a few other CI tools. Our teamwork discussion will cover topics on team effectiveness, team structure and team operation.

<b>May 20, 2021</b>	<b>Topic: Managing Quality-Totally</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 7, Health Program Management (pages 237 - 263)</li> <li>• <b>Watch:</b> 8.1_Video_Week 8: Managing Quality-Totally (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 6</li> </ul>	
<p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 8.2_Video_Week 8: Making Managing Quality-Totally (Application)</li> <li>• <b>Submit:</b> CE7</li> <li>• <b>Team Leader or delegated team member submits:</b> Project Team Logic Model Task 3</li> </ul>	

**WEEK 9:** We will define and compare/contrast commercial from social marketing. Topics on commercial marketing will include concepts of target markets, needs and wants of people in target markets, the epidemiological planning model, and the five P's of commercial marketing. Our discussion of social marketing will include the use of the Social Marketing Assessment and Response Tool (SMART) and the Social Marketing Plan to conduct social marketing initiatives in health programs.

<b>May 27, 2021</b>	<b>Topic: Commercial &amp; Social Marketing</b>
<p><b>PRE-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 8, Health Program Management (pages 269 - 308)</li> <li>• <b>Watch:</b> 9.1_Video_Week 9: Commercial &amp; Social Marketing (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 7</li> </ul>	
<p><b>LIVE SESSION: GUEST SPEAKER:</b> <a href="#">Karen Crow</a>, Outreach &amp; Communications Specialist, Social Marketing Expert, University of Washington.  <b>Topic:</b> Social marketing and behavior change communication strategies to address health and safety issues</p> <p><b>POST-SESSION:</b></p> <ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 9.2_Video_Week 9: Commercial &amp; Social Marketing (Application)</li> <li>• <b>Submit:</b> CE8</li> <li>• <b>Team Leader or delegated team member submits:</b> Project Team Logic Model Task 4</li> <li>• <b>Submit:</b> Project Team Peer Review Homework Performance Review Sheet</li> </ul>	



**WEEK 10:** This session will define program evaluation and discuss what program managers evaluate. Also, we will discuss program theory and logic models, the types of program evaluations, and the Center for Disease Control (CDC) Framework for conducting program evaluations (4 sets of standards and 6 interconnected steps).

<b>June 3, 2021</b>	<b>Topic: Evaluating</b>
<b>PRE-SESSION:</b>	
<ul style="list-style-type: none"> <li>• <b>Read:</b> Chapter 9, Health Program Management (pages 309 - 338)</li> <li>• <b>Watch:</b> 10.1_Video_Week 10: Evaluating (Concepts/Principles)</li> <li>• <b>Submit:</b> Quiz 8</li> </ul>	
<b>LIVE SESSION: GUEST SPEAKER:</b> <a href="#">Jackie Werth, MPA, PMP</a>   Lean Six Sigma (LSS) Black Belt Certified   Health Services Project Coordinator   County of San Diego Public Health Services	
<b>Topic:</b> The Value Proposition: Live Well San Diego Initiative	
<b>POST-SESSION:</b>	
<ul style="list-style-type: none"> <li>• <b>Review/watch:</b> 10.2_Video_Week 10: Evaluating (Application)</li> <li>• <b>Submit:</b> CE9</li> </ul>	

**WEEK 11:** The final examination will cover text readings (as defined in the syllabus), articles, homework assignments, and class lectures and discussions since the midterm (Chapters 5, 7, 8, and 9)

<b>June 4 @ 5pm – June 10 @10pm</b>	<b>Final Examination: Project Team Exam- Short Essays applying principles and concepts from session 7-10 to your program logic model</b>
	<b>Submit: Project Team Peer Review Final Exam Performance Review Sheet</b>

**Grading Rubric:** See course rubric on canvas for each assignment.

**Grading Scheme:**

A+	100 %	to 97.0%
A	< 97.0 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D	< 70.0 %	to 60.0%
F	< 60.0 %	to 0.0%