

ATMCH Category: Leadership and Management
Graduate Level at Louisiana State University Health Sciences Center, School of Public Health

BCHS 6230 Public Health Project Management

2 Credit hours
Tuesdays, 10:00-11:50
CSRB 752

Joan Wightkin, DrPH
Behavioral and Community Health Science Program
LSUHSC School of Public Health
2020 Gravier St. New Orleans, LA 70112
Office: 504-583-4404
Fax: 504-568-5701
Email: jwight@lsuhsc.edu
Office hours: call or email to make an appointment
Moodle site: <https://moodle.lsuhs.edu/course/view.php?id=4413>

COURSE DESCRIPTION

Purpose: This course is designed to provide the student with practical experience in implementing public health programs/projects using case studies and management tools. The course will present opportunities to conduct simulated operation of a program, including writing job descriptions, interviewing job applicants, and hiring program staff through human resources processes; establishing and motivating teams to achieve program goals; spending grant funding; assuring program expenditures stay within budget, and sustaining a program when funding is cut; measuring, reporting, and improving program progress, quality, and problems. Students will be expected to translate their knowledge and experience by preparing a quality improvement methodology to address the public health problem via their semester project.

There is no prerequisite for this course. This is a required course for BCHS students.

COURSE OBJECTIVES (adapted from *Core Competencies for Public Health Professionals*, Revised and Adopted by the Council on Linkages Between Academia and Public Health Practice: June 26, 2014)

Students successfully completing this course will be able to:

- Organize human resources processes including writing job descriptions with performance criteria, and design and use an interview template with evaluation criteria
- Create a work plan with timeline and responsible parties using a GANTT chart
- Recommends how to build a team in order to achieve program and organizational goals:
 - Conducts and describes self-assessment with *Myers Briggs-16 Personalities*
 - Assesses personal prejudices using *Project Implicit* test
- Demonstrates leadership and team building including creating project vision and mission
- Evaluates staff member's performance according to job description and performance plan criteria

- Demonstrates effective communication and conflict resolution
- Identifies trends and problems using program evaluation methods and quality improvement science
- Uses budget forms to create an operating budget and monitoring reports to assure program is within current and forecasted budget
- Synthesizes project objectives, components, work flow, staff responsibilities; deliverables to create a project policy/procedure manual

FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

Explain the critical importance of evidence in advancing public health knowledge

SCHOOL OF PUBLIC HEALTH COMPETENCIES

Foundational Competencies	Assessments
Design, implement, and interpret program evaluation methods to assess and improve community health programs and/or policies	<p>Written assignments:</p> <ol style="list-style-type: none"> 1. Create a Logic Model for the semester public health project; complete a Gantt Chart with 3 SMART Objectives that cover your semester “job”; and at least 5 tasks for each objective including start and end date of task 2. Quality Improvement Process: Addressing a problem identified in your semester Project using the Plan, Do, Study, Act method, submit the following: <ol style="list-style-type: none"> 1. Driver Diagram 2. Selected Test of Change 3. Implementation Process/Steps 4. Measures to evaluate the results of the Test of Change 5. Your decision for what action to take after assessing the outcome measures of your Test of Change
Translate research to public health practice and policy	<p>Written Assignments:</p> <p>For student’s semester project, prepare a job description, employee performance plan, job interview template with grading scale for 2 positions in the student’s semester project</p>
Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	<ol style="list-style-type: none"> 1. Vision, Values, Mission-Individual and Group Assignment <ol style="list-style-type: none"> a) Prepare a Vision statement of what your successful intervention will create b) Prepare a Mission Statement for your project including what the project will do and how will it get done.

<p>Explain basic principles and tools of budget and resource management</p>	<p>Written assignment- Prepare and monitor the budget to fund your project including:</p> <ol style="list-style-type: none"> a. <i>Budget vs Expenses Monitoring Template</i> (Column B, lines 8-20) b. Budget Line Item Definitions c. Estimate six months of expenditures, assuming it took at least a month to hire the staff and put in the <i>Budget vs Expenses Monitoring Template</i> (Column D, lines 8-20) d. Compute projected expenses in Column H, lines 8-20. <p>Come prepared to discuss the above documents.</p>
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EVALUATION AND GRADING PROCEDURES

- Grades will come from assignments/class participation and the following:
- 20% Job Description, Interview Template, and Employee Performance Expectations
 - 20% Gantt chart and Logic Model
 - 20% Operating Budget Preparation
 - 20% Final Paper – Quality Improvement-Plan, Do, Study, Act (PDSA)
 - 20% Class participation

Final Grading

- A= 90% - 100%
- B= 80% - 89%
- C= 75% - 79%
- D= 70% - 74%
- F= below 70%

POLICIES AND EXPECTATIONS

1. Students are expected to attend all classes, be on time, and submit all required assignments on time. If student is unable to attend a class or meet a deadline due to family emergency, illness and other emergencies, contact the instructor at jwight@lsuhsc.edu prior to class.
2. Class participation is expected and is part of the grade. Class participation is defined as the informed presentation of your written class assignments including thoughts, inferences, and ideas based on the readings, experience, as well as general class discussion. The only way for students to assist each other in the learning process is to participate themselves in the class. Demonstration of respect for differing opinions and life experiences are required. You must attend class (and arrive on time) in order to fully participate in class.

- Students are expected to have access to LSU email and Moodle and to check both frequently for information about the class.

Students are expected to acquaint themselves with school-wide policies and procedures found in the *LSUHSC SPH Student Handbook* regarding grade appeal, student misconduct, and disabilities.

A student who qualifies for special academic accommodations under the Americans with Disabilities Act must notify the course director so that appropriate arrangements may be made. The student must complete the Notification of Disability form and email it to the course director within one week of the course start date.

READINGS

Required Course Text: Beaufort B. Longest Jr, *Health Program Management: From Development through Evaluation, 2nd Edition*. Jossey-Bass Public Health, 2015. **ASIN:** B011DAY5K6; Amazon (new): \$128.76. E-book In New Orleans LSUHSC Library catalog and in the Course Reserves module, available up to 3 students at a time. Link: <http://innopac.lsuhs.edu/record=b1145645~S1>

CALENDAR

Session	Lecture Title	Required Reading/Assignments
1. Jan 15, 2019	<ol style="list-style-type: none"> Course Expectations Overview of Program/Project Management Discuss the Program developed in BCHS 6216 and finalize the Program/Projects for the semester projects 	Send instructor the paper of your intervention project submitted in Health Program Development & Planning-BCHS 6216 and come prepared with slides to describe your project with each of the following to the class: <ol style="list-style-type: none"> Rationale and Aims Primary and Secondary Outcomes Number and types of staff and their activities Budget amount
2. Jan 22, 2019	<ol style="list-style-type: none"> Competencies and skills of manager Strengths & challenges Discuss next class, position description assignment 	Reading: Longest Chapter 1 Class Assignments: <ol style="list-style-type: none"> Submit in Moodle, ½ page including 1 of your strengths related to working as a project manager and 1 of your challenges that you hope to improve. Longest p 142-143: Choose 3 behaviors of leaders on pages 142-143 and come prepared to discuss your 3 choices and 2 consequences for failure to do each of the 3 behaviors. Submit your ½ page single-spaced reflections in Moodle.
3.	1. Human Resources:	Class Assignment:

Jan 29, 2019	<ul style="list-style-type: none"> a. Establishing/writing job descriptions b. Recruitment c. Interviewing and selecting applicants 	<ol style="list-style-type: none"> 1. Prepare and submit in Moodle, 2 job descriptions on <i>Position Description Template</i> (in Moodle) filling out page 1 only for: 1) Project Manager and for 2) an additional staff person specific to your project developed in BCHS 6216 (Resource to use as guidance in Moodle: <i>Program Manager Job Description Example</i>) 2. Prepare a 2 page detailed Specific Duties and Responsibilities document for the Project Manager (Resources to use as guidance): 1. <i>Program Managers Specific Duties and Responsibilities Example</i>; 2. <i>List of Program Managers Specific Duties</i> in Moodle as a guide
4. Feb 5, 2019	<ol style="list-style-type: none"> 1. Interviewing and selecting job applicants; 2. Mock interviews 	<p>Class Assignment:</p> <ol style="list-style-type: none"> 1. Complete a skill analysis for both jobs using the information in January 29 slides and from that analysis, fill out the <i>Employee Performance Expectations</i> forms (in Moodle) 2. Prepare Interview form for both jobs based on the Job Descriptions and <i>Employee Performance Expectations</i> forms. <p>Make your own Interview Templates and bring 2 copies for both positions to class</p>
5. Feb 12, 2019	Myers Briggs self-assessment	<p><u>Assignment 1: Turn in 2 revised job descriptions (if needed), 2 interview templates, and 2 Employee Performance Expectations forms</u></p> <p>Class Assignments:</p> <ol style="list-style-type: none"> 1. Myers Briggs 16 Personalities https://www.16personalities.com/free-personality-test Copy your report and bring to class. Highlight the most accurate descriptions of you. Submit a ½ page single-spaced reflection on your Myers Briggs results. 2. Implicit Association Test https://implicit.harvard.edu Submit a half page reflection on your IAT results <p>Reading: Implicit Association Test (IAT), Dana R. Carney, Harvard University; Brian A. Nosek, University of Virginia; Anthony G. Greenwald, University of Washington; Mahzarin R. Banaji, Harvard University- in Moodle</p>

6. Feb 19, 2019	Vision and Mission of Organizations Projects Team Building and Management	Reading: https://topnonprofits.com/examples/vision-statements/ 1. Prepare a Mission Statement for your project including 1) What is the service? 2) Who will be served? 3) How will this be accomplished? 2. Prepare a bold Vision statement of your hopes for what your successful intervention can create and evokes passion and strong interest in the intervention Submit both in Moodle
Feb 26, 2019	1. SMART Objectives 2. Developing a logic model & work plan 3. GANTT Chart	Reading: Longest Chapt 2 pp 56-62. Other Resources for logic model and SMART Objectives in Moodle 1. Create a Logic Model for your project. 2. Using your project Aims, Hypotheses and your individual project's mission; draft 3 SMART objectives (specific, measurable <i>with measures</i> that are achievable, realistic, time-specified) specific to 1) your role as Project Manager and 2) for the additional position you developed in last assignment. 3. Submit in Moodle on Gantt Chart posted in Moodle and bring to class
7. Mar 5, 2019	MARDI GRAS HOLIDAY	
8. Mar 12, 2019	<u>Assignment 2:</u> Gantt Charts-due before class Management and Leadership: 1. Motivating staff 2. Decision Making	4. Present and turn in comprehensive work plan for 1) your Project Manager job and 2) the additional job using Gantt Chart (in Moodle). For each of the 3 objectives, list 5 tasks/activities needed to reach that objective on the Gantt Chart, filling out all columns (duration, start-finish, responsible party, resources needed, measures/data). See Rubric on Moodle Reading: Longest- Chapter 4 Come to class prepared to discuss 2 points in this chapter that you strongly agree with and why. Submit your ½ page single-spaced reflection in Moodle.
9. Mar 19, 2019	Mistakes as a growth & improvement method	Reading: Mistakes I Made at Work (Bacal) In Moodle, 1) submit ½ page (single spaced) on a mistake you made at work and what you learned from it and 2) submit ½ page reflection on improvement or growth related to the challenges you wanted to improve that you submitted in Class 2.

<p>10. Mar 26, 2019</p>	<ol style="list-style-type: none"> 1. Understanding a Budget 2. Spending funds 3. Budget Monitoring 	<p>Longest p 62-66 Review all budget related forms in Moodle in order to understand the budget, spending, and monitoring. Come prepared to ask specific questions so you can successfully complete Assignment 3-Budget Exercise.</p>
<p>11. Apr 2, 2019</p>	<p>Assignment 3: Budget exercise (All resources in Moodle)</p>	<ol style="list-style-type: none"> 1. Prepare a budget for your project using: <ol style="list-style-type: none"> a. <i>Budget vs Expenses Monitoring Template</i> (Column B, lines 8-20) b. Budget Line Item Definitions <p>Estimate six months of expenditures, assuming it took at least a month to hire the staff and put in the <i>Budget vs Expenses Monitoring Template</i> (Column D, lines 8-20)</p> <ol style="list-style-type: none"> c. Compute projected expenses in Column H, lines 8-20.
<p>12. Apr 9, 2019</p>	<ol style="list-style-type: none"> 1. Changes/Crisis Management 2. SWOT- group work 	<ol style="list-style-type: none"> 1. Longest- Chapter 2 pp 47-52 (stop before “Inventory of Desired Results”) 2. Handout (Organizational Behavior, 9th ed; pp 360-369) 3. Come prepared to discuss a problem in your project that is negatively affecting the implementation and success of the projects. Submit a description of this problem and possible solutions in Moodle.
<p>13. Apr 16, 2019</p>	<ol style="list-style-type: none"> 1. Going from evaluation results to quality improvement 2. Implementation Science Plan, Do, Study, Act (PDSA) 	<p>Longest- Chapter 7 pp 237-254 (stop before “Teamwork”)</p> <ol style="list-style-type: none"> 1. Complete a Driver Diagram for your project (template in Moodle) and submit before class 2. Present a change you plan to make in your project to improve the problem and how you will measure if the change was effective. Submit in Moodle
<p>14. Apr 23, 2019</p>	<p>Supervision and Effective communication</p> <ol style="list-style-type: none"> 1. Managing conflict 2. Delegating, Empowerment 3. Performance Appraisal 4. Problem employees 5. Counseling/Disciplinary Action 	<p>Longest- Chapter 6</p> <ol style="list-style-type: none"> 1. Review Employee Performance Plan you developed in the beginning of semester from the Job Description exercise and create a performance appraisal document for 1) yourself as Project Manager and 2) for the other position assuming this person has been a problem employee. Use MIT performance evaluation document in Moodle, and base evaluation on the Performance Plans you submitted in Assignment 1. 2. Counseling employee 3. Disciplinary Action Document in Moodle

<p>15. Apr 30, 2019</p>	<p>Creating Policy and Procedure Manuals Stephen Phillippi</p>	<p>Read all the documents in Moodle from Dr. Phillipi and come prepared to discuss, ask questions and apply to your group project. Complete the Policy and Procedure Template for your topic using the Policy & Procedure template in Moodle from Dr. Phillippi. Submit in Moodle</p>
<p>16. May 7, 2019</p>	<p>Questions about final paper Managing in Bureaucracies</p>	<p>Choose a reading related to managing in bureaucracies and come prepared to discuss. Submit in Moodle your strategies for personally thriving in a bureaucracy.</p>
	<p>Final Assignment due May 10, 2019 by 10:00 AM</p>	<p><u>Final Assignment:</u> Using readings, assignments, and lectures from the course, submit: 3 page paper (<i>single spaced, 1 inch margins plus cover page, with a minimum of 6 references used in this course-including text book, articles, forms/documents, lectures</i>) ---2 of the references must provide evidence to support your selected Test of Change, showing how this Change will help the project improve and ultimately reach the Aim (goal) Statement in the Driver Diagram Quality Improvement Process Addressing a problem identified in your project using the Plan, Do, Study, Act method and revise as needed the Driver Diagram submitted earlier in semester, describe:</p> <ol style="list-style-type: none"> 1. Selected Test of Change 2. Implementation Process/Steps 3. Measures to evaluate the results of the Test of Change; describe the results using the measures 4. Your decision for what action to take after assessing the outcome measures of your Test of Change and why (1 page)