**SYLLABUS**

**NMETH 523 – PROJECT MANAGEMENT AND SYSTEMS ANALYSIS FOR HEALTH INFORMATICS**

**Autumn, 2011**

Facilitator: David Masuda, MD MSc

Phone: 206.616.4991

E-mail: dmasuda@uw.edu

Website: http://faculty.washington.edu/dmasuda

Text: Schwalbe, K; “Information Technology Project Management, 6th Edition”; Sixth Edition, Course Technology, 2009.

ISBN-10: 0324786921; ISBN-13: 978-0324786927

http://tinyurl.com/2ehmavy or http://tinyurl.com/26vm6n7

**Disability Accommodations:**

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 543-8924 (V/TDD). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for class.

**WHY WE HAVE THIS COURSE**

This course is an introduction to Health Information Technology (HIT) project management. While the theoretical basis for this course is primarily the Project Management Institute’s (PMI) Project Management Body of Knowledge (PMBOK), the course focus is on the practical application of project management in a healthcare setting. This means we will address the practical limitations of applying a “textbook” approach to real HIT projects.

As many of you know all too well, HIT projects often go astray, incurring cost overruns, schedule slip, incomplete implementation of feature sets and organizational upheaval in the process. Many would argue these challenges are due in part to a failure of formal project management (PM). While the causes of failure are certainly more complex, we do believe that a working familiarity with formal PM models, tools and techniques can help.

**WHAT WE WILL LEARN**

There are two concurrent and inter-dependent goals in this course. The first goal is what new knowledge we hope to attain. The second goal is what we hope to be able to do with this new knowledge.

*Content Objectives*

1. Describe the genesis of project management and its importance to improving the success of informatics and information technology projects.

2. Apply project management concepts by working on a group project as project manager or active team members.

3. Delineate examples of good and bad project management.

4. Use the knowledge and skills developed in this class in other settings through improved management and teamwork skills.

5. Understand the value of PM tools such as Microsoft Project in planning and managing a small project.

*Additional Learning Objectives*

1. Describe the nine Knowledge Areas or areas of expertise found in PMBOK, e.g., scope, time, schedule management,

2. Describe the five Process Groups found in PMBOK, e.g., initiating, planning, executing,

3. Integrate the nine Knowledge Areas into the five Process Groups found in every project,

4. Compose appropriate outputs for each of the Knowledge Areas, e.g., project scope statement, schedule, budget, and apply them to support successful project management.

5. Solve project management problems through practical application of these concepts in HIT projects.

6. Effectively research the content issues using a broad range of skills across a broad range of resources.

7. Effectively contribute to a learning community in our course.

8. Take ownership of your learning and professional growth.

9. Identify and develop your metacognition and implement a life-wide learning strategy.

**WHAT WE’LL EXPLORE**

We will use what is arguably the most common PM model in use today – that of the Project Management Body of Knowledge, or PMBOK®. PMBOK® comes from the Project Management Institute, or PMI. <http://www.pmi.org>. The course is based on weekly modules. The general course outline is as follows

1. Course Introduction
2. Integration Management
3. Scope Management
4. Time Management
5. Cost Management
6. Quality Management
7. Human Resources Management
8. Communications Management
9. Risk Management
10. Procurement Management
11. Course Wrap-up

**HOW WE’LL GET THERE**

The course will closely follow the design of the textbook, which is very widely used in such courses. While not specific to health care IT, it does a credible job of laying out the PMBOK® model. However as with all such models, what is critical is understanding how the model can be put to use in each environment and circumstance. We’ll move through the course following the general flow of the text, covering each of the nine PMBOK® knowledge areas each week.

***Expectations***

My expectations of you:

1. An acknowledgment that your fellow learners are diverse in terms of prior education, experience and knowledge. They are not your competitors, they are your colleagues.
2. A commitment to rigor - I will push each of you to excel, based on your abilities and experiences. At times this may make you feel a bit uncomfortable, but it should never make you feel unsafe.
3. To see me as a mentor, advisor, consultant, and colleague - not as the font of all knowledge.
4. A perspective in that everything you do in this class should be done with two goals in mind. First, to enable you to become a better life-long learner, and second to enable your classmates to become better lifelong learners.

What you can expect from me:

1. A stimulating learning environment that creates intellectual curiosity.
2. "Just enough" structure yet plenty of support. This may mean that at times the problems and challenges I provide are ambiguous - just like the real world.
3. A learning environment that facilitates interaction and collaboration between all of us in the course. You will learn as much from each other as you will from me.
4. Serving as your cognitive coach as well as content coach. This means I will spend equal time discussing what we know and how we come to know it.

***Logistics***

Each week we will introduce the module content via a short video that highlights what I think are the key points from the textbook. When applicable, we’ll also point you to ancillary readings and other online materials that may be useful.

We will have two options for deliverables (TENTATIVE):

**Course Project**

As with many courses you have in graduate school one of the best ways to make the course content meaningful is to apply it to your own work. Therefore, this deliverable option is for you to apply the major principles we cover each week to a real HIT project in your own organization. Details for this option include:

1. By the end of the first week of class I would like you to identify the project you will review over the ten weeks we have. The project should be a relatively major HIT project within your institution such as implementing a ne EMR or CPOE system. It can be an administrative, financial or clinical system. Ideally it should be a project you have a direct role in, or at least one in which you can interview a number of the key project staff and managers. It does not have to be a project you lead, however. As well, it can be a project that is currently underway, one your organization has recently completed, or one that will start soon.
2. The primary task you will have each week is to compare the main concepts in each of the knowledge area chapters (integration, scope, time, cost, quality, human resources, communication, risk and procurement) to what actually plays out in your project. The textbook describes in each chapter several concepts, including, for example; definitions of what is managed in the knowledge area; responsibilities of various project leaders and team members; tools, techniques and theories that might be useful in the knowledge area; and what can go wrong in the knowledge area. Your task is to analyze the degree to which your organization is using these “best practices.”
3. Each week you will post a summary of your analysis. These posts should be no more than 2 pages, single-spaced (pr the equivalent.
4. As you craft these summary postings, the primary goal should be for you to write to an audience of your peers – in other words, in such a way you help your fellow learners better understand the main concepts in the course. I think you will find that your peers (who will have a chance to review your posts) may have significant insights that will help in your learning – and in fact in your project.

**Managing Your Health**

Each year we also tend to have some student for whom the course project is not a reasonable one (for example, students who may not currently be working in an organization or who do not have easy access to a project and its managers/team members. Those students will have the option to provide alternative deliverables. The textbook has a running case called “Managing Your Health” which follows a fictitious IT company through a project to develop a company personal health record of sorts. In each chapter there are a number of tasks the project manager must undertake, and given that this course is one that is primarily skills-based I have found it useful for people to run through these tasks as a way to develop an understanding of how to use the tools and techniques in project management. It will be up to each of you to decide which deliverable you would like to pursue each week – the expected workload for each will be about the same, I think. In both cases, **DUE DATES** for the deliverables will be **TUESDAYS, 5 PM.**

**HOW WE’LL ASSESS...**

The general grading schema is as follows:

Numeric Grade Subjective Description

3.9 - 4.0 Exceptional

3.6 - 3.8 Excellent

3.3 - 3.5 Expected

3.0 - 3.2 Adequate

2.7 - 2.9 Inadequate, may require rework

< 2.7 Fail

0 Fail - does not comply with academic integrity rules

I will review your deliverable each week and send you feedback in the general form of F, P-, P, or P+ (meaning fail, low pass, pass, and high pass.) These will be highly qualitative assessments meant simply to give you a sense as to my interpretation of the level of work you are doing. In week five of the course we will have an online private conversation via email as to where I think your overall grade for the course is at present, and discuss areas I think you are doing well and areas where you might improve.

**SCHEDULE:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Topic** | **Readings** |
| Week 1 | Course Introduction | Schwalbe Chapter 1-3 |
| Week 2 | Project Integration Management | Schwalbe Chapter 4 |
| Week 3 | Project Scope Management | Schwalbe Chapter 5 |
| Week 4 | Project Time Management | Schwalbe Chapter 6 |
| Week 5 | Project Cost Management | Schwalbe Chapter 7 |
| Week 6 | Project Quality Management | Schwalbe Chapter 8 |
| Week 7 | Project Human Resource Management | Schwalbe Chapter 9;  Article: Lorenzi, Nancy M. & Riley, Robert T. (2003) Organizational issues = change. *Int J Med Inform*, 69(2-3), 197–203. |
| Week 8 | Project Communications Management | Schwalbe Chapter 10 |
| Week 9 | Project Risk Management | Schwalbe Chapter 11  Articles: Campbell, Robert J. (2008) Change Management in Health Care. *The Health Care Manager*, 27(1), 23-39.  Narine, L. & Persaud, D.D. (2003) Gaining and maintaining commitment to large-scale change in healthcare organizations. *Health Services Management Research,* 16, 179-187. |
| Week 10 | Project Procurement Management | Schwalbe Chapter 12 |