I. COURSE DOMAIN AND BOUNDARIES

The course will provide a foundation for effectively managing and leading projects for your organization and for your career/work life. This course focuses on key program and project management competencies and principles that are critical to executing successful projects. Students will learn about planning, scheduling, organizing, and controlling projects and will apply these concepts in a positive and diverse learning experience through the use of instructor and student-led discussions, written homework assignments and case studies. This course fulfills one credit in Leadership/Management.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

Demonstrate Ethical and Professional Behavior C1
Engage Diversity and Difference in Practice C2
Engage with Individuals, Families, Groups, Organizations, and Communities C6

III. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019
Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to
do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon relationship or sexual violence, including sexual harassment and stalking:** The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: [Title IX](#)

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: [RSVP Center](#)

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: [brss.wustl.edu](#)

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic
experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.

V. READINGS

Project Management: The Managerial Process, Clifford Gray and Erik Larson, 6th edition, 2014, McGraw-Hill Irwin is the required text book for this course and is available at the Campus Bookstore. Assigned readings should be completed prior to the designated class date in which it will be reviewed. Each chapter will be reviewed and discussed in class along with any additional assignments that are due. Required readings for each session are defined in the Course Outline below (see assignments below).

VI. ORGANIZATION OF COURSE

The course will be offered over five, weekly three-hour sessions. Chapter case study write-ups will be due at the beginning of class, classroom time will be allocated for book exercises and group projects, and each student will be required to complete an individual presentation. The classes will be conducted in an interactive mode combining lectures, discussions, case studies, and demonstrations.

VII. ROLE OF FACULTY AND STUDENT

The instructor will be responsible for organizing the course in a progressive and understandable manner, communicating essential information, and arranging speakers, demonstrations, exercises, case studies and simulations. The instructor will answer student questions, facilitate discussions and challenge students to explore and consider difficult concepts. The instructor will draw heavily on her professional experience and encourage the students to likewise share their experiences, within an environment of confidentiality. The instructor will be available before and after class, during breaks and by appointment or via phone or e-mail to answer questions, clarify assignments and provide guidance.

The students will be responsible for attending all classes and arriving prepared and on-time, having read all required readings (see assignment below), prepared for class discussion and completed written assignments on time.
Because this is a five-week class, student absences are extremely disruptive to the learning process. Students should not enroll for this class unless they expect to attend all class sessions. Students are expected to notify the instructor in advance of an expected absence. In fairness to other students and in recognition of the value of in-class attendance, the following will apply without exception:

- Absences of two days will result in the reduction of the student’s final grade by a full letter level. In other words, if the student’s performance in the course otherwise would have earned a grade of A, and s/he misses two days, s/he will receive a B for the course.
- With the sole exception of death in the immediate family, severe illness or injury, any student who is absent for three full days of class or its equivalent will be expected to drop the course or will receive a failing grade.

The student’s active participation in class discussion and small group exercises is required. Students will be assessed on their class participation as well as their preparedness for class (see Grading Criteria below). Students are expected to ask and answer in-class questions, offer observations, ideas, opinions, challenge the opinions of others and offer examples and illustrations from their own experience. In-class participation is essential to demonstrate learning and individual students may be asked direct questions by the instructor. Students are expected to seek clarification of material or concepts they do not understand and to find out about work and assignments if they miss class.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Grades are based on a maximum 100 points. In general, grading will assess 1) the degree to which student acquires knowledge and understanding of the course material (readings, lectures, theory, practice guidelines etc.) and 2) the student’s skill and ability in applying this knowledge to hypothetical and real-life case and practice situations.

Points will be distributed on the following basis:
- Group Project – 50 points
- Case Write-ups – 20 points
- Individual Presentations – 10 points
- Classroom participation – 20 points

Final course grading is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>A</td>
</tr>
<tr>
<td>86 – 90</td>
<td>A-</td>
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<tr>
<td>82 – 85</td>
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<tr>
<td>78 – 81</td>
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<td>73 – 77</td>
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<td>69 – 72</td>
<td>C+</td>
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<tr>
<td>65 – 68</td>
<td>C</td>
</tr>
<tr>
<td>60 – 64</td>
<td>C-</td>
</tr>
</tbody>
</table>

1) Social Work or Public Health Initiative - Group Project (50% of grade)

The class will be divided into groups, depending on class size, and will have to decide on either a social work or public health project to work on over the duration of the course. Classroom time will be allocated to allow the group to meet and work on the appropriate project deliverables.
The group will be required to present on their experiences during the project and demonstrate/model the project deliverables during the final day of class. Each member of the group is required to present. Below is the outline, by week, of deliverables that need to be completed by the 5th week (no deliverables are due prior).

**Week 1**
- Select project
- Define major project deliverables
- Work Breakdown Structure
- Communications Plan

**Week 2**
- Create project budget and describe estimating approach
- Leverage WBS created previous week to develop a more detailed plan with durations for each activity
- Network Diagram

**Week 3**
- Outline project resource needs, considerations and potential resource constraints that may impact the project execution
- Discuss groups experience with stages of team dynamics and potential barriers a team may face during the project
- Refine previous project deliverables

**Week 4**
- Define and assess major project risks and develop risk response matrix
- Describe what closure procedures need to be performed to successfully complete the project
- Refine previous project deliverables ad work on final presentation

**Week 5**
- Finalize presentation
- Group presentations

2) **Case Write-ups and Assignments (20% of grade) - Due before each session.**
Students are expected to complete all assigned readings and cases, in advance of each scheduled weekend. During class, the instructor will review chapters and raise questions related to them, as well as cover additional material in lectures, case discussions, videos etc. Therefore, the readings serve as important background for the class session.
For class sessions where a “case write-up” is assigned, each individual will be responsible. The write-ups should not contain historical information already provided in the case. The case write-up should answer the case questions drawing on the facts from the case, the class readings, and your own experience and knowledge.

3) **Relate Project Management to Social Work/Public Health - Individual Presentations (10% of grade)**
Each student must sign up to present on topics relevant to program and project management and their field of study. The presentation can be on topics, tools, methods, white papers, or business cases. The presentation should be geared towards how it applies to your work place, projects you worked on, what points you think are important and why etc. The presentation must last approximately 10 to 15 minutes. Tools and methods can be demos.

Your grade depends on the following objectives:
- Presenting the topic in a succinct manner.
- The student’s ideas are brought forward in the presentation.
- The presentation associates how the topic applies to project management.

4) Classroom Participation (20% of grade):

Students will be assessed on their class participation (in-class and online) as well as their preparedness for class. Students are expected to answer any survey questions and engage in relevant discussions on Blackboard. The student’s active participation in class discussion and small group exercises is required. Students are expected to ask and answer questions, offer observations, ideas, opinions, challenge the opinions of others and offer examples and illustrations from their own experience. Class participation is essential to demonstrate learning. However, the quality of that participation is much more important than the quantity.

Twenty percent of the final grade is based on class participation. Students are expected to participate during each session. Students will be assessed on the following criteria:
- Demonstrates knowledge and understanding of course material by responding accurately to questions posed by the instructor.
- Offers thoughtful, insightful and relevant opinions, observations, and examples during class discussions.
- Asks thoughtful, probing and relevant questions during class discussions.
- Contributes to a positive, safe and enjoyable learning environment.

You can receive a maximum of 20 points for this assignment. Passing grades (equivalent to C- to A+) will range from 12-20 points.

IX. MSW COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCIES</th>
<th>DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work or Public Health Initiative - Group Project</td>
<td>C1, C2, C6</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Case Write-ups and Assignments</td>
<td>C2, C6</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Relate Project Management to Social Work/Public Health - Individual Presentations</td>
<td>C2</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>C2</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

1. August 27 – Program and Project Management Foundation

During this session, will review the course syllabus and discuss the foundations of program and project management. We will also divide into groups, assign and work on group projects.

Assigned Reading:
- Chapter 1: Modern Project Management
- Chapter 4: Defining the Project
- Manchester United Case (Page 126)

2. September 3 – Project Planning

This session will review the components and process for developing a detailed project plan.

Assigned Reading:
- Chapter 5: Estimating Project Times and Costs
- Chapter 6: Developing a Project Plan

Homework Due:
- Manchester United Case Write-up
- Individual Presentations

3. September 10 – Project Team Management and Scheduling

During this session, will discuss the importance of resource management and the impacts of team and individual dynamics may have on project plans.

Assigned Reading:
- Chapter 8: Scheduling Resources and Costs
- Chapter 11: Managing Project Teams
- Kerzner Office Equipment Case (page 409)

Homework Due:
- Chapter 6, Exercise 11
- Individual Presentations

4. September 17 – Risk Management and Closing Projects

This session we will discuss how to effectively mitigate risks to project success and key activities to effectively closing projects.

Assigned Reading:
• Chapter 7: Managing Risks
• Chapter 14: Project Closure
• Silver Fiddle Construction Case (page 233)

Homework Due:
• Kerzner Office Equipment Case Write-up
• Individual Presentations

5. September 24 – Group Presentations

During this session, we will discuss the final case write-up and do group presentations.

Group Presentations

Homework Due:
• Silver Fiddle Construction Case Write-up