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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Ethical and Professional Behavior</td>
<td>C1</td>
</tr>
<tr>
<td>Engage Diversity and Difference in Practice</td>
<td>C2</td>
</tr>
<tr>
<td>Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>C6</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
</tbody>
</table>

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown:

[Student Handbook 2017-2018](#)
Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

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 English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. 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 which 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 include such activities as 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 will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The 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 points, a loss of the privilege of computer 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 sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the
appropriate University administration and 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, jwkenndey@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) 935-8761 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 shs.wustl.edu/MentalHealth

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the afore mentioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

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. The Course Outline section lists all the required readings for each class date and upcoming assignments between class dates. Assigned readings should be completed prior to the designated class date. Each chapter will be reviewed and discussed in class.

VI. ORGANIZATION OF COURSE

The course will be offered over three five-hour sessions. The classes will be interactive and will combine lectures, discussions, case studies, and demonstrations. Classroom time will be allocated to discuss homework and group projects. Case study write-ups will be due between class dates, as indicated in the Course outlines. Additionally, each student will be required to complete an individual presentation.
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 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, arriving on-time, reading all required readings (see the Course Outline), participating in class discussion, and submitting completed assignments on time.

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 one day 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 one day, 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 two full days of class or its equivalent will be expected to drop the course or will receive a failing grade.

Students are required to actively participate in class. 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. GRADING CRITERIA AND ASSIGNMENTS

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.

Grades are based on a maximum 100 points 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:
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 3rd week of class (no deliverables are due prior). The group presentation must last approximately 20-30 minutes.

**Week 1**
- Select project
- Define major project deliverables
- Work Breakdown Structure (WBS)
- Communications Plan
- 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 2**
- 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
- 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 and work on final presentation

**Week 3**
- Individual presentations
- Group presentations

2) **Case Write-ups and Assignments (20% of grade)**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>91–100</td>
<td>A</td>
</tr>
<tr>
<td>86–90</td>
<td>A-</td>
</tr>
<tr>
<td>82–85</td>
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<td>C</td>
</tr>
<tr>
<td>60–64</td>
<td>C-</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>
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. 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. Tools and methods can be demos. The presentation must last approximately 8-10 minutes.

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. Class participation is essential to demonstrate learning. However, the quality of that participation is much more important than the quantity. Assessment of each student’s class participation will be based 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.

IX. COMPETENCY ALIGNMENT WITH 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, C8</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Case Write-ups and Assignments</td>
<td>C2, C6, C7</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>Relate Project Management to Social Work/Public Health - Individual Presentations</td>
<td>C1, C2</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Classroom Participation</td>
<td>C2, C7, C8</td>
<td>Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE ACTIVITIES</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Case and Assignment Review</td>
<td>C2, C6, C7</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>
X. COURSE OUTLINE

1. January 20\textsuperscript{th} – Program and Project Management Foundation and Project Planning

Objectives:
• Review the course syllabus and discuss the foundations of program and project management
• Review the components and process for developing a detailed project plan
• Divide into groups and work on group projects

Assigned Readings:
• Chapter 1: Modern Project Management
• Chapter 4: Defining the Project
• Chapter 5: Estimating Project Times and Costs
• Chapter 6: Developing a Project Plan

Classroom Exercises:
• Manchester United Case (Page 126)
• Exercise 11 in Chapter 6 (Page 192)

Homeworks to submit:
• Manchester United Case Write-up (Due by 11:59am on Saturday, January 27\textsuperscript{th})
• Exercise 11 in Chapter 6 (Due by 11:59am on Saturday, February 3\textsuperscript{rd})

2. February 3\textsuperscript{rd} – Project Team Management and Scheduling and Risk Management and Closing Projects

During the first half of class will discuss the importance of resource management and the impacts of team and individual dynamics may have on project plans.

Objectives:
• Discuss the importance of resource management
• Discuss the impacts of team and individual dynamics may have on project plans
• Discuss how to effectively mitigate risks to project success
• Discuss key activities to effectively closing projects

Assigned Readings:
• Chapter 8: Scheduling Resources and Costs
• Chapter 11: Managing Project Teams
• Chapter 7: Managing Risks
• Chapter 14: Project Closure

Classroom Exercises:
• Kerzner Office Equipment Case (page 409)
• Silver Fiddle Construction Case (page 233)

Homeworks to submit:
• Kerzner Office Equipment Case Write-up (Due by 11:59am on Saturday, February 10\textsuperscript{th})
• Silver Fiddle Construction Case Write-up (Due by 11:59am on Saturday, February 17\textsuperscript{th})
3. **February 24\textsuperscript{th} – Presentations**
   - Individual Presentations
   - Group Presentations