

O'Neill

Lead for the Greater Good

O'Neill School of Public and Environmental Affairs SPEA-H 600 MSHM Capstone

Instructor: April Grudi, MPH CHES CLSSBB Faculty Program Director MSHM, Office A325, agrudi@iu.edu. [SCHEDULE A MEETING](#)

Teaching Assistant: Melanie Forbes MSHM, melforbe@iu.edu

Class Meeting: Mondays and Wednesdays from 9:45-11:00am.

1:1 Coaching Hours: If you would like to review homework questions, take a deeper dive into the content, ask for an extension on an assignment in advance if extenuating circumstances arise, discuss an issue at your practicum site, discuss your mental health, etc, I am happy to meet you! I have specific hours set aside for individual coaching AND am available outside of these hours.

- **Set Hours:** I am available every Tuesday from 1:30-2:30 in A325. If you would like to meet via zoom, send a outlook invite with a zoom link and agenda.
- **Request a Different Time:** If you cannot make office hours, please use this link to schedule a meeting: [SCHEDULE A MEETING](#)

Course Description

Discover the practical side of health industry project management in this capstone course. This isn't just theory; it's a hands-on experience. Every week, we will spend three hours together in the classroom, refining your healthcare leadership skills. You will then apply these skills as you work an additional 5-20 hours as a healthcare project manager at your practicum site. I'll be your guide, helping you develop crucial skills. It's about building a foundation for competent leadership, gaining experience, and expanding your professional network. Join us for a pragmatic approach to becoming a capable healthcare project manager.

You have worked hard to be here; you belong here. Congratulations on your achievements and welcome to the course. I am excited you are here, and I hope it will be a great semester for all.

We will address the following health industry leadership topics in this course:

1. Module One: Project Management Deeper Dive

1. **Define the term "stakeholder" and identify key stakeholders in a project.**
 - Define the term "stakeholder" explicitly, listing at least three examples.
 - Identify a minimum of five key stakeholders in a given project scenario.
2. **Recall the components of a project scope statement.**

- List and describe the main components of a project scope statement.
- Recite the key elements of a project scope statement without reference.
- 3. **Explain the significance of conducting stakeholder interviews in project management.**
 - Articulate the importance of stakeholder interviews in ensuring project success.
 - Discuss at least three specific benefits of conducting stakeholder interviews in project management.
- 4. **Describe the purpose and elements of a work breakdown structure (WBS).**
 - Describe the purpose of a WBS in project planning and execution.
 - Identify and explain at least five key elements commonly found in a WBS.
- 5. **Apply techniques for effective stakeholder interviews to gather project requirements.**
 - Demonstrate the use of open-ended questions and active listening during a stakeholder interview.
 - Develop a comprehensive list of project requirements based on a stakeholder interview.
- 6. **Develop a project scope statement and a basic work breakdown structure based on their practicum project.**
 - Construct a clear and concise project scope statement for their practicum project, including all necessary components.
 - Develop a basic but detailed WBS for their practicum project, incorporating relevant project elements.
- 7. **Evaluate peers' project scope statements and work breakdown structures.**
 - Critique at least two peers' project scope statements, identifying strengths and areas for improvement.
 - Assess the completeness and accuracy of a peer's WBS, providing constructive feedback.
- 8. **Provide coaching and feedback.**
 - Offer specific coaching advice to a peer on enhancing their stakeholder interview techniques.
 - Provide constructive feedback to a peer on improving the clarity and structure of their project scope statement and WBS.

2. Module Two: Decision Matrix and Process Mapping

1. **Describe the steps involved in creating a decision matrix.**
 - Outline, step by step, the process of creating a decision matrix.
 - Provide a detailed explanation of the key considerations at each stage of decision matrix development.
2. **Identify common symbols used in process mapping.**
 - List and define at least five common symbols employed in process mapping.
 - Recognize and correctly interpret symbols in a given process map.
3. **Explain how a decision matrix aids in project decision-making.**
 - Elaborate on how a decision matrix systematically facilitates project decision-making.

- Discuss at least three advantages of using a decision matrix in project scenarios.
- 4. **Understand the key principles of process mapping and its role in project management.**
 - Articulate the primary principles guiding effective process mapping.
 - Describe the role of process mapping in enhancing project management efficiency.
- 5. **Develop a decision matrix to evaluate project options.**
 - Apply the steps learned to construct a decision matrix for a real or simulated project scenario.
 - Evaluate and justify the chosen criteria and weightings for the decision matrix.
- 6. **Create a process map for a specific project scenario.**
 - Generate a comprehensive process map for a given project scenario, incorporating all relevant steps.
 - Illustrate the interconnections between different stages in the project through the process map.

3. Module Three: Executive Presence

1. **Define the concept of executive presence in a professional context.**
 - Provide a clear and concise definition of executive presence tailored to a professional environment.
 - Explain how executive presence differs from other leadership qualities in a business setting.
2. **Identify key attributes associated with executive presence.**
 - List and elaborate on at least five key attributes commonly associated with executive presence.
 - Differentiate between attributes that contribute positively and those that may hinder executive presence.
3. **Demonstrate effective communication skills that contribute to executive presence.**
 - Exhibit clear and articulate verbal communication skills suitable for a professional context.
 - Demonstrate active listening and effective non-verbal communication in a simulated professional interaction.
4. **Apply strategies for building and maintaining executive presence in project management scenarios.**
 - Develop a plan outlining specific strategies for building executive presence in a project management role.
 - Implement strategies at practicum site, showcasing your effectiveness in maintaining executive presence.

4. Module Four: Change Management

1. **Define the fundamental concepts of change management.**
 - Clearly articulate the core principles and concepts that constitute change management.

- Differentiate between change management and other related organizational concepts.
- 2. **Identify common challenges associated with organizational change.**
 - Enumerate and explain at least five common challenges organizations face during periods of change.
 - Discuss how these challenges may vary depending on the nature and scale of the change.
- 3. **Explain the importance of change management in project success.**
 - Articulate the significance of incorporating change management into project planning and execution.
 - Discuss the potential consequences of neglecting change management in project scenarios.
- 4. **Describe the stages of the change management process.**
 - Outline the key stages involved in the change management process.
 - Explain the purpose and activities associated with each stage in a comprehensive manner.
- 5. **Apply strategies for addressing resistance to change in a project environment.**
 - Identify potential sources of resistance in a project environment and develop strategies to address each.
 - Apply these strategies at practicum site.

Programmatic Student Learning Objectives: By the end of the semester, students will:

- SLO 3.1: Design, manage, and optimize process improvement efforts using project management best practices.
- SLO 4.1: Articulate ideas, thoughts, recommendations, and other communications clearly, concisely, and persuasively to business audiences and peers.
- SLO 4.2: Assemble, manage, and lead high-performance teams with diverse members.

Instructional Methods

In our class, you'll join sessions to learn new skills and then have the chance to practice them through homework and hands-on applications at your practicum site. Plan on dedicating around 3 hours per week to your homework in addition to our dedicated classroom time AND the hours you spend at the practicum site. This time investment will enhance your learning experience and ensure that you master the skills we cover. Your commitment is key to making the most of our time together. I am looking forward to supporting your growth!

The course will be taught in person, including delivered content, PowerPoint presentations, discussions, video demonstrations, group activities, quizzes, collaborative writing and speaking activities, online research, and other appropriate learning activities.

Course Requirements

Assignments

Please see the Canvas Syllabus page for a breakdown of all exams, quizzes, papers, and presentations that will factor into your grade. You can also find a list of percentage values for each assignment here.

Textbooks and Supplies

This class utilizes a mixed-media approach. It relies on the Canvas Learning Management System, Zoom, Franklin Covey All Access Pass site, and the Jhana site (You will receive an email asking you to join).

Software Required – Please make sure to download it immediately.

- Microsoft Office
- Microsoft Outlook
- Adobe PDF Reader
- Adobe Connect
- Flash Player
- High-Speed Internet
- Video capabilities

Course Policies:

Course Assessment Plan and Grading

This course is designed to develop leaders. Students will be best served by focusing on their skills progression.

Mastery Level:

Grades will be awarded according to the following scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

General Student Expectations

Completing homework, attending class, and engaging with the material through discussions and group activities are integral to your success. To succeed, you will need to apply the skills learned in class to your practicum site. Consider creating plans, discussing concepts with your preceptor, and keeping them informed of upcoming deadlines.

To monitor and assess your application of learned skills, a workbook will be provided. For more details on what to expect at the practicum site, please refer to the practicum handbook. We're here to support your holistic learning journey.

Due Dates and Deadlines and Late Work

Please ensure that assignments are submitted by the due date. Your commitment to meeting deadlines ensures a smoother learning experience for everyone. If you anticipate being absent on a day when an assignment is due, kindly submit your work in advance. You will still be able to receive points for late assignments.

1 Day Late	75% of total points
2 Days Late	50% of total points
3 Days Late	25% of total points

Extensions: If you find yourself needing an extension, please connect with the course Teaching Assistant before the class. It's important to note that extensions won't be granted after the assignment deadline. Timely communication helps ensure that we can address your needs effectively. We appreciate your proactive approach to managing your coursework.

Practicum Attendance

I value your presence and active participation in every class session—it contributes significantly to our shared learning experience. Additionally, you'll have the opportunity to engage in hands-on learning at your practicum site, investing 5-20 hours per week.

The hours at your practicum site are flexible and negotiated between you and your preceptor at the start of each semester. Your commitment to attendance and active engagement is pivotal to making the most of your learning journey.

While it's expected that students remain in class once a session has started, we recognize that personal emergencies may arise. If you anticipate the need to leave early, for instance, due to an interview, please communicate this with the professor beforehand.

1. **Missed Classes:** Your success in the course is important, and you're responsible for all the material covered in our sessions. If you anticipate missing a class, please let the Teaching Assistant (TA) know in advance. They'll guide you to online resources so you can stay on track and not miss out on any crucial information. Open communication helps ensure your continued understanding and success in the course. We're here to support your learning journey every step of the way.
2. **Participation Points:** It's important to note that participation points granted during a specific class period *cannot be recovered*. Active engagement in discussions and activities during the session contributes to the collaborative learning environment. Your consistent participation enhances the overall learning experience for everyone. Thank you for your understanding and commitment to participating in our class discussions.

Academic Honesty

1. **Teamwork** - In group assignments, it's crucial that the work submitted reflects the efforts of your team exclusively. Team members should not seek information from members of other teams, nor should they share information with members of other groups. If your team's work is deemed highly similar to that of another team, both teams will be equally responsible and face appropriate consequences. These consequences can range from a "0" on the assignment to dismissal from the program. Maintaining the integrity of your team's work is essential, and your cooperation in upholding academic standards is appreciated. *[See "Kelley Code of Conduct" for more information about team assignments.]*
2. **Individual Work** - For individual assignments, it's expected that the work is completed independently. Unless explicitly stated otherwise by the professor, refrain from accepting information or materials from anyone, and avoid providing information or materials to others. If your assignment is found to be highly similar to that of another student, both individuals will be equally responsible, and penalties will be enforced as mentioned earlier. Upholding the principles of independent work ensures fair evaluation and contributes to a culture of academic integrity. Thank you for your commitment to these standards. *[See "Kelley Code of Conduct" for more information about individual work.]*
3. **Turnitin** - All written assignments will be submitted using the turnitin.com system integrated into Canvas. Turnitin is helpful in helping to determine whether or not a writer is relying too heavily upon sources. You are encouraged to use the Turnitin system to check your originality score before final submission of your assignment.
4. **Use of AI (such as ChatGPT) in this class.** IU has strict expectations around the use of AI. The only way ChatGPT (or other AI) content can be used without violating IU's Rights and Responsibilities is if it is a cited source and the student either uses quotation marks and cites ChatGPT (if the student takes directly from ChatGPT) or cites ChatGPT without quotation marks (if the student uses chat's "ideas"). A student has not committed plagiarism if the student, for example, asks ChatGPT to find three articles on a particular topic (just like the student could use Google Scholar to find three articles on the topic), reads the articles, and cites the articles.
5. **Academic Integrity**- Please review your responsibilities here: <https://studentcode.iu.edu/>
6. ***Plagiarism:** Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course. <https://studentcode.iu.edu/responsibilities/academic-misconduct.html>.

General Professional Conduct

1. **Constructive Input** - Like any organization, the IU evolves and changes over time. Student input is important to this process. If you have an issue or comment regarding this course, don't just sit back and complain. Please provide constructive suggestions to April Grudi, MSHM Program Director.
2. **You Are In Charge** - Ultimately, you are responsible for your learning. You are also expected to monitor your progress and track your performance. If you have problems related to your understanding of the module material (or other problems that detract from your academic performance in this course), contact the appropriate professor(s) immediately. Early intervention to resolve the problem is very important.
3. **Extraordinary Circumstances** - During the year, some may experience unexpected and serious personal circumstances (e.g., illness, death of a family member, etc.). These circumstances may adversely affect your academic performance. The FPD will work with you during these times, but they must be informed immediately of any extraordinary situation that you think may be detrimental to your performance. If the circumstances are not brought forward in a timely manner, they will not be considered in assigning grades or as part of an appeals process.
4. **Interacting With Faculty and Fellow Students** - Respect your classmates and the faculty. MSHM students must abide by the Kelley Pledge and the Kelley Code of Conduct. Refer to the Kelley Code of Conduct for a detailed description of behaviors expected of all Kelley graduate students.
5. Professional behavior is one of the key attributes for success in the marketplace. Professional behavior is defined in the "Kelley Code" and includes behavior outside the classroom while a student is in the Graduate Program.
 1. This behavior includes appropriate attire, hygiene, and interactions with a customer/recruiter, peer, faculty, Program staff, and community member.
 2. **You must respond to any email O'Neill or Kelley faculty/staff sent to you within 48 Hours or TWO BUSINESS DAYS. This includes advising emails and career service emails.**
 3. Anyone (customer/recruiter, peer, faculty, Program staff) can report an incident of unprofessional behavior.
 4. Once a report has been made, you will be notified; the situation will be discussed and reviewed by your program Office, the program chair/director, and, if warranted, the Conduct Review committee.
 5. This behavior type falls under the grading component referenced as "Professionalism and Contribution" in this document. For specific class meetings, respective faculty may require different appropriate attire – understanding that students are still responsible for adhering to the Kelley Code and their respective graduate program guidelines, including this syllabus.

Grade Adjustments Based on Professionalism and Contribution

In addition to the grade components listed above, **each student's course grade may be adjusted downward by as much as 10% if they do not meet the expected levels of professionalism and contribution to the class.**

Feedback from faculty, staff, preceptors, guest speakers, and school stakeholders will determine whether a student meets expectations. Such adjustments are within the sole discretion of the program director. The professionalism and contribution adjustment will reflect a failure to meet the expected levels of professionalism and contribution to the class. Expectations for General Professional Conduct are defined in the general professionalism section of this syllabus.

Behavior such as lack of professional behavior in or out of the classroom, violation of classroom etiquette, professional dress and hygiene, and lack of equitable contribution to teamwork will be grounds for negative grade adjustment using this component in addition to potential and respective program level action. The default grade for this component is 0 (zero), which reflects expected levels of professionalism and participation based on the criteria and policies described in this syllabus. If you have questions about professionalism and/or contribution, please meet with the program director, Professor April Grudi, during the first week of class to ensure you fully understand the course expectations. **Note that it is your responsibility to ask questions and seek information early regarding your expected behavior in the class.**

Late Withdrawal: NOTE: The auto-W deadline is NO LONGER THE LAST DAY OF CLASS (as it was during and post-Covid). After the auto-W deadline, withdrawal will be significantly limited, and you will need permission to withdraw and must meet requirements established by O'Neill.

Technical Support

For additional help with technical issues, consult:

- [University Information Technology Services \(UITs\) \(Links to an external site.\)](#) (human support)
- [IU Knowledge Base \(IUKB\) \(Links to an external site.\)](#) (guides)
- [IUware \(Links to an external site.\)](#) (download free software)

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O'Neill School expectations of civility and professional conduct¹

The O'Neill School takes matters of honesty and integrity seriously because O'Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O'Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O'Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.
- **Note Selling:** Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.
- **Materials:** The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content

¹ These expectations are excerpted from the O'Neill School Honor Code which can be found at: https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

KELLEY CODE OF CONDUCT

We support and enforce the Kelley Code of Conduct. You are encouraged to read the Code carefully, to ensure that your academic, professional, personal behavior is consistent with the Code's principles. Any violation of the Kelley Code of Conduct will be referred to your program's Faculty Program Director for further action.

The sections below provide additional details concerning a few specific matters, but it is your responsibility to familiarize yourself with all aspects of the Code. Violations of the policies detailed below will be treated as professional misconduct as well as a breach of the Kelley code of conduct and will be referred to your program's Faculty Program Director for further action. Policy violations can result in penalties ranging from significant grade penalties in your overall grade for the course to dismissal from your graduate program.

Counseling and Psychological Services

For information about services offered to students by CAPS:

<http://healthcenter.indiana.edu/counseling/index.shtml>.

TimelyCare

Indiana students have free, 24/7 access to virtual mental health care services with TimelyCare. Students do not need insurance to access TimelyCare services. <https://www.iu.edu/mental-health/find-resources/timely-care.html#0>

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml>.

Accessible Educational Services (formerly Disability Services for Students)

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <http://studentaffairs.iub.edu/dss/>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources:

<http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken, and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

Address: 807 East Tenth Street, Bloomington, IN 47408

Phone: 812-856-5361

Email: acc@indiana.edu

Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408

Phone: 812-855-4814

Email: fnecc@indiana.edu

Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408

Phone: 812-855-4252

Email: gltbtserv@indiana.edu

Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408

Phone: 812-855-0174

Email: lacasa@indiana.edu

Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405
Phone: 812-855-9271
Email: nmgrad@indiana.edu
Website: <https://blackculture.indiana.edu/index.html>