HPML 655, Health Svcs. Project Mgmt.

West Virginia University School of Public Health

Spring 2022

Class Schedule: **Monday** 2 p.m.-4:50 p.m. (Section 001) & Online (Section 701)

Class Location: **4007 HSC-N**

Instructor: Steve Davis, Ph.D.
Title(s): Associate Professor
Email Address: smdavis@hsc.wvu.edu
Phone: 304-216-8687
Office Location: 3823, Robert C. Byrd Health Sciences Center, South
Office Hours/Appointment Method: By Appointment/Virtually (Zoom) or in HSC Rm. 3823
Expected Means of Communication: Students may e-mail questions to the address listed above at any time. Please allow up to 24 hours for a response. In cases where a more immediate response is needed, students may also text the instructor at the phone number listed above. Please limit texting to between 9 AM and 9 PM EST. Phone calls and Zoom appointments can be scheduled by request.

Instructor: Kara Forst, MSIR, PMP
Title(s): Professional Programs Manager
Email Address: kara.forst@hsc.wvu.edu
Phone: Click or tap here to enter text.
Office Location: Click or tap here to enter text.
Office Hours/Appointment Method: Click or tap here to enter text.
Expected Means of Communication: Students may e-mail questions to the address listed above.

Instructor: Thomas Gilpin, PMP
Title(s): Program Director, Office of Health Affairs
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Office Hours/Appointment Method: Click or tap here to enter text.
Expected Means of Communication: Students may e-mail questions to the address listed above.

Instructor: Ginger Ellis-Polozoff, MBA, PMP
Title(s): Program Manager
Email Address: tip@polozoff.net
Phone: Click or tap here to enter text.
Office Location: Click or tap here to enter text.
Office Hours/Appointment Method: Students may e-mail questions to the address above.
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Graduate Teaching Assistant: Johnathan Herczyk, MPH, PMP
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Office Location: Click or tap here to enter text.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a diverse and inclusive culture, including and especially a positive learning and working environment based on open communication, mutual respect, and inclusion and by promoting diversity, inclusion, equality, and intercultural and intercommunity outreach. We value all people. The School of Public Health will not tolerate harassment, discrimination, prejudice or mistreatment of any student, faculty, or staff during class sessions and school-wide events. We have zero tolerance for conduct inside or outside of the classroom that does not align with this disciplines' social justice framework and the professional standards for WVU students.

If you or someone in your immediate family has an issue related to COVID-19 during the semester, please let us know at sph-oss@hsc.wvu.edu.

Course Information

Credit Hours: 3
Type of Instruction: Lecture (001) & Online (701)
Pre-Requisites: None

Course Description

The modern healthcare environment presents the health administrator with complex problems and opportunities to improve health services delivery and quality that require time-consuming and resource intensive solutions. The discipline of project management can facilitate the successful implementation of complex solutions in an efficient, timely, and satisfying manner. This course introduces the fundamentals of project management with an emphasis on the healthcare environment. Common project management tools and techniques that can be used throughout the project lifecycle to promote projects that are finished on time, within budget, and within scope are introduced. The critical importance of stakeholder management and tailoring leadership styles to project characteristics are discussed at length. Skills learned in this course may be used in the team-based capstone.

Learning Objectives

By the end of this course, students will be able to:

1. Defend the use of project management tools and techniques in health administration.
   - Lecture(s): Week 1
   - Assessment Methods: Discussion Questions: 1, 2 (page 48)

2. Differentiate between triple, quadruple, and six-pointed star project constraints.
   - Lecture(s): Week 1
   - Assessment Methods: Discussion Questions: 3 (page 48)

3. Differentiate between project, programs, and portfolios.
    *   Lecture(s): Weeks 1 and 3
    *   Assessment Methods: Discussion Questions: 6 (page 48); Team Exercise 1 (Project Identification)

4. Relate the main project management knowledge areas to project management process groups and the most frequently used tools and techniques (i.e., "super tools").
    *   Lectures (s): Weeks 1 and 4
    *   Discussion Questions: 10 (page 48), 1 (page 143)

5. Compare different approaches to selecting projects in health organizations.
    *   Lectures (s): Week 3
    *   Assessment Methods: Exercise 1 (Financial Tools for Project Selection); Team Exercise 2 (Project Selection)

6. Apply project management super tools to hypothetical projects.
    *   Lectures (s): Weeks 4-8
    *   Assessment Methods: Team Exercises 3 (Project Charter), 4 (Scope and Schedule)

7. Critique different project human resource management motivation and leadership styles considering the pros and cons of each style.
    *   Lectures (s): Weeks 11-13
    *   Assessment Methods: Discussion Questions: 3,4,5 (page 287), 3 (page 349)

8. Apply the critical path method (CPM) technique to a given set of project tasks to determine a project's critical path.
    *   Lectures (s): Week 8
    *   Assessment Methods: Exercise 2 (CPM Assignment)

9. Demonstrate the use of earned value management to monitor project progress.
    *   Lectures (s) Weeks 9, 14
    *   Assessment Methods: Team Exercise 5 (Cost Baseline); Exercise 3 (Earned Value Management)

10. Discuss the importance of the lesson learned register to the closeout phase of project management.
    *   Lectures (s): Week 15
    *   Assessment Methods: Exercise 4 (Lessons Learned Report)

Required Text(s)

Schwalbe K., Furlong D. (2017). Healthcare Project Management, (2nd. ed.). Schwalbe Publishing. ISBN 978-1976573279

Supplemental Reading Materials

A Guide to the Project Management Body of Knowledge (PMBOK Guide), 6th Edition. ISBN-10: 1628251840. Available as an e-book at https://library.wvu.edu/

Online Resource(s)

This course utilizes SOLE to provide electronic documents, including any or all of the following: weekly lectures, required supplemental readings, and other supplemental learning resources. Students must also use SOLE to submit assignments for grading and evaluation.

SOLE Site: https://sole.hsc.wvu.edu

Course Format

This course is designed around weekly modules. Each week, students should read the associated textbook chapters and review all material placed in the Week folders found within the Content section of SOLE. Short highlight videos discussing key concepts introduced each week and their relationship to the overall course learning objectives and other course materials with real world experiences highlighted can be found in the weekly folders.

HPML 655 -001

Students taking the in-person lecture section (HPML 655 - 001) will have weekly didactic lectures with additional interactive class activities and speakers.

HPML 655-701

Students taking the online course section (HPML 655 -701) can complete the weekly modules asynchronously.

Recordings of each guest speaker will be made available to all students in SOLE.

Students should expect to regularly interact with group team members virtually via Zoom (or another platform), texts, or phone calls to ensure that key deadline dates are met. The primary instructor will be available to meet synchronously online with teams throughout the semester upon request. Each team exercise leader should contact the primary instructor via email or text message to schedule a meeting with the team.

Students should expect to spend at least 3 hours each week reviewing weekly course materials and on group work related to the Team Project assignments.

Course Requirements and Grading Criteria

1. Team Exercises   50%
2. Individual Exercises   40%
3. Discussion Questions   10%
_____
       TOTAL   100%

Assignments

1) Team Project Assignments (100 points each; 500 points total)

Behind any successful project is a strong, well-functioning team. Thus, leading and working with teams is fundamental to the discipline of project management. The team exercises are intended to give the health administration student the opportunity to develop team leadership skills while learning specific project management tools and techniques that are intended to maximize the probability of a successful project. Additionally, these team exercises will provide opportunities for virtual collaboration, which is likely to endure beyond the resolution of the current pandemic. For each team exercise below, the group should designate a leader that is responsible for completing and turning in the exercise deliverable on time within SOLE. However, the leader should not be responsible for completing the entire exercise. It is recommended that each team meet early in the semester to develop a virtual meeting plan and tentative schedule for meeting exercise assignment deadlines. To the extent possible, these exercises have been designed to be applicable to real-world situations. The group will select the project for which a charter, scope and schedule, and cost baseline will be developed from a list of possible projects that are generated from group member worksites or daily lives. In the rare event that a group is having difficulty generating a project idea, it is permissible to choose an idea from the lists given in the textbook on pages 12 to 14. Regardless of the source of the project, all groups should adhere to the principle of parsimony. Groups should choose a project that can be completed within 6 to 12 months and that has a manageable number of tasks. Please note that the groups will not actually be completing the project. The goal of these exercises is to introduce critically important project management tools and techniques that could be used by health administrators to plan a successful project. The tools and techniques are applicable whether or not students choose to seek formal project management certification. However, these tools and techniques, especially a thorough understanding of the work breakdown structure, will also be fundamental to preparing interested students for the PMP exam.

Team Exercise #1 (Project Identification)

Complete Chapter 1, Team Project 3 (page 50). The team leader should submit a Microsoft Word document in SOLE listing the 10 projects identified and a short paragraph (~ ½ page) discussing whether or not any of the identified projects could be grouped into programs.

<u>Team Exercise #2 (Project Scoring and Selection)</u>

Complete Chapter 2, Team Project 3 (page 92). The team leader should submit the completed weighted scoring model.xls template from the textbook companion website, along with a short description (~ ½ page) of the project chosen in SOLE. **Please note that the project chosen will form the basis of the remaining three team exercises, which correspond with chapters 3 through 5.**

<u>Team Exercise #3 (Project Charter)</u>

Complete Chapter 3, Team Project 2 (page 144). Use the project that was selected in Team Exercise #2 and propose an estimated overall project budget. Assume that you have at least six months and up to $100,000 to complete the project. The team leader should submit a completed charter.doc template from the textbook companion website in SOLE.

<u>Team Exercise #4 (Project Scope and Schedule)</u>

Complete Chapter 4, Team Project 2 (page 182). Use the project that was selected in Team Exercise #2. The team leader should submit: 1) completed scope statement.doc template from the textbook companion website in SOLE. Please be sure to also include an Out of Scope section under product characteristics. 2) The work breakdown structure (WBS) shown in a Gantt chart pro.xls project schedule file with all major deliverables and activities required to complete the project shown with a timeline.

<u>Team Exercise #5 (Project Cost Baseline)</u>

Use the cost baseline.xls template from the textbook companion website to create a cost baseline for the project that was selected in Team Exercise #2. The team leader should submit a completed cost baseline in SOLE using the cost baseline.xls template from the textbook companion website.

Groups who experience challenges with an individual group member should discuss the issues with me in confidence as soon as they come to light. Do not wait for the grade…it is too late then to intervene.

 The scores for the assignments will be the same for the entire group, unless there is an issue with a specific group member that is brought to the instructor's attention before grading occurs.

Group Sign-Up

Students can sign up for a group within the SOLE course under the "Content" tab or under the "Communication" tab and the "Sign-up list" tab (https://sole.hsc.wvu.edu/site/6515/signuplist/all). **Students should sign up for one of the groups no later than 11: 55 p.m. on January 16, 2022.**

<u>Tools for Group Work</u>

The realities of the COVID-19 pandemic have necessitated a rethinking of team meetings, both in the classroom setting and in the "real-world". It is likely that one long-term impact of this pandemic is greater use of tools to host virtual team meetings. Accordingly, some group meetings will need to be

held virtually. There are a few tools available that may facilitate getting group members together virtually. In particular,

ZOOM

Zoom is an excellent videoconferencing option that provides a free account. You can sign up, create a session, and invite the group members to join.

You can get your free account here:

https://zoom.us/pricing

Google Drive

Can be used to share documents and other files within the group. The group leader could set up a shared Folder and post files there for other group members. **Please be sure to use Gantt Chart Pro for Google Sheets (included with the software purchase) if the group is using Google to share documents for editing.**

https://support.google.com/drive/answer/2494822?hl=en&ref_topic=7000947

GroupMe

GroupMe is a free group messaging app that works on any type of phone.

https://groupme.com/en-US/

When deciding which communication mechanisms to use, please remember the principle of parsimony, or Occam's razor, which states that the simplest solution is the best solution.

2) **Individual Exercises (100 points each; 400 points total)**

In addition to the team exercises, there will be four additional exercises that each student should complete individually. These exercises are intended to allow students to practice additional project management skills and techniques related to selection of projects based on financial criteria, the critical path method, earned value management, and a lessons-learned report.

Exercise 1 (Financial Tools for Project Selection)

Complete Exercise 1 on page 91 of the course textbook. Be sure to use the business case financials.xls template available on the textbook companion website. In a few sentences, explain whether you would recommend investing in this project based on your financial analysis.

Exercise 2 (Critical Path and Gantt Charts)

 Use the Gantt Chart Pro CPM–template.xls to show the critical path given the activities and durations from the article Understanding the Basics of CPM calculations (CPM) (https://www.pmi.org/learning/library/basics-cpm-scheduling-software-axon-8170). Hint: The template is designed to accept PERT durations that include pessimistic and optimistic duration estimates. However, the article only gives individual single duration values, which is equivalent to most likely under PERT. Thus, pessimistic, optimistic, and most likely values will be the same in the template.

<u>Exercise 3 (Earned Value Management)</u>

Complete Exercise 2 on page 391 of the course textbook. **Please note that part e of this assignment is optional and can be completed for five points extra credit.** The book should be referring to figure 8-5 as an example instead of figure 8-4. This figure can be generated using Microsoft Excel.

<u>Exercise 4 (Lessons Learned Report)</u>

Complete items 4 through 7 on the lessons-learned report.doc template from the textbook companion website based on the work with your team this semester.

3) **Discussion Questions (10 points each; 100 points total)**

Finally, 10 discussion questions have been selected that cover important project management concepts from the course textbook. These discussion questions are indicated in the detailed class schedule table and assignments section of SOLE. Each question should be answered in no more than a short paragraph consisting of a few sentences (≤ ½ page) and will be graded using the Short Answer Rubric.

Grading Scale

For the purposes of calculation of a student's GPA, WVU recognizes the following grading scale:

A+ | 96-100% | 4.0
A | 93-95.9% | 4.0
A- | 90-92.9% | 3.7
B+ | 86-89.9% | 3.3
B | 83-85.9% | 3.0
B- | 80-82.9% | 2.7
C+ | 76-79.9% | 2.3
C | 73-75.9% | 2.0
C- | 70-72.9% | 1.7
D+ | 66-69.9% | 1.3
D | 63-65.9% | 1.00
D- | 60-62.9% | 1.00
F | <60% | 0.00

Late Assignments

Please submit assignments on or before the due date. Work submitted late will be subject to a penalty of one percentage point for each day late, unless I have agreed to accept it in writing prior to the due date (an email is sufficient). **No late work will be accepted after the instructor has entered the final course grades into the WVU STAR system. If you have a problem with a due date or assignment, please talk with me about it as soon as possible** – in non-emergency situations, please try to communicate concerns about being able to complete an assignment on-time a week before the due date, when possible.

Extra Credit, Grading Curves, and Other Adjustments

Individual students will have two extra credit opportunities worth up to 100 additional points.

Individual Exercises Extra Credit – (50 points each; 100 points total)

Extra Credit Exercise 1 (Best Practices Reflection)

Write a short paragraph (approximately 500 words) in response to Team Project 3 on pg. 444 of the course textbook.

Extra Credit Exercise 2 (Activity on Arrow Exercise)

Complete Exercise 3 items a. through d. on page 229 of the course textbook.

Grading Concerns

Any concerns with grades should be address directly with your instructor, who reserves the right to make (or not) reasonable and consistent accommodations and/or modifications based on the information available.

Advanced Expectations for Doctoral Students

N/A

Schedule of Topics and Readings

Week 1: 1/10/2022

Topic: Introduction to Project, Program, and Portfolio Management in Healthcare

Reading(s): Chapter 1

Assignment(s): Team Sign-Ups in SOLE

Assignment(s) due date (if other than the next class): 1/16/2022 11:55 PM

Week 2: 1/17/2022

Topic: **NO CLASS**

Reading(s): **NONE**

Assignment(s): Discussion Questions: 1, 2, (page 48)

Assignment(s) due date (if other than the next class): 1/23/2022 11:55 PM

Week 3: 1/24/2022

Topic: Project, Program, and Portfolio Selection

Reading(s): Chapter 2

Assignment(s): Discussion Questions: 3, 6, (page 48)

Assignment(s) due date (if other than the next class): 1/30/2022 11:55 PM

Week 4: 1/31/2022

Topic: Initiating Projects

Reading(s): Chapter 3

Assignment(s): Team Exercise 1

Assignment(s) due date (if other than the next class): 2/6/2022 11:55 PM

Week 5: 2/7/2022

Topic: Initiating Projects

Reading(s): Chapter 3

Assignment(s): Exercise 1

Assignment(s) due date (if other than the next class): 2/13/2022 11:55 PM

Week 6: 2/14/2022

Topic: Planning Projects, Part 1 (Project Integration and Scope Management)

Reading(s): Chapter 4

Assignment(s): Team Exercise 2

Assignment(s) due date (if other than the next class): 2/20/2022 11:55 PM

Week 7: 2/21/2022

Topic: Planning Projects, Part 1 (Project Integration and Scope Management)

Reading(s): Chapter 4

Assignment(s): Discussion Questions 10 (page 48) & 1 (page 143)

Assignment(s) due date (if other than the next class): 2/27/2022 11:55 PM

Week 8: 2/28/2022

Topic: Planning Projects, Part 2 (Project Time and Cost Management)

Reading(s): Chapter 5

Assignment(s): Team Exercise 3

Assignment(s) due date (if other than the next class): 3/6/2022 11:55 PM

Week 9: 3/7/2022

Topic: Planning Projects, Part 2 (Project Time and Cost Management)

Reading(s): Chapter 5

Assignment(s): Exercise 2

Assignment(s) due date (if other than the next class): 3/13/2022 11:55 PM

Week 10: 3/14/2022

Topic: **NO CLASS**

Reading(s): None

Assignment(s): None

Assignment(s) due date (if other than the next class): N/A

Week 11: 3/21/2022

Topic: Planning Projects, Part 3 (Project Quality, Human Resource, Communications, Stakeholder, Risk, and Procurement Management)

Reading(s): Chapter 6

Assignment(s): Team Exercise 4

Assignment(s) due date (if other than the next class): 3/27/2022 11:55 AM

Week 12: 3/28/2022

Topic: Executing Projects

Reading(s): Chapter 7

Assignment(s): Discussion Questions: 3,4,5 (page 287)

Assignment(s) due date (if other than the next class): 4/3/2022 11:55 PM

Week 13: 4/4/2022

Topic: Executing Projects

Reading(s): Chapter 7

Assignment(s): Team Exercise 5

Assignment(s) due date (if other than the next class): 4/10/2022 11:55 PM

Week 14: 4/11/2022

Topic: Monitoring and Controlling Projects

Reading(s): Chapter 8

Assignment(s): Discussion Question: 3 (page 349)

Assignment(s) due date (if other than the next class): 4/17/2022 11:55 PM

Week 15: 4/18/2022

Topic: Closing Projects

Reading(s): Chapter 9

Assignment(s): Exercise 3

Assignment(s) due date (if other than the next class): 4/24/2022 11:55 PM

Week 16: 4/25/2022

Topic: Best Practices in Project Management

Reading(s): Chapter 10

Assignment(s): Exercise 4

Assignment(s) due date (if other than the next class): 5/1/2022 11:55 PM

Note: The schedule and readings are tentative and are subject to change.

CEPH Domains and Competencies

"The Council on Education in Public Health (CEPH) requires accredited degree programs in public health to address certain knowledge domains and competencies. "

Undergraduate: http://catalog.wvu.edu/undergraduate/schoolofpublichealth/
Graduate: http://catalog.wvu.edu/graduate/publichealth/

Upon completion of this course, students will have attained the following Public Health foundation knowledge domains and/or competencies:

1. **Domain: Communication & Relationship Management,** *Writing Skills: Prepare effective business communications:*

   - Lectures (s): Weeks 3-9, 15
   - Assessment Methods: Exercise 1 (Financial Tools for Project Selection); Exercise 4 (Lessons Learned Report); Team Exercise 3 (Project Charter); Team Exercise 4 (Scope and Schedule)

2. **Domain: Leadership Skills,** *Systems Thinking: Assess the potential impacts and consequences of decisions in a broad variety of situations***:**

   - Lectures (s): Weeks 8-14
   - Assessment Methods: Exercise 2 (CPM Assignment); Exercise 3 (Earned Value Management); Team Exercise 5 (Cost Baseline); Discussion Questions

3. **Domain: Business & Analytic Skills,** *Planning and Managing Projects: Design, plan, implement and assess projects, including developing appropriate timelines related to performance, structure, and outcomes*:

   - Lectures (s): Week 6-11 Online Content
   - Assessment Methods: Team Exercise 1 (Project Identification); Team Exercise 2 (Project Selection); Team Exercise 3 (Project Charter); Team Exercise 4 (Scope and Schedule); Team Exercise 5 (Project Cost Baseline); Discussion Questions

IMPORTANT POLICIES

Academic policies presented here are those that are at the institutional level and exist in the WVU Catalog. Syllabus statements are Faculty Senate approved and provide guidance to students in negotiating other aspects of course experience. Students are responsible for reviewing and understanding these policies.

Academic Integrity Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed

policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy (http://catalog.wvu.edu/undergraduate/coursecreditstermsclassification). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.

Academic Standards Policy, including Academic Dishonesty

The WVU Catalog contains the full Graduate Academic and Professional Standards Policy.

- Resources for Faculty and Students for Reporting and Appealing Violations of Academic Standards

Adverse Weather Statement

In the event of inclement or threatening weather, everyone should use his or her best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact your instructor as soon as possible. Similarly, if your instructor(s) are unable to reach the class location, they will notify you of any cancellation or change as soon as possible, using agreed upon methods to prevent students from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, instructors will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments. [adopted 9-8-2014]

Appropriate Use of Technology Statement

Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate technology use can be an impediment to learning and a distraction to all members of the class. As such, inappropriate use of technology in the classroom may be considered a disruption of the class and constitute a violation of the WVU Student Conduct Code and could potentially result in a referral to the Office of Student Conduct. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU's Academic Integrity policy.

Attendance Policy

The WVU Catalog contains the full Attendance Policy.

Campus Safety Statement

The WVU Police are committed to creating and maintaining a safe learning environment for all students, faculty, and staff. Part of this mission includes educating the campus community on how to respond to potential campus threats, such as the threat of an active shooter on campus or other suspicious behaviors. Fortunately, WVU Police offer training - both online and in-person - on how to handle a variety of campus safety scenarios. All students are encouraged to visit the WVU Police (https://police.wvu.edu/) webpage, in particular the content under the Active Shooter (https://police.wvu.edu/training) training program. Students are also encouraged to report any suspicious behaviors on campus using the Report a Threat (https://police.wvu.edu/emergency-management/threat-assessment) portion of the webpage. Additional materials on campus safety

prepared by WVU Police, including special safety tips and training, will also be provided on our eCampus page. [adopted 10-2-17]

COVID-19 HSC Professionalism Policy

Many activities occur daily within the Health Science Center, including provision of direct patient care, research, and didactic and laboratory based education. Students enrolled in Health Sciences degree programs or working in the Health Sciences Center encounter other students, faculty, staff, and patients on a regular basis. Failure to adhere to guidance related to public health, including but not limited to, appropriate use of personal protective equipment; social distancing; instructions for gathering in campus buildings; instructions for gathering when off campus; reporting of possible exposure; cooperation in contact tracing efforts; and instructions for self-isolation could result in illness or death of high risk patients, faculty, staff, or classmates; interruption of educational activities for large groups of students; or significant disruption to research activity within Health Sciences.

Students enrolled in Health Sciences degree programs or working in the Health Science Center are expected to abide by University, Health Sciences Center, WVU Research Office, and program-specific requirements related to public health and professionalism.

Students who interact with patients on clinical rotations and participating in practice laboratories are expected to wear, at a minimum, a facemask and protective eyewear/face shield. Individual rotation environments and practice laboratories may have additional PPE requirements (e.g., N95 mask) due to the types of procedures performed which may lead to increased risk of transmission, and students are required to follow any additional requirements in those environments.

When students are off campus, they are expected to follow local ordinances, state mandates, and CDC recommendations regarding use of PPE and social gatherings.

Failure to follow these requirements is a violation of the WVU Campus Student Code and the professionalism codes of HSC degree programs. Alleged violations will be reported, investigated, and handled in accordance to with program policies and procedures.

These health and safety policies are for the protection of the University community, as well as patients and their families. Following these policies will help mitigate the spread of COVID-19. However, it is inevitable that individuals within our community will test positive for COVID-19, and all students are expected to treat all other students, faculty, staff, and patients with respect. Alleged behavior that creates a hostile environment or constitutes retaliation, as outlined in BOG Rule 1.6, will be reported, investigated, and handled in accordance to with program policies and procedures.

Students found responsible for refusing to comply with requirements or engaging in prohibited behavior will be subject to professionalism sanctions, up to and including program dismissal. Students may be concurrently subject to University sanctions based upon University policies.

Because failure to comply with these policies place students and other individuals on campus at significant risk, students failing to comply may be subject to interim measures, including interim suspension, as described in the WVU Campus Student Code or individual program policies.

While the specific recommendations included in this policy apply to COVID-19, the requirement to comply with guidelines related to public health and professionalism also apply to any future communicable pandemic infections.

WVU What You Need to Know

Students are expected to review university level rules and guidance related to COVID-19. Updated information regarding academics, campus safety, public health, student life, testing can be accessed through the What You Need to Know webpage.

Special Considerations for Healthcare Professionals

Additional information for healthcare professionals is available through the CDC.

The following examples of behavior could result in sanctions, as put forth in this policy. This list is not an all-inclusive list. We are asking you to embrace these public health policies related to COVID-19 transmission and spread as part of your oath of professionalism and shared responsibility as a member of the Health Sciences community.

1. Failure to disclose positive test result or providing false information about activities or travel to program administrators or during contact tracing.
   - Failure to disclose a positive test result or providing false information will be considered a serious violation of professional standards.
2. Failure to follow quarantine guidelines in place at the time you travel.
   - While students may travel for personal reasons, all students must observe quarantine guidelines regardless of reason for travel.
   - If you miss classes for quarantine due to personal travel, faculty are not obligated to make up material.
   - Failure to proactively disclose travel will be considered a serious violation of professional standards.
3. Failure to follow local restrictions in place for social gatherings while off-campus.
4. Not wearing a face covering while in the Health Sciences Center.

COVID-19 Syllabus Statement

WVU is committed to maintaining a safe learning environment for all students, faculty, and staff. Should campus operations change because of health concerns related to the COVID-19 pandemic or other campus-wide emergency, it is possible that this course will move to a fully online delivery format. If that occurs, students will be advised of technical and/or equipment requirements, including remote proctoring software.

In a face-to-face environment, our commitment to safety requires students, staff, and instructors to observe the social distancing and personal protective equipment (PPE) guidelines set by the University at all times. While in class, students will sit in assigned seats when required and will wear PPE according to current University guidelines. Students who fail to comply may be referred to the Office of Student Conduct for sanctions.

COVID related absences fall under the University attendance policy found here: attendance. As detailed in the policy, a student who becomes sick or is required to quarantine during the semester should notify

the instructor. The student should then work with the instructor to develop a plan to complete the course learning outcomes while he or she is absent.

Inclusivity Statement 2

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in your classes, please advise your instructors and make appropriate arrangements with the Office of Accessibility Services. (https://accessibilityservices.wvu.edu/)

More information is available at the Division of Diversity, Equity, and Inclusion (https://diversity.wvu.edu/) as well. [adopted 2-11-2013]

Incomplete Policy

The WVU Catalog contains the full Incomplete Policy.

Mental Health Statement – HSC Campus

Mental health concerns or stressful events can adversely affect your academic performance, social relationships, and quality of life. WVU's BeWell office offers free, confidential counseling services to assist you with addressing these and other concerns that you may be experiencing. You can schedule an appointment in the HSC BeWell clinic by calling 304-293-2660 or 304-293-3111. You can also email bewell@hsc.wvu.edu or the BeWell Coordinator, Layne.kehl@mail.wvu.edu.

BeWell is an extension of the Carruth Center for Psychological and Psychiatric Services, and you can learn more about mental health resources on their (CCPPS) website: https://carruth.wvu.edu/

If you are in need of crisis services, call the CCPPS main number 24/7: (304) 293-4431 or text WVU to 741741

A longer version of this optional statement is available for reference.

Notice of Class Recording Policy

Meetings of a course at West Virginia University (WVU), whether online or in-person, may be recorded. Recordings are not guaranteed, and are intended to supplement the planned class session. Recordings will be made available to class participants, which may include students, assistants, guest lecturers, and co-facilitators. Recordings may be shared by the instructor or institution in accordance with WVU Rules and policies. The Recordings are owned by and contain intellectual property of WVU. The Recordings may not be shared, copied, reproduced, redistributed, transferred, or disseminated in any form or by any means without the prior written consent of authorized officials of WVU.

Sale of Course Material Statement

All course materials, including lectures, class notes, quizzes, exams, handouts, presentations, and other course materials provided to students for their courses are protected intellectual property. As such, the unauthorized purchase or sale of these materials may result in disciplinary sanctions under the Student Conduct Code. (https://studentconduct.wvu.edu/policies-and-procedures) [adopted 5-11-2015]

Sexual Misconduct Statement

West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence [BOG Rule 1.6]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator. (https://titleix.wvu.edu/staff)

If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the **Carruth Center, 304-293-9355** or **304-293-4431** (24-hour hotline), and locally within the community at the **Rape and Domestic Violence Information Center** (RDVIC), **304- 292-5100** or **304-292-4431** (24-hour hotline).

For more information, please consult WVU's Title IX Office (https://titleix.wvu.edu/confidential-resources).

Student Evaluation of Instruction Statement

Effective teaching is a primary mission of West Virginia University. Student evaluation of instruction provides the university and the instructor with feedback about your experiences in the course for review and course improvement. Your participation in the evaluation of course instruction is both strongly encouraged and highly valued. Results are strictly confidential, anonymous, and not available to the instructor until after final grades are released by Admissions and Records. Information about how you can complete this evaluation will provided by your instructor. [adopted 4-14-2008]