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Federal State Budget Educational Institution
of Higher Education
Pacific State Medical University
of the Ministry of Health of the Russian Federation

APPROVED BY

Head of the Department of Humanities and
Social Studies and Economy
_____ / Chernaya I.P./
"28th" of April 2025

SUBJECT GUIDE FOR TEACHERS AND STUDENTS FOR

Б1.О.49 Fundamentals of project management in healthcare

(name of discipline)

Specialty	**31.05.03 Dentistry for international students (in English)** (code, name)
Degree	Specialist's degree
Profile	02 "Healthcare" (in the field of providing health care in patients with dental pathology)
Mode of study	**Full-time**
Period of mastering the BEP	**5 years** (nominal length of study)
Department	of Humanities and Social Studies and Economy

Vladivostok, 2025

Subject guide for teachers and students for **Б1.О.49 Fundamentals of project management in healthcare** is based on:

1) Federal State Educational Standard of Higher Education for the specialty approved by the Order No. 984 of Ministry of Science and Higher Education of the Russian Federation dated August 12, 2020.

2) Curriculum for the 31.05.03 Dentistry for international students (in English), profile 02 "Healthcare" (in the field of providing health care in patients with dental pathology), approved by the Academic Council of FSBEI HE PSMU of the Ministry of Health of Russia Report No. 8/24-25 dated March 31, 2025.

Subject guide for teachers and students for **Б1.О.49 Fundamentals of project management in healthcare** were developed by the writing team of the Department of Humanities and Social Studies and Economy of the FSBEI HE PSMU of the Ministry of Health of Russia, under the guidance of the head of the department, Doctor of Economics, professor Chernaya I.P.

Developed by:

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(position held)	(academic degree, academic title)	(full name)

1. GENERAL PROVISIONS

Subject guide for **Б1.О.49 Fundamentals of project management in healthcare** is a set of recommendations and explanations that facilitate to optimal organization of mastering this discipline.

Regular analysis of lecture materials and work with end-of-the-text questions are necessary for better understanding of the material and systematization of knowledge of **Б1.О.49 Fundamentals of project management in healthcare**. Particular attention should be paid to emerging questions, confusing terms, and conflicts of points of view during the independent review of the lecture material. If necessary, a student should contact the teacher for advice. Lecture material streamlines students' thinking, while practical classes provide deeper insight into the material of the discipline.

Special attention should be paid to the content of the main provisions and conclusions, explanation of phenomena and facts, and clarification of the practical application of theoretic aspects of topic when preparing for a practical class. During this process students should aim to understand and remember the main provisions of the material under consideration, examples provided, as well as understand the illustrative material.

Collections of assessment tools are used to organize independent study of topics of **Б1.О.49 Fundamentals of project management in healthcare**.

Independent work of students is facilitated by the following:

1. availability and accessibility of the necessary educational and reference material;
2. a system of regular quality control of completed independent work;
3. availability of teacher's advice.

Subject guides for self-study are presented as literary sources. Subject guides for independent work of students include a list of library resources of the educational institution and other materials accessible to students.

Independent work is a type of in-person extracurricular work of teachers and students of **Б1.О.49 Fundamentals of project management in healthcare**. Control of independent work is conducted by the leading teacher. Evaluation of independent work results is taken into account when conducting interim examination of students throughout **Б1.О.49 Fundamentals of project management in healthcare** course.

Continuous assessment during **Б1.О.49 Fundamentals of project management in healthcare** course is implemented in order to check indicators of achieving competencies, to stimulate students' academic work, and improve methods of mastering new knowledge. Continuous assessment during **Б1.О.49 Fundamentals of project management in healthcare** course is conducted during the semester to assess all types and sections of the academic discipline that encompass the competencies developed by the discipline: classroom questioning, working with tests and case studies. Continuous assessment of students' knowledge and results of their preparation for practical classes is conducted during every class session.

Interim assessment aims to determine the level of mastery of competency indicators. It is conducted in the test format after the student has mastered all sections of **Б1.О.49 Fundamentals of project management in healthcare** and takes into account learning outcomes for all types of student work over the entire period of mastering **Б1.О.49 Fundamentals of project management in healthcare** course.

Time allotted for interim assessment is indicated in the schedule.

Assignments given during practical classes, as well as assignments aimed to prepare students for continuous and interim assessment, are included in the collection of assessment tools for **Б1.О.49 Fundamentals of project management in healthcare**. If necessary, students should contact the teacher for advice. It is necessary to thoroughly think over questions that need clarification before seeking teacher's advice.

2. SUBJECT GUIDES FOR LECTURE CLASSES

Table 1. Subject Guides for **Б1.О.49 Fundamentals of project management in healthcare**

Lectures

Topic No.1 Outline of a personality. User Story Map "Now"	
Duration of the lecture (in academic hours):	2
Purpose of the lecture: 1. tell students about an outline of a personality is and how it can be useful, methods of creating personality outlines for various projects and tasks; 2. define key terms: outline of a personality; 3. examine methods of creating personality outlines.	
Lecture plan, order of presentation of its sections: - Definition of the "Outline of a personality" and its role in project management in healthcare - The role of the outline of a personality in the design of healthcare services - Examples of situations where the outline of a personality is a key tool - Stages of creating an outline of a personality - Using the method of creating outline of a personality in healthcare projects - Features of project management in healthcare - Tools of project management - Examples of successful healthcare projects	
Recommended reading: 1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390. 2. Project Risk Management: A Textbook for Universities by V. E. Shkurko; edited by A. V. Grebenkin. Moscow: Urait Publishing House, 2022. — 182 p. — (Higher Education). — ISBN 978-5-534-05843-7. — Text: electronic // Urait Educational Platform [website]. — URL: https://urait.ru/bcode/493673 3. Fundamentals of Design: A Textbook for Universities V. N. Isaev M.: Publishing House Yurayt, 2022. — 206 p. — (Higher Education). — ISBN 978-5-534-14474-1. — Text: electronic // Educational Platform Urait [website]. — URL: https://urait.ru/bcode/496794 4. Design: A Textbook for Universities by I. V. Voronova M.: Urait Publishing House, 2022. — 167 p. — (Higher Education). — ISBN 978-5-534-14420-8. — Text: electronic // Urait Educational Platform [website]. — URL: https://urait.ru/bcode/496985	
Topic No.2 Analysis and criticism of assumptions (formulation of test questions for the outline and the User Story Map). Concept map of the project	
Duration of the lecture (in academic hours):	2
Purpose of the lecture: 1. tell students about the basics of analyzing and critiquing assumptions within the framework of project management in healthcare; 2. develop the skills of identifying and evaluating assumptions that may affect the success of a project	
Lecture plan, order of presentation of its sections: - Understanding uncertainty and risks, verifying the reliability of sources and considering alternative scenarios; - Assumptions in healthcare projects and the types of assumptions: subjective and	

objective;
- Project management and its aspects in the context of healthcare;
- Analyzing and critiquing assumptions (formulation of test questions for the outline and the User Story Map);
- Concept map of the project;
- Methods and tools used in working on healthcare projects (SWOT analysis, Gantt chart, budgeting, etc.)

Recommended reading:
1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390.
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Topic No.3 Customer Journey Map method (selecting whose experience to imitate, location of the research; breakdown of CJM forms and requirements for the data and its formatting). Shadowing (selecting the subject of research; breakdown of shadowing document forms and requirements for the data and its formatting)

Duration of the lecture (in academic hours):	2

Purpose of the lecture:
1. tell students about the Customer Journey Map method as a tool of research and analysis in project management in healthcare;
2. prepare students for successful shadowing in healthcare, as well as teach them skills of analysis and formatting of the obtained data.

Lecture plan, order of presentation of its sections:
- Definition of the Customer Journey Map method;
- Reasons of its use, its objectives
- Definition of the target group
- Criteria for selecting subjects
- Observation and analysis methods
- Presenting the results of a study
- Creating a report using the Customer Journey Map method
- Definition of shadowing
- Importance of shadowing in healthcare
- Role of shadowing in student education

Recommended reading:
1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390.
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Topic No.4 Problem formulation. Rapid Prototyping: sketches, models, role-playing scenarios

Duration of the lecture (in academic hours):	2

Purpose of the lecture:
1. tell students about the main problem in the field of healthcare projects design;
2. examine methods of rapid prototyping, including the creation of sketches, models, and role-playing scenarios.

Lecture plan, order of presentation of its sections:
- The importance of prototyping in project management;
- Problem formulation. The concept of problem formulation in the context of healthcare. The importance of a clear and precise formulation of the problem;
- Overview of the rapid prototyping method;
- Stages of rapid prototyping;
- Sketches, the purpose and objectives;
- Examples of creating sketches in healthcare;
- Definition of models and their role;
- Creating models to solve a problem. Role-playing scenarios. Using role-playing scenarios in healthcare design.

Recommended reading:
1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390.
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3. SUBJECT GUIDES FOR PRACTICAL CLASSES

Table 2. Subject Guides for Practical **Б1.О.49 Fundamentals of project management in healthcare** Classes

Topic No.1 Observation (selecting the subject, location, method, and timeframe of observation; analysis of the observation document forms). Interview (selecting the subject of the interview, preparing interview questions, breakdown of the interview form and requirements for recording and processing of interview results)	
Duration of the practical class (in academic hours):	6
Outline of the practical class: 1. Research the area – What to observe: Select a specific object or process in healthcare that requires observation. 2. Determine the location where the observation will be conducted. How to observe. Develop a methodology of observation, and determine which parameters should be recorded. When to observe: Set a time frame for the observation. 3. Prepare an observation form: Analyze and discuss the results of the observation, and highlight key points. 4. Conducting an interview – Whom to ask: Identify individuals to be interviewed, such as doctors, patients, and administrators. 5. Prepare interview questions: Develop a list of questions that will help gather the necessary information. 6. Conduct an interview: analyze how the interview went, identify successful moments and shortcomings. 7. Develop requirements for recording and formatting of interview results, determine what standards and formats should be followed when documenting interview results. 8. Thoroughly go over definitions and concepts: Discuss and clarify the basic concepts and terms in the field of healthcare. 9. Study patterns: Analyze data from observations and interviews to identify patterns and trends. Make conclusions and recommendations based on the data obtained in order to achieve the goals of project management in healthcare.	
Practical classes requirements: classrooms equipped with multimedia equipment, blackboards, and subject guides for the discipline.	
Independent work of the student: Preparing a project on selected topic. Preparing a report on the topic of the corresponding lecture. Working with study materials.	
Methods of evaluation of acquired knowledge and skills: tests, working with case studies, classroom questioning.	
Recommended reading: 1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390. 2. Project Risk Management: A Textbook for Universities by V. E. Shkurko; edited by A. V. Grebenkin. Moscow: Urait Publishing House, 2022. — 182 p. — (Higher Education). — ISBN 978-5-534-05843-7. — Text: electronic // Urait Educational Platform [website]. — URL: https://urait.ru/bcode/493673 3. Fundamentals of Design: A Textbook for Universities V. N. Isaev M.: Publishing House Yurayt, 2022. — 206 p. — (Higher Education). — ISBN 978-5-534-14474-1. — Text: electronic // Educational Platform Urait [website]. — URL: https://urait.ru/bcode/496794 4. Design: A Textbook for Universities by I. V. Voronova M.: Urait Publishing House, 2022. —	

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Topic No.2 Generating ideas (brainstorming, SCAMPER exercises)

Duration of the practical class (in academic hours):	4

Outline of the practical class:
1. consolidate acquired knowledge by generating ideas (brainstorming, SCAMPER exercises);
2. during the discussion, outline main aspects of the discipline;
3. thoroughly go over definitions and concepts related to healthcare and project management;
4. study patterns typical for projects in the field of healthcare;
5. develop practical skills and competencies necessary for successful work in this area.

Practical classes requirements: classrooms equipped with multimedia equipment, blackboards, and subject guides for the discipline.

Independent work of the student:
Working with study materials.

Methods of evaluation of acquired knowledge and skills: tests, working with case studies, classroom questioning.

Recommended reading:
1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390.
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Topic No.3 Preparing a reflective project report

Duration of the practical class (in academic hours):	4

Outline of the practical class:
1. Describe the purpose of the practical class;
2. Specify the main objectives that were planned to be completed over the course of the project;
3. Explain knowledge gained during the learning process and how it helped in the implementation of the project;
4. Go over the main topics and aspects that arose during the discussion process of working on the project. Specifying the different points of view and opinions on them.
5. Thoroughly go over concepts that were important for the project. Define them and explain how they are related to the work completed.
6. Study the patterns that were discovered during the project.
7. Describe the skills that were acquired or improved during this project.
8. Make a conclusion in summarizing the work, reflecting the achievements and possible lessons learned from the project.

Practical classes requirements: classrooms equipped with multimedia equipment, blackboards, and subject guides for the discipline.

Independent work of the student:
Working with study materials.

Methods of evaluation of acquired knowledge and skills: tests, working with case studies, classroom questioning.

Recommended reading:
1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform [website]. — URL: https://urait.ru/bcode/497390.
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Topic No.4 Describing the prototype solution to the project problem

Duration of the practical class (in academic hours):	18

Outline of the practical class:
1. Give a brief description of the current problem in healthcare that needs to be solved within the project.
2. Consolidate knowledge about the basic concepts and methods related to project management in healthcare;
3. Hold a discussion among students on the key aspects of the problem of the project;
4. Identify different perspectives and approaches to solving the problem;
5. Thoroughly go over definitions and concepts related to project management in healthcare;
6. Examine and analyze data and research necessary to identify patterns and factors that affect the project's problem;
7. Conduct collaborative work by students aimed at creating a prototype solution to the problem.
8. Develop the prototype of the project, including a description of its main stages and tools.
9. Summarize the key points discussed during the practical class.

Practical classes requirements: classrooms equipped with multimedia equipment, blackboards, and subject guides for the discipline.

Independent work of the student:
Working with study materials.

Methods of evaluation of acquired knowledge and skills: tests, working with case studies, classroom questioning.

Recommended reading:
1. Network design and research activities of students: a textbook for universities of S. V. Zenkina, E. K. Gerasimov, O. P. Pankratova M.: Urait Publishing House, 2022. 152 p. (Higher education). — ISBN 978-5-534-13229-8. — Text: electronic // Urait educational platform

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4. GUIDELINES FOR CONTINUOUS AND INTERIM ASSESSMENT

Table 3. Guidelines for Conducting Continuous and Interim Assessment during the **Б1.О.49 Fundamentals of project management in healthcare** Course

Type of assessment	Assessment format
Continuous assessment	- conducting and evaluating oral or written quizzes during practical classes; - assessment and evaluation of completion and results of tests and case studies given during practical classes.
Interim certification	- test format.

5 ASPECTS OF THE IMPLEMENTATION OF THE COURSE FOR STUDENTS WITH DISABILITIES AND SPECIAL NEEDS

5.1. Availability of accessible environment

For students with disabilities and special needs, if a written application is submitted, lectures and practical classes are carried out taking into account health limitations, individual capabilities and medical status (hereinafter referred to as individual characteristics) of the student. Compliance with the following general requirements is ensured: teaching aids for collective and individual use are provided, required technical assistance is provided by an assistant, buildings and premises where lectures and practical classes are taking place meet accessibility requirements, other arrangements lack of which makes it impossible or difficult to master the discipline are made.

5.2. Compliance with general requirements

When lectures and practical classes are carried out at the written application of the student, the following general requirements are met: lectures and practical classes for students with disabilities and special needs take place at the same location as for students who do not have disabilities, if this does not cause difficulties for students; an assistant (assistants), who provide(s) students with the necessary technical assistance taking into account individual characteristics of the student, is (are) provided; necessary teaching aids are provided, taking into account individual characteristics of the student.

5.3. Availability of the internal policies and procedures of FSBEI HE PSMU of the Ministry of Health of Russia to students with disabilities in a form accessible to them.

All internal policies and procedures of FSBEI HE PSMU of the Ministry of Health of Russia concerning the discipline (module) are made available to students with disabilities in a form accessible to them.

5.4. Increase in the duration of interim assessment of students with disabilities and special needs in relation to the established duration

Format of the interim assessment of academic performance within the scope of the discipline for students with disabilities and special needs is selected taking into account individual

characteristics (orally, by writing on paper, by typing on a computer, as a test, etc.). The duration of the interim assessment in relation to the established duration is increased at the written application of the student with disabilities. Time limit for the student's preparation for the test is increased by at least 0.5 hours

6. STAFFING REQUIREMENTS OF THE DISCIPLINE

Academic teaching personnel that ensure the implementation of the discipline education process meet the requirements of the Federal State Educational Standard of Higher Education for the 31.05.03 Dentistry for international students (in English) specialty; list of the aforementioned personnel is available on the website of the educational organization.

