Project Management in a Blood and Tissues Bank

Code: 44440
ECTS Credits: 6

Degree	Type	Year	Semester
4317563 Transfusion Medicine and Cellular and Tissue Therapies	OB	0	2

Contact

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Use of Languages

Principal working language: english (eng)

Other comments on languages

The primary language used during the course will be English. However, the use of Spanish will also be allowed. The course materials will also be in English.

Teachers

Joan Garcia Lopez

Martin Smid

Prerequisites

Level B2 or equivalent in English.

Objectives and Contextualisation

This module will deal with project management applied to the specifics of blood, cell, tissue banks and other substance of human origin.

Knowledge, techniques and basic tools will be introduced to manage the different areas involved in the development of any project within the organisation, and that are more advanced than the specific technical knowledge dealt with in other master's degree modules.

The student should recognise and identify, as well as correctly apply the regulatory framework of the activity, understand the financial structure, identify the key concepts for good communication of their ideas at written and oral level, to identify the basics for human resource management, and to justify the projects developed at bioethical level.

The module contains a theoretical component dealing with research methodology in transfusion medicine (50 hours/2 ECTS). This part covers research paradigms, the scientific method, specific methodologies, and the search for information in documentary databases, and students will perform practical work on their own projects, applying the most suitable (qualitative or quantitative) research methodology.

Competences

- Design and conduct strategic or research projects in the area of transfusion medicine using the appropriate resources and methodologies.
- Integrate scientific and technical knowledge in accordance with a commitment to ethics and the code of conduct.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- Recognise and apply the basic techniques and tools needed to manage the different areas of knowledge that are involved in any possible project in a blood bank.
- Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
- Take reasoned decisions based on critical, objective analysis.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.
- That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

Learning Outcomes

1. Communicate decisions and strategic plans in a justified manner and taking into account the needs of the team.
2. Define the strategies and resources associated with a transfusion medicine project.
3. Describe the distinct areas that apply to project management in a blood bank.
4. Describe the objectives and outcomes related to the transfusion medicine project.
5. Develop a management strategy that responds to the identified needs.
6. Identify key areas and elements involved in a project related to transfusion medicine.
7. Identify the needs in the distinct areas involved in the management of a project within a blood bank.
8. Integrate scientific and technical knowledge in accordance with a commitment to ethics and the code of conduct
9. Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
10. Students can communicate their conclusions and the knowledge and rationale underpinning these to specialist and non-specialist audiences clearly and unambiguously.
11. Take reasoned decisions based on critical, objective analysis
12. That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
13. That students have the learning skills that enable them to continue studying in a way that will be largely self-directed or autonomous.
14. That the students can apply their knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.

Content

1. Research paradigms.

2. Specific research methodologies.

3. Data bases management.

Methodology

The methodology for this course is active and constructive. It does not only contemplate the content but also reading, reflecting, and applying knowledge to reasonably close situation to create meaningful learning.

Students will work on real life examples and case studies, reflecting on complex and relatively unstructured situations to find adequate solutions.

Faithful to the proposed methodology, students form the centre of the learning process and generate knowledge by interacting significantly with their peers, with the teaching materials and with the environment. This programme not only teaches training in a virtual environment but also allows them to experience their learning every day.

At the beginning of the unit, the teacher will present a learning plan to the group with specific objectives, learning activities, the necessary resources, and recommended deadlines for each activity.

The dates for carrying out the activities are recommended to be able to follow the course. The only fixed dates are the beginning and end of each teaching unit. This means that students can do their own planning, but they must respect the dates for the beginning and the end of each unit.

Students are recommended to work in a continuous and consistent manner and not allow tasks to accumulate around the deadlines, which may lead to haste, undue time pressure and not allow the students to enjoy their learning or carry out additional reflections. Also, the course offers group activities which require synchronisation among the group.

Some of the activities must be send online to the teacher for assessment and receive feedback of progress. Teachers will return the work with comments and together the students can continue to think and learn. The deadline for each of these activities is the end of the teaching unit. Other activities will consist in discussion and working together in shared spaces.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Discussions	25	1	1, 2, 4, 3, 5, 7, 6, 8, 11, 12, 14, 10, 13, 9
Type: Supervised			
Elaboration of Projects	20	0.8	1, 2, 3, 5, 7, 6, 12, 14, 13, 9
Virtual Cases/Problem Solving	20	0.8	1, 2, 4, 3, 5, 7, 6, 8, 11, 12, 14, 10, 13, 9
Type: Autonomous			
Personal Study	10	0.4	2, 3, 5, 7, 6, 12, 14, 13, 9
Reading Articles/Reports of Interest/Videos	10	0.4	1, 2, 3, 5, 7, 6, 8, 11, 12, 14, 13
Test/Scheme	10	0.4	1, 2, 4, 3, 5, 7, 6, 12, 14, 13

Assessment

This module will be assessed on the following activities:

1. Case study: This counts for 16% of the grade.
2. Exercise. This counts for 20% of the grade.
3. Practical case. This counts for 16% of the grade.
4. Discussion forum and practical case. This counts for 16% of the grade.

5. Discussion forum and practical case. This counts for 16% of the grade.
6. Discussion forum. This counts for 16% of the grade.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercise	20%	15	0.6	2, 3, 7, 6, 12, 14, 13, 9
Forum Discussion	16%	10	0.4	1, 2, 4, 3, 5, 7, 6, 8, 11, 12, 14, 10, 13, 9
Practic Case	16%	10	0.4	2, 3, 5, 7, 6, 12, 14, 13
Practic Case	16%	10	0.4	1, 2, 4, 3, 5, 7, 6, 8, 11, 12, 14, 10, 13, 9
Study Case Clear Blood	16%	10	0.4	1, 3, 5, 6, 12, 14, 13

Bibliography

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Rucci, Steven P. Kirn y Richard T. Quinn: "The Employee-Customer-Profit Chain at Sears" Harvard Bussiness eview (1998).

Ulrich, Dave; Wayne Brockbanck "La Propuesta de valor de Recursos Humanos". Deusto (2006).

Uscher, Ernesto; Alcaraz, José M. "Organizando la arquitectura de recursos humanos para crear valor". Capital Humano (2005).

Porret, Miquel. "Recursos Humanos. Dirigir y gestionar personas en las organizaciones" (2007).

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Software

No specific software for this Module.