Course Title: Program Management & Development Practice
Course Number: SOWK 653

Prerequisite(s): 500 level courses except for SOWK 506; Completion of 1st level internship or concurrent enrollment with SWFI 531.

Semester/Year:
Class Time: TBA by section
Class Location: TBA by section

Instructor:
Office Location: TBA by Section Instructor
Office Hours: TBA by Section Instructor
Phone: TBA by Section Instructor
Email: TBA by Section Instructor

COURSE DESCRIPTION
Program Management and Development Practice is a practice course which supports the LDSS domain. There is increasing demand for social workers who can work with diverse communities through program management and development using strengths and empowerment perspectives and social and economic justice principles.

This course builds on the ecological systems perspective that views program development as an arena for social change. Although rationale planning is emphasized, the course illuminates how values, needs and resources influence program design and decision-making.

As a major practice strategy used in community development, SOWK 653 offers a contingency framework that teaches students about the choices, decisions and situations for planning new or adapting programs within the context of diverse communities. It sharpens the skill set necessary for program development within the context of quality improvement and quality management. Finally, it is infused with technology applications to strengthen the collection, analysis and presentation of information for program development and other strategies used in community practice.

RELATIONSHIP TO OTHER COURSES
This third advanced level LDSS course focuses on program management and development practice. This course completes the LDSS concentration and complements the foundation and advanced level required courses within the graduate social work program.
LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.3 Apply critical thinking to inform and communicate professional judgments.
Advanced PB: Demonstrate critical thinking by communicating their professional judgment using oral and written communication as appropriate to the practice setting.
Assignments: Papers 1, 2, 3, Individual and Group Presentations

2.1.5 Advance local and international human rights and social and economic justice.
Advanced PB: Use knowledge of the effects of oppression and discrimination on clients and client systems to guide treatment planning and intervention.
Assignments: Papers 2, 3, Individual and Group Presentations

2.1.6 Engage in research-informed practice and practice-informed research.
Advanced PB: Use practice, policy, and administrative experience to inform the formulation of researchable questions to enable them to become more evidence-informed in selecting interventions, particularly with diverse and marginalized clients.
Assignments: Papers 2, 3, Individual and Group Presentations

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
Advanced PB: Communicate to stakeholders and policymakers the implications of policies and policy change in the lives of clients.
Assignments: Papers 2, 3, Individual and Group Presentations

2.1.9 Respond to contexts that shape practice.
Advanced PB: Identify ways that they can maximize the strengths of the client context to design and promote effective interventions with clients.
Assignments: Papers 2, 3, Individual and Group Presentations

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
2.1.10a Engagement
Advanced PB: Demonstrate their understanding of how organizations function in formulating effective communication plans with diverse stakeholders.

2.1.10b Assessment
Advanced PB: Collect, maintain, interpret, and analyze data from both internal and external organizational environments, the community of stakeholders, and diverse client groups to assess whether outcome goals have been achieved.

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
2.1.10c Intervention

**Advanced PB:** Conduct and design a plan of organizational analysis and change, working with relevant constituencies, to evaluate interventions that impact clients and communities utilizing best practice models reflecting social work values, ethics and the mission of the organization.

2.1.10d Evaluation

**Advanced PB:** Devise logic models to assist the organization in evaluating outcomes and justify interventions that reflect evidence-based practice.

**Assignments:** Papers 1, 2, 3, Individual and Group Presentations

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**CRITERIA FOR GRADING**

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

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<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
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<tbody>
<tr>
<td>A</td>
<td>Overall performance is <strong>Exceptional</strong></td>
<td>A 4.00 96-100%</td>
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<td>A- 3.67 92-95%</td>
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<tr>
<td>B</td>
<td>Overall performance is <strong>Good</strong></td>
<td>B+ 3.33 88-91%</td>
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<td>B 3.0 84-87%</td>
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<td></td>
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<td>B- 2.67 80-83%</td>
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<tr>
<td>C</td>
<td>Overall performance is <strong>Acceptable.</strong> Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.</td>
<td>C+ 2.33 76-79%</td>
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<td>C 2.0 72-75%</td>
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<td>C- 1.67 68-71%</td>
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<tr>
<td>D</td>
<td>Overall performance is <strong>Poor - student must retake course.</strong></td>
<td>D+ 1.33 64-67%</td>
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<td>D 1.0 60-63%</td>
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<tr>
<td>F</td>
<td>Overall performance is <strong>Unsatisfactory - student fails course.</strong> See Student Handbook.</td>
<td>F 0 Below 60%</td>
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<tr>
<td>I</td>
<td>At the discretion of the section Instructor a temporary grade of <strong>Incomplete</strong> may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.</td>
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**READING ASSIGNMENTS**

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**Required Texts**


**Recommended Texts**


**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one point per day). AGAIN, if a student chooses to submit an assignment after a mandatory due date, no feedback will be provided. To receive a passing grade for the course, **all assignments must be completed and submitted**.

Students must submit all assignments using the assignment links in blackboard for each assignment.

Weighting of class assignments is as follows:

- **Paper 1 – Logic Model**: 10 points
  - Small Group Presentations: 5 points
- **Paper 2 – Conceptualizing & Developing a Program**: 25 points
  - Small Group Presentations: 5 points
- **Paper 3 – Evaluating & Funding a Program**: 25 points
  - Individual Class Presentations: 20 points
  - Attendance & Class Participation: 10 points

**Paper 1 – Logic Model**

**Due: Week 5 || 10 points for paper, 5 points for presentation**

Create a simple logic model that describes a program need or effort to solve a community problem at your field placement. (See - Knowlton & Phillips: Chapter 1 & 5 and Yuen & Terao: Chapter 3). You should seek input and guidance from your supervisor or other agency staff about the need.

Please note that you will take this program/community need and create a logic model in assignment 1; an evaluation plan in assignment 2; and funding plan for the program in assignment 3. Be sure to choose a program and need that is relevant and of interest as you will be working on it throughout the semester.

For example: The **problem** is youth homelessness. The **program** includes evening and weekend housing and recreation. The **evaluation** will include how to measure the components of assessing and maintaining stabilized housing, job readiness programming, socialization programs, etc. The **budget and grant proposal** will present how to fund the program.

Paper 1 should be approximately 5-7 pages in length, APA style and format.
Please note that your logic model will be reviewed for comments, questions and feedback in small groups by your classmates.

Outline
1. Introduction
   a. What is a logic model?
   b. Why relevant? Useful? Necessary?
   c. What are key limitations for logic models?
2. What population, program or organization will you create a logic model for?
3. How did you seek consultation and guidance?
4. Develop a logic model as outlined in class: Inputs, Activities, Outputs, and Outcomes.
   a. Inputs - List variables to be used under the headings of clients, staff, material resources, facilities, and equipment. On a separate sheet of paper give a narrative explanation as to why you chose your inputs as it relates to best practices.
   b. Activities - Identify all services to be provided, and include a one-sentence service definition for each. List the relevant service tasks and methods of intervention for each service.
   c. Outputs - List and define units of service for each service to be provided.
   d. Intermediate Outcomes - List the intermediate outcomes for each service being provided.
   e. Final Outcomes - List final outcomes
   f. Logic Model Narrative: Explain why you chose activities and how they logically lead to outcomes.
5. How will the logic model assist with evaluation design?
6. Concluding thoughts about logic modeling and the impact on your program, agency and community being served.

Paper 2 – Program Need & Evaluation
Due: Week 10 || 25 points for paper, 5 points for presentation

This assignment forms foundation for a program evaluation model to elaborate on the program that was illustrated in the logic model. (See - Yuen & Terao: Chapter 3 & 7) The program evaluation will be designed to address the problem or condition that led to the original need for that intervention. It establishes the framework for all other components of the program planning and evaluation process.

Paper 2 should be approximately 10-12 pages in length, APA style and format.

Please note that your program evaluation will be reviewed for comments, questions and feedback in small groups by your classmates.

The following outline represents the content to be covered:

I. Introduction, Nature of the Problem, Program Hypothesis (3-4 pages)
A. Describe the problem to be addressed by the program. Consider who “defines” the problem. Is there agreement between the agency, staff and the population being served or targeted about the problem?

B. Identify the factors that “cause” the problem. Consider: How long this problem has existed. Are the factors known or unknown to all parties involved?

C. Include clarifying statements (definitions), national, state, and local statistics, incidence and prevalence figures, and trends if they are available and appropriate to your description. You will also discuss in some detail what you have learned about the problem from the research literature.

D. Estimate the numbers affected or impacted by the problem: Consider sources and accuracy of data. In this section, you will discuss the specific population (demographic characteristics) and the geographic area on which you will focus.

E. Synthesize the research/theoretical material in the form of a detailed program hypothesis.

F. At the conclusion of this section, you should make a summary statement that allows the reader to know exactly who you are going to recruit into the program, how many are affected, and where the program will be targeted.

II. Program Evaluation (7-8 pages)

A. Next explore the program evaluation component of the program that you proved demonstration for in the first section and discuss how will you measure or achieve the desired results.

B. Measures
   i. What specific actions must be taken?
   ii. In what order should (must?) these actions be taken?
   iii. How much time will each action take?
   iv. How long will all planned actions take?
   v. What measures will be monitored to determine if project is succeeding.
   vi. What actions must be taken/conditions fulfilled as a part of the initiative?
   vii. What statistics, conditions or attributes do we expect to see change as a result of the planned activities?

C. Benchmarks & Targets
   i. Benchmarks or targets are the specific numerical values for the measures that are being sought/considered to be indicative of success.
   ii. Usually expressed in terms of a “baseline” (pre-test) and one or more “targets” (6 or 12 month post-tests, etc.)
   iii. What is the appropriate target for each measure?
   iv. Process targets often yes/no (did/did not take action)
   v. Outcome targets usually numerical (specific value or percentage change)

D. Evaluation
   i. You will need an affordable methodology for determining success/failure of program
   ii. Usually “self-evaluations” using reports from participants, surveys, and standard statistics
   iii. How will the proposed project be evaluated? Who looks at what, when, and how to determine if progress is being/program has been successful?
Paper 3 – Funding a Program

Due: Weeks 13 & 14 || 25 points for paper, 20 points for presentation

Keep in mind as you write this final paper that it is the first document that will be reviewed by those who will make final decisions about whether or not to fund the program. Ultimately - is your program fundable? You will be expected to utilize the professional literature; appropriate local, state or federal websites; organizational documents, reports, data, etc. You must present your “argument” in a clear, logical and engaging manner.

Total paper should be approximately 8-10 pages in length, APA style and format.

The final paper will include the following sections:

I. Summarizing Program Need (2-3 pages)
   A. Summarize your program’s need as explored in Paper 2: Program Need & Evaluation

II. Budget Creation & Funding Request (3-4 pages)
   A. Resource Requirements/Availability
      i. Budget needs to be reasonable (not padded).
      ii. Line items need to be clear and reasonably standard.
      iii. Format needs to easily show readers commitments (made or anticipated) of others to the project (this is “leverage” available to prospect if they make a commitment).
      iv. Narrative – description of budget categories and their contents – needs to be brief but direct and clear.
      v. Build budgets “up” from details. Use schedule under line items. Take good notes for Budget Narrative!
   B. Funding Request (3-4 pages)
      i. When creating a grant proposal directed to a single prospective grantor, always include an “ask” – a request for a specific amount of money, payable over a specified period and as full or partial support of the planned program.
      ii. For grantors using forms, this amounts to little more than filling in boxes. When applying using a narrative proposal, an “ask” may include the following:
         • We hope that the (NAME OF FUNDER) will make a grant of (TOTAL GRANT AMOUNT) in (FULL or PARTIAL) support of (PROPOSED PROJECT).
         • Identify and make the case for your agency and population.
         • Return to “basics” and develop/incorporate material on:
            o What is the background of the agency (where, when, and by whom founded?)
            o Client/constituency (who is served?)
            o Why is the agency qualified (perhaps even ideally)
            o How will you insure your understanding of the organization, program and plan of evaluation is effectively communicated to stakeholders, agency staff, administration, clients, potential donors, etc.?
III. Finally draft a summary of the program/project to appear at the front of your proposal as an Executive Summary and/or the core message of a cover letter.

A. Note: A good proposal anticipates funder concerns. To increase your chances for success, you need to also anticipate and appropriately respond to likely funder concerns.

B. Some popular funder questions/concerns include:
   i. Sustainability (programs/organizations) -- “If we help you get started, how will the program or organization be sustained (funded) past the period of grant funding?”
   ii. Maintenance (capital projects) – “How will the asset created with the grant be maintained?”
   iii. Leverage – “Who else will be participating, and at what levels, in funding this project?” “How will you use a commitment from us to raise additional funds from others?”
   iv. Best response to all of the above is: (a) to not seek all funding for your project from the one grant; (b) to invest some of your agency’s own money; (c) to get commitments from other units of government; (d) to raise some from private sector and; (e) to put in place support group/system for project.

At the end of the semester, during the final two classes, each student will present combined and shortened program overviews, evaluation plans and funding request components during 20 minute powerpoint presentations.

Assignment Four: Class Participation
Due: Throughout Semester  ||  10 points
## COURSE SCHEDULE

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<th>Date of class ____________________________________ by section</th>
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<tr>
<td><strong>Topics</strong></td>
<td>Overview of Course Content</td>
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<td>• Readings and Assignments</td>
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<td>• Introduction of Instructor &amp; Students</td>
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<td></td>
<td>• Program Development within Mental Health Professions</td>
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<td>• Chapter 1: Comprehensive Program Development in Mental Health Professions</td>
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<tr>
<td><strong>Topics</strong></td>
<td>Program Planning and Implementation</td>
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<td><strong>Required Readings:</strong></td>
<td>Calley:</td>
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<td>• Chapter 2: Establish the Need for Programming: Developing the Rationale</td>
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<td>• Chapter 3: Establish a Research Basis for Program Design</td>
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<tr>
<td><strong>Topics</strong></td>
<td>Cultural Issues in Program Planning and Design</td>
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<tr>
<td><strong>Required Readings:</strong></td>
<td>Calley:</td>
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<td>• Chapter 4: Address Cultural Identity Issues in Program Design</td>
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<td>• Chapter 5: Design the Clinical Program</td>
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<td>• Chapter 8: More than Just Data: Evaluating Neighborhood-Based Police Services.</td>
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### Week 4

**Topics**  
Program Implementation and Sustainability

**Required Readings:**  
Calley:  
- Chapter 7: Identify and Engage Community Resources  
- Chapter 11: Implement the Program

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### Week 5

**Topics**  
Small Group Presentations

**Assignment Due:**  
Paper 1 Due

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### Week 6

**Topics**  
Utilizing Outcomes to Monitor & Program Evaluation

**Required Readings:**  
Calley:  
- Chapter 12: Evaluate the Program


- Chapter 1: Rationality and Reality of Program Planning and Evaluation

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### Week 7

**Topics**  
Evaluation Plans, Data Analysis, Collection & Reporting

**Required Readings:**  
Yuen & Terao:  
- Chapter 4: Developing an Evaluation Plan  
- Chapter 5: The Strategies and Tools for Data Collection  
- Chapter 6: Data Analysis and Reporting
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<th>Week 8</th>
<th>Date of class ______________________________ by section</th>
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<tbody>
<tr>
<td>Topics</td>
<td>Evaluation Planning &amp; Grant Writing</td>
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</table>
| Required Readings: | Calley:  
- Chapter 8: Identify and Evaluate Potential Funding Sources  
- Chapter 10: Develop the Proposal  
-  
Yuen & Terao:  
- Chapter 2: Planning, Evaluating, and Grant Writing  
- Chapter 3: Grant Proposal: A Written Program Plan |

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<tbody>
<tr>
<td>Topics</td>
<td>Practical and Model Programs &amp; Evaluation Plans</td>
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| Required Readings: | Yuen & Terao:  
- Chapter 7: Putting It Together: Model Program and Evaluation Plans  
- Chapter 8: Program Planning and Evaluation: Practical Considerations and Implications |

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<tr>
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<tbody>
<tr>
<td>Topics</td>
<td>Program Evaluation Plans: Small Group Presentations</td>
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<td>Assignment Due:</td>
<td>Paper 2 Due</td>
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<tr>
<td>Topics</td>
<td>Fiscal Considerations for Non-Profit Organizations</td>
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- Chapter 4: Budgeting  
Calley:  
- Chapter 9: Develop the Financial Management Plan  
Cohen & Cohen:  
- Chapter 10: Democracy Meets the Bottom Line. Caring for Children and Managing Resources.  
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<th>Week 12</th>
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<tbody>
<tr>
<td>Topics</td>
<td>Monitoring and Measuring Cash Flow: Opportunities &amp; Typical Challenges</td>
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| Required Readings: | Blazek:  
  • Chapter 5: Beyond Cash Flow Imbalances  
  • Chapter 6 What Is Accounting? |

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<tr>
<th>Week 13</th>
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<tbody>
<tr>
<td>Topics</td>
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<td>Assignment Due:</td>
<td>Paper 3 Due</td>
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<td>Topics</td>
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<tr>
<td>Assignment Due:</td>
<td>Paper 3 Due</td>
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