19:910:536  Program Development and Strategic Planning

Instructor:
Office phone:
Email:
Office hours:

I. Catalog Course Description

Processes and technologies of strategic planning and program development in human service organizations from problem formulation through program design, resource mobilization, and implementation. Special attention to designing programs and meeting the needs of populations at risk.

II. Course Overview

Students develop the analytical and interpersonal skills necessary for program planning and management, and gain understanding of the politics of planning in an organizational, inter-organizational, and community context. Students have the opportunity to practice problem formulation and program planning related to their cluster area specialization and field placements.

III. Place of Course in Program

This is the second of two required advanced practice courses in the Nonprofit and Public Management (NPM) concentration. The prerequisite is the satisfactory completion of the first year professional foundation courses. The co-requisite in an NPM field placement appropriate to the selected cluster.

IV. Course Objectives

- To develop an understanding of the process and techniques of social welfare planning, with a focus on strategic planning, program planning, and program development in social work and social welfare settings.

- To acquire an overview and critical understanding of the historical and theoretical development of planning within social work and social welfare, and the
conceptual frameworks that guide intervention.

- To demonstrate the influence of social work values and ethics in planning for programs and services that are responsive to the problems and issues of populations at-risk including women, people of color, the disabled, and people of various sexual orientations.

- To understand how research evidence is used to inform planning practice, and how practitioners apply research evidence in an effectiveness-based planning approach.

- To appreciate and integrate multiple sources of knowledge including theory, empirical evidence, and practice wisdom to gain planning and administrative technical skills, and demonstrate their use in developing program and strategic plans.

- To demonstrate competence in planning as an intervention by understanding and practicing the steps of program and strategic planning including assessment of intra- and inter-organizational social, economic, political, and demographic environments and trends; operationalization of objectives and plan formulation; implementation design; and evaluation.

- To develop an understanding of the group processes involved in planning including work with task groups, and to practice techniques of structured group processes.

- To acquire knowledge about the effects of power, politics, and leadership on strategic and program planning and implementation and about the ways in which social workers can enhance consumer involvement and community participation.

V. Required texts


**Supplemental**


The texts can be purchased at the Rutgers University Bookstore, Ferren Mall. They are also on reserve at Alexander Library, Graduate Reserve (732-932-7757).

**Required readings: journal articles**

The readings required in addition to the texts for each week are listed on the syllabus. The readings are on electronic reserve at Alexander Library, Graduate Reserve.

**VI. Course Requirements**

**Format:** Lecture and discussion

It is important that assigned readings be completed on a weekly basis in order to have informed class discussions. Class participation and attendance are expected.

**VII. Grading**

Students are required to complete two written assignments: a program plan; and a final paper on the topic of strategic planning. Information on these assignments will be forthcoming. Grading will be weighted as follows: class participation 10%; program plan 50%, strategic planning paper, 40%. More than two class absences will result in a grade change. Five or more absences will result in an F.

**VIII. Course Evaluation**

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

**IX. Course Outline**

**Weekly topics and readings**

* The readings with an asterisk are supplemental. All others are required.

**Week 1**

**Introduction**

January  
Definitions & concepts;  
History of social planning

Readings:
Kettner, Moroney, & Martin, *Designing and managing programs*, Chapter 1


**Week 2**

**Planning theory**

January


**Weeks 3 & 4**

**Program Planning and Development: Problem analysis and needs assessment**

February

Readings: Kettner, Moroney, & Martin. Chapters 2 & 3


**Week 5**
***Program design***
February

Conceptualization, goals and objectives, rationale, hypotheses

Readings:
Kettner, Moroney, & Martin, Chapters 4, 5 & 6


**Week 6**
***Program design***
February

Program structure, staffing, Management Information Systems, time lines/gantt charts

Readings:
Kettner, Moroney, & Martin, Chapters 7 & 8


Class handout: Gantt charts

**Week 7**
March
Readings: Kettner, Moroney, & Martin, Chapters 9 & 10

**Week 8**
March
Readings: Kettner, Moroney, & Martin, Chapter 11


**Week 8**
March

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SPRING BREAK

Week 9  Strategic planning in an agency setting
Initiating the planning process; facilitating participatory processes; 
Structured group processes: Prioritization techniques

Readings:  
Bryson, Chapter 1

Sirianni, C. (2007). Neighborhood planning as collaborative 
democratic design. By: Sirianni, Carmen. *Journal of the American 

assessment data for planning community interventions. *Health 
Promotion Practice*, 5(1), 59-68.

strategic thinking through multi-level teams. *Long Range 
Planning*, 26, 103-10.

PROGRAM PLANS DUE

Week 10  Clarifying agency mission and mandates, and 
Environmental assessment

Readings:  
Bryson, Chapters 2, 3, & 4

board members: Implications for performance. *Nonprofit 
management and leadership*, 17(3), 301-317.

In *Financial and strategic management for nonprofit 

New Brunswick, NJ: Rutgers University.

Week 11  The strategic planning process
April 
Identifying strategic issues; choosing among alternatives; 
establishing a vision; structured group processes: focus groups

Readings:  
Bryson, Chapters 6 & 7


**Week 12**  
**Leadership, Implementation, & Monitoring**  
April  
Writing a planning document; ongoing evaluation  
Readings:  
Bryson, Chapters 9 & 11  


**Week 13**  
**Resource mobilization**  
April  
Funding sources and grant writing  
Readings:  
Strategic Planning PAPERS DUE

**Week 14**

April

**Assessing the challenges of strategic and program planning:**

*Technical, political and participatory issues*


**Week 15**

May

**Planning, community organization, community development, and social action**


**X. Academic Integrity Policy**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate
citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XII. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the designated Coordinator for the Concerns of Students with Disabilities at the School of Social work, Arlene Hunter, for a letter of accommodation. Students must have a letter of accommodation from the Coordinator in order to receive accommodations. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.