

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
SYLLABUS**

Spring 2023

SOCIAL WORK 536, PROGRAM DEVELOPMENT AND STRATEGIC PLANNING

Instructor:

E-mail:

Office Hours:

Cell:

I. Catalog Course Description

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

II. Course Overview

Students develop the analytical and interpersonal skills necessary for program and strategic planning and management, and gain understanding of the politics of planning in an organizational, inter-organizational, and community context.

III. Place of Course in Program

This is the second of 2 required advanced practice courses in the Management and Policy (MAP) concentration. The prerequisite is satisfactory completion of the professional foundation courses.

IV. Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities. Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

V. Course Learning Goals

- To understand the process and techniques of social welfare planning, with a focus on strategic planning and program development & planning in social work and social welfare settings.
- To acquire an overview & critical understanding of the historical and theoretical development of planning in social work and social welfare, and conceptual frameworks guiding 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, those with disabilities, 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.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VII. Required Texts and Readings

Texts used in this course are:

Kettner, Peter M., Moroney, Robert, & Martin, Lawrence L. (2017). *Designing and managing programs: An effectiveness-based approach* (5th Ed.). Newbury Park, CA: Sage.

Bryson, John M. (2018). *Strategic planning for public and non-profit organizations: A guide to strengthening and sustaining organizational achievement* (5th Ed.). San Francisco: Jossey-Bass.

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings: Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#).

VIII. Course Attendance and Participation Policies

Students are expected to be active learners and collaborators: They should complete course readings weekly, arrive promptly, and fully attend class effectively, respectfully, and regularly participate.

All electronic devices are to be turned off when class is in session to prevent undue distractions due to social media use, phone calls, texts, and the like.

IX. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

X. Assignments and Grading

The Rutgers SSW MSW grading scale is: A=92-100; B+=87-91; B=82-86; C+=77-81; C=70-76; F=0-69.

Students are required to complete two written assignments: A program plan and a final group paper and presentation on the topic of collaborative strategic planning. Information on these assignments will be forthcoming. Grading will be weighted as follows: Class participation: 10%; program planning midterm paper: 40%; final strategic planning paper and presentation: 50%. If a student is unable to attend a particular class session, they must email the instructor prior to the start of class. Absence, early departure, or lateness to class is acceptable only for compelling reasons, such as illness. Unless there are extenuating circumstances, after two absences and/or late completion of assignments, a student will lose 4 points. After three absences, they will be placed at risk of failing the course. Five or more absences (excused or otherwise) will result in course failure. Multiple unexcused departures or late arrivals will also result in course failure. An A grade will be given only for exceptional work, on-time and complete attendance, and regular as well as thoughtful class participation. In extenuating circumstances for medical, religious, or other reasons, the instructor will assign a makeup paper to satisfy academic requirements.

XI. Academic Resources

Library Research Assistance: **Meredith Parker** is the social work the social work librarian on the New Brunswick Campus meredith.parker@rutgers.edu p. 848-932-6124 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

Writing Assistance: Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus: All MSW SSW students (New Brunswick, Camden, Newark, Intensive Weekend, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. See: <https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching>.

Newark Campus: The Newark writing center is available for MSW students on the Newark campus by appointment. See: <http://www.ncas.rutgers.edu/writingcenter>

Camden Campus: The Camden learning center provides writing assistance for MSW students on the Camden campus. See: <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

Citation Style for Written Work: All students are expected to adhere to a consistent citation style in their written work; a very common one is APA 7th edition, guidelines for which are available at the Purdue OWL website: <https://owl.english.purdue.edu/owl/resource/560/01/>.

Email Etiquette for Students: Reviewed at: <https://owl.english.purdue.edu/owl/resource/694/01/>.

XII. Course Evaluation

Rutgers issues a survey to evaluate the course and the instructor. This survey is completed by students online mid- and end-of-semester, and all answers are confidential and anonymous.

XIII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating

into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

XV. Course Outline

All readings should be completed prior to the start of the class for which they are assigned.

Session 1 Introductions (January 18) Special Zoom Class

Getting to know each other, the course – and some notes about license exam prep

Session 2 Social Planning History, Theory, & Philosophy (January 25) Special Zoom Class

Readings: **Text:** Kettner, Moroney, & Martin. Chs. 1-2.

Lindblom, C. (1959). The science of muddling through. *Public Administration Review*, 19 (Spring):79-88.

GrantCraft (2006). *Mapping Change: Using a Theory of Change to Guide Planning and Evaluation*. http://grantcraft.org/wp-content/uploads/sites/2/2018/12/theory_change.pdf

Ben Asher (N.D.). *Democratic planning*. Retrieved from:
http://www.gatherthepeople.org/Downloads/DEMO_PLAN.pdf.

PROGRAM PLANNING AND DEVELOPMENT

Session 3: Program Planning & Development: Needs Assessment & Issue Analysis (February 1)

Readings: Text: Kettner, Moroney, & Martin. Chs. 3-5.

Authenticity Consulting (N.D.) Nonprofit Programs – What They Are, What They Are Not, adapted from *Field Guide to Developing, Operating and Restoring Your Nonprofit Board*. Available at: <https://managementhelp.org/misc/Programs-What-Are-and-Are-Not.pdf>.

Community Tool Box, Ch. 3, Sec. 1, *Developing a Plan for Assessing Local Needs and Resources*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main>. AND Sec. 4: *Collecting Information About the Problem*. Retrieved at: <https://ctb.ku.edu/en/table-of->

[contents/assessment/assessing-community-needs-and-resources/collect-information/main](https://www.ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/collect-information/main).

Kristjansson, A., et al. (2015). Needs assessment of school and community physical activity opportunities in rural West Virginia: The McDowell CHOICES planning effort. *BMC Public Health* (15):327-34.

Loukaitou-Sideris, A., Wachs, M., & Pinksi, M. (2019). Toward a richer picture of the mobility needs of older Americans. *Journal of the American Planning Association*, 85(4):482-500.

Session 4: Program Design: Program Outcomes, Goals, & Strategies (February 8)

Readings: Text: Kettner, Moroney, & Martin. Chs. 7.

Community Tool Box, Ch. 7, Sec. 7, *Involving people most affected by the problem*. Available at: <https://ctb.ku.edu/en/table-of-contents/participation/encouraging-involvement/involve-those-affected/main>.

Netting, F.E., O'Connor, M.K., & Fauri, D. (2007). Planning transformative programs: Challenges for advocates in translating change processes into effectiveness measures. *Administration in Social Work*, 31(4):59-81.

Session 5: Program Design: Logic Models (February 15)

Readings: S. Barkman (N.D.). *Utilizing the Logic Model for Program Design and Evaluation*. Retrieved at: <http://www.humanserviceresearch.com/youthlifefskillsevaluation/LogicModel.pdf>.

Innovation Network (N.D.). *Logic Model Workbook*. Retrieved at: https://www.innonet.org/media/logic_model_workbook_0.pdf.

Session 6: Program Design: Program Structure, Staffing, & Timelines (February 22)

Readings: Kettner, Moroney, & Martin, Ch. 9.

Community Toolbox. Ch. 19, Sec. 1, *Criteria for choosing promising practices and community interventions*, available at: <https://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/criteria-for-choosing/main>; and Sec. 5, *Ethical issues in community interventions*, available at: <https://ctb.ku.edu/en/table-of-contents/analyze/choose-and-adapt-community-interventions/ethical-issues/main>.

Benjamin, L., Volda, A., & Bopp, C. (2018). Policy fields, data systems, and the performance of nonprofit human services organizations. *Human Service Organizations: Management, Leadership, and Governance*, 42(2):185-204.

MIS example: Homeless Management Information Systems (City of Riverside, CA): <http://dpss.co.riverside.ca.us/homeless-programs/management-information-system>.

Authenticity Consulting (N.D.). Overview of methods to collect information,

excerpt from Basic Guide to Program Evaluation (Including Outcomes Evaluation). Available at: <https://managementhelp.org/evaluation/program-evaluation-guide.htm#anchor1585345>.

HR Resource Centre (N.D.). Getting the right people. Retrieved from: http://hrcouncil.ca/hr-toolkit/right-people-job-descriptions.cfm#_secA3.

Session 7: Program Support: Budgeting (March 1)

Readings: Kettner, Moroney, & Martin, Ch. 13.

Community Tool Box. Ch. 43, Sec. 1, *Planning and Writing an Annual Budget*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/finances/managing-finances/annual-budget/main>.

National Council of Nonprofits (2018). *Budgeting for nonprofits*. Retrieved from <https://www.councilofnonprofits.org/tools-resources/budgeting-nonprofits>.

Lange, S. (2019). Budgeting for breakeven and other common fundraising mistakes. *Human Service Organizations: Management, Leadership, and Governance*, 43(2):68-73.

Toft (2017). *Employee compensation: Best practices for nonprofits*. Retrieved from <https://www.missionbox.com/article/144/employee-compensation-best-practices-for-nonprofits>.

The Wallace Foundation (2018). *Program-based budget builder (downloadable Excel spreadsheet for creating a single or multiple program budgets)*. Retrieved from <http://www.wallacefoundation.org/knowledge-center/resources-for-financial-management/pages/program-based-budget-template.aspx>.

Session 8: Program Support: Evaluation and Monitoring (March 8)

Readings: Kettner, Moroney, & Martin, Ch. 10.

Community Tool Box. Ch. 36, Sec. 5, *Developing an Evaluation Plan*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/evaluation-plan/main>. AND Sec. 6, *Participatory Evaluation*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/participatory-evaluation/main>.

SPRING BREAK NO CLASS ON MARCH 15

Session 9: Program Support: Resource Mobilization (March 22)

Readings: National Council for Nonprofits (2018). Grant Research Tools. Retrieved at: <https://www.councilofnonprofits.org/tools-resources/grant-research-tools>.

Entrepreneur (2014). 6 fundraising strategies for your nonprofit. Retrieved at: <https://www.entrepreneur.com/article/233136>.

Killoran, J. (2019). *The nonprofit grant writing guide: How to apply for funding*.

Session 10: Program Planning Summary (March 29) MIDTERMS DUE

STRATEGIC PLANNING

Session 11: Initiating the Process (April 5)

Readings: TEXT: Bryson, Chs. 1-3.

O'Donovan, D., & Rimland Flower, N. (2013). The Strategic Plan Is Dead. Long Live Strategy. *Stanford Social Innovation Review*.

Brenner, A., Kear, R., & Wider, E. (2017). Reinvigorating strategic planning: An inclusive, collaborative process. *College and Research Libraries News*, 78(1).

Baker, S. (N.D.). A more inclusive approach to strategic planning.

Session 12: Creating/Clarifying the Mission and Vision (April 12)

Readings: TEXT: Bryson, Chs. 4 & 8.

Community Tool Box, Ch. 8, Sec. 2: Proclaiming Your Dream: Developing Vision and Mission Statements. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/vision-mission-statements/main>.

Session 13: Environmental Assessment & Strategic Issue Identification (April 19)

Readings: TEXT: Bryson, Chs. 5 & 6.

Community Tool Box, Ch. 3, Sec. 14, *SWOT Analysis*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>.

Session 14: Setting Goals, Objectives, and Strategies (April 26)

Readings: TEXT: Bryson, Ch. 7.

Community Tool Box, Ch. 8, Sec. 3, *Creating Objectives*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main>. AND Sec. 4, *Developing Successful Strategies: Planning to Win*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-strategies/main>. AND Sec. 5: *Developing an Action Plan*. Retrieved at: <https://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/develop-action-plans/main>.

Session 15: Implementation & Monitoring (May 3) SP ORAL PRESENTATIONS

Readings: TEXT: Bryson, Chs. 9- 11.

George, B., Walker, R., & Monster, J. (Nov/Dec 2019). Does strategic planning improve organizational performance? A meta-analysis. *Public Admin. Review*, 79(6):810-19.

Siciliano, J. (1997). The relationship between formal planning and performance in nonprofit organizations. *Nonprofit Management and Leadership*, 7(4):387-403.

Forbes (2011). *Ten reasons why strategic plans fail*. Retrieved from <https://www.forbes.com/sites/aileron/2011/11/30/10-reasons-why-strategic-plans-fail/#5bc2c04d86a8>.

Final Collaborative Strategic Planning Paper (upload in .doc or .docx to Final Exam area in Canvas)

Final Paper Due: Tuesday, May 10, 11:59pm