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.

School-Wide Learning Goal

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.
V. **Required texts**


**Supplemental**


The texts can be purchased at the Rutgers University Bookstore. 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. Access will also be made available through Sakai where available.

VI. **Course Requirements**

The format for this class will include lecture, discussion, videos, guest speakers, group exercises, and case studies. It is important that assigned readings be completed on a weekly basis in order to have informed class discussions.

The class is designed for maximum student participation and sharing of experiences and insights in order to facilitate the integration of theory and practice. *The instructor plays an active part in the learning process.* Students can expect that the instructor will convey clear, specific information about social work theory and practice, and social work values and ethics, along with providing real life experiences and examples. Assignments have been developed in a format that encourages learning, as well as provides the instructor with a means by which to evaluate the student. *The student plays an active part in the learning process.* As with all social work classes, participating in the process of the educational experience is vital. It is expected that students will attend all classes, come to class prepared to discuss the topic and shared experiences, and complete assignments on time.
VII. **Grading**

Students are required to complete two written assignments: a program plan; and a final paper on the topic of strategic planning. Information and grading standards 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. Assignments are due on the specific date before 3pm class. Late assignments will be penalized 10 points each day late.

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. A midpoint assessment will be provided through Qualtrics.

IX. **Course Outline**

**Weekly topics and readings**

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

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<th>Week 1</th>
<th>1/20/16</th>
<th>Introduction</th>
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<td>Definitions &amp; concepts;</td>
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<td>History of social planning</td>
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Readings:

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


Week 2  1/27/16  **Planning theory**  
Ethics and values

Kettner, Moroney, & Martin. Chapter 2.


Weeks 3&4  2/3/16  **Program Planning and Development: Problem analysis and needs assessment**

Readings: Kettner, Moroney, & Martin. Chapters 3, 4, and 5.


**Week 5  2/17/16**  
**Program design**  
Conceptualization, goals and objectives, rationale, hypotheses

Readings:  
Kettner, Moroney, & Martin, Chapters 6 and 7.


**Week 6  2/24/16**  
**Program design**  
Program structure, staffing, Management Information Systems, time lines/gantt charts

Readings:  
Kettner, Moroney, & Martin, Chapters 8 and 9.

*Social Development Management Information Systems  
www.unescap.org/esid/psis/publications/spps/07/part1.pdf*


Class handout: Gantt charts

*** PROGRAM PLAN SUMMARY DUE***
**Week 7** 3/2/16  **Budgeting**

Readings: Kettner, Moroney, & Martin, Chapters 12 & 13

Class handouts

**Week 8** 3/9/16  **Evaluation and monitoring: Review of components of program planning**

Readings: Kettner, Moroney, & Martin, Chapter 10, 11, and Afterword.


3/16/16 **************** SPRING BREAK ********************

**Week 9** 3/23/16  **Strategic planning in an agency setting**

Initiating the planning process; facilitating participatory processes; Structured group processes: Prioritization techniques

Readings: Bryson, Chapter 1, 2, and 3


*** PROGRAM PLANS DUE***
**Week 10  3/30/16**  
**Clarifying agency mission and mandates, and Environmental assessment**

Readings:  
Bryson, Chapters 4 & 5


**Week 11  4/6/16**  
**The strategic planning process**  
Identifying strategic issues; choosing among alternatives; establishing a vision; structured group processes: focus groups

Readings:  
Bryson, Chapters 6, 7, and 8


**Week 12  4/13/16**  
**Leadership, Implementation, & Monitoring**  
Writing a planning document; ongoing evaluation

Readings:  
Bryson, Chapters 9, 10, & 11


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


Week 13  4/20/16  Assessing the challenges of strategic and program planning:

Bryson, Chapter 12.


***STRATEGIC PLANNING PAPERS DUE***

Week 14  4/27/16  Resource mobilization and social action

Funding sources, grant writing, community development/action

Readings:


**Week 15  5/4/16  Wrap Up**

Professional Development; Networking; Employment Issues

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.
XI.  **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.