

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

**19:910:536, Program Development and Strategic Planning
Spring 2019**

Instructor:
Office phone:
Email:
Office hours:

Catalog Course Description

Processes and techniques 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.

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.

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 1st year professional foundation courses.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following 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. Competency 1: Demonstrate Ethical and Professional Behavior Competency

2: Engage Diversity and Difference in Practice Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice Competency 4: Engage In Practice-informed Research and Research-informed Practice Competency 5: Engage in Policy Practice Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities 2015 Educational Policy and Accreditation Standards 9 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.

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.

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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to advance human rights and social, economic, and environmental justice and engage in policy practice, it has been selected to be part of the School of Social Work overall assessment program of the social work competencies/program level learning goals. This means that the course assignments, the mid-term and final exams, have been designed to assess your attainment of these competencies.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

- To understand 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 & critical understanding of the historical and theoretical development of planning in 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, 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.

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

Required Readings

Texts used in this course include:

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.

Assigned readings are listed in the syllabus by their assigned week, and found online at the course's Sakai site (or in a few cases, at a website listed on the syllabus).

Course Requirements

This course will operate as a lecture/discussion. Students are expected to be active learners and collaborators: to arrive promptly and fully attend class, complete course readings, and effectively & respectfully engage in class discussions.

Class participation. Your full presence and engagement in the class throughout the will allow us to establish an intellectually and emotionally vital and safe climate for learning.

Attendance. Students are expected to attend all scheduled classes, arrive on time, and stay for entire sessions.

Engagement. You are also expected to participate through making comments, asking questions, and being involved actively and thoughtfully in class exercises and in a manner that is respectful of others and open about yourself. Mobile devices should never be used in class, and laptop and tablet computers are to be used only for unobtrusive note-taking.

Grading

Students complete 2 written assignments: a program plan and final take-home essay exam on strategic planning. Assignment information will be forthcoming.

Assignments will be weighted in your course grade as follows:

Class participation	10%
Program plan	50%
Final essay exam	40%

The Rutgers SSW MSW grading scale will be used: A=92-100; B+=87-91; B=82-86; C+=77-81; C=70-76; F=0-69. More than 2 class absences or chronic lateness/early departure will result in a grade reduction.

Course Evaluation

Rutgers University 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.

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 are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<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.

<http://www.ncas.rutgers.edu/writingcenter>

Course Evaluation

Rutgers University issues a survey that evaluates both the course and 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.

Course Outline

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

Session 1 Introductions

[License exam preparation review]

Session 2 History and Theory of Social Planning

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

History:

Brilliant, Eleanor L. (2005). From community planning to changing communities, 244-60. In M. Weil (Ed.) *Handbook of community practice*. Thousand Oaks, CA: Sage.

Ben Asher (ND). Democratic planning. Available at:
http://www.gatherthepeople.org/Downloads/DEMO_PLAN.pdf

Theory:

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*.

A. Anderson (N.D.). *The Community Builder's Approach to Theory of Change: A Practical Guide to Theory Development*. The Aspen Institute Roundtable on Community Change.

Innovation Network (N.D.). *Logic Model Workbook*.

Session 3 Program Planning and Development: Needs Assessment & Issue Analysis

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

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.

K. Campbell-Voytal (2010). Phases of "pre-engagement" capacity building: Discovery, exploration, and trial alliance. *Progress in Community Health Partnerships: Research, Education, and Action*, 4(2): 155-62.

Session 4 Program Design: Setting Rationale, Goals & Objectives

Readings: Text: Kettner, Moroney, & Martin. Ch 6-8

Authenticity Consulting (2008). Nonprofit programs: What they are, what they are not.

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.

G. Onyango & M. Worthen (2010). *Handbook on participatory methods for community-based projects*.

Session 5 Program Design: Setting Structure & Logistics

Readings: Kettner, Moroney, & Martin, Ch. 9
Moorty (2017). The role of a Management Information System in an organization.
BizFluent, September 26.
MIS example: Homeless Management Information Systems (City of Riverside, CA):
<http://dpss.co.riverside.ca.us/homeless-programs/management-information-system>

HR Resource Centre (ND). Getting the right people. At: http://hrcouncil.ca/hr-toolkit/right-people-job-descriptions.cfm#_secA3.

Session 6 Budgeting

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

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

Toft (2017). Employee compensation: Best practices for nonprofits. At:
<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). At:
<http://www.wallacefoundation.org/knowledge-center/resources-for-financial-management/pages/program-based-budget-template.aspx>.

Session 7 Evaluation and Monitoring

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

CompassPoint (ND). Library of sample dashboard indicators.

Session 8 Resource Mobilization

Readings: State of Louisiana (ND). Grant writing guide: Writing successful proposals.

Grant writing guides for non-profits: <http://www.npguides.org/>

SPRING BREAK

Session 9 Program Plan Presentations (in class)

Session 10 Strategic Planning: Initiating the Process

Readings: TEXT: Bryson, Ch. 1 & 2
Revisit ben Asher and Laverack & Labonte (S2), Campbell-Voytal (S4), and Onyango & M. Worthen (S5).

Session 11 Clarifying Agency Mission and Mandates, and Environmental Assessment

Readings: TEXT: Bryson, Ch 3, 4, & 5
Brown, W. (2007). Board development practices and competent board members: Implications for performance. *Nonprofit management and leadership*, 17(3), 301-317.

Session 12 The Strategic Planning Process: Identifying Strategic Issues, Establishing a Vision

Readings: TEXT: Bryson, Ch. 6, 7, & 8

Session 13 Implementation & Monitoring

Readings: TEXT: Bryson, Ch. 9, 10, & 11.
Siciliano, J. (1997). The relationship between formal planning and performance in nonprofit organizations. *Nonprofit Management and Leadership*, 7(4):387-403.

Session 14 Assessing the Challenges of Strategic and Program Planning

Final Exam Due

Readings: Forbes (2011). Ten reasons why strategic plans fail. At:
<https://www.forbes.com/sites/aileron/2011/11/30/10-reasons-why-strategic-plans-fail/#35aa484886a8>.

Session 15 Planning applications / MAP Networking / Careers

The Network for Social Work Management
<https://socialworkmanager.org/>

Association for Community Organization and Social Administration (ACOSA)
<https://www.acosa.org/>

Network for Social Work Managers: Humans Services Management Competencies
<https://socialworkmanager.org/wp2/wp-content/uploads/2010/11/21-NSWM-Human-Services-Management-Competencies-2013.pdf>

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 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.

Plagiarism as described in the University's Academic Integrity Policy is as follows: "Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited 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.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying 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 regarding the Rutgers Academic Integrity Policies and Procedures, see:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

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>.

MIDTERM – PROGRAM PLAN ASSIGNMENT

Your assignment is to develop a program plan. You will choose a social problem / issue and design a program that addresses that problem/issue. Sources for the paper should include the assigned readings, class lecture and discussion, and additional research. The plan should be for a program that does not already exist.

