

WAYNE STATE
UNIVERSITY

SCHOOL OF SOCIAL WORK

Master Syllabus

SW 8270

Program and Resource Development in Community Practice and Social Action

Three Credits

I. SCOPE AND PURPOSE OF COURSE

SW8270 is a core requirement in the concentration on community practice and social action. 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, SW8270 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.

II. KNOWLEDGE, SKILL OBJECTIVES & PERFORMANCE CRITERIA

Knowledge Objectives

- Students will learn how to generate a solution (program, product or intervention) in response to agency or community needs, groups served or on behalf of individuals experiencing injustice or social marginalization.
- Students will understand the politics of problem definition with respect to populations at risk and social and economic justice.
- Students will examine goal development within a context of the program in order to make an impact on the problem.
- Students will learn what to consider in developing successful components of an intervention and how to integrate these into a coherent strategy.
- Students will understand the concept of intervention logic and its use in program planning.
- Students will learn about quality management within the context of a program using expectations of users, internal groups and external groups.

- Students will learn evaluation strategies that will address program product, processes and performance.

Skill Objectives and Performance Criteria

1. Students will increase their research and analytical skills to document need and for framing their program or intervention plan.
 - ▶ Performance Criterion: Student will prepare a written statement of the problem and need that integrates Bradshaw's approach with well-documented research and evidence.
2. Student will gain skills in creating a vision of the program or intervention that inspires and motivates key stakeholders.
3. Students will hone skills in developing goals, outputs, and objectives.
 - ▶ Performance Criterion: Student will prepare a written statement of the ends the program or intervention seeks including intermediate and final outputs and objectives.
4. Students will gain skills in identifying best practices, describing and elaborating on the processes and practices for each program component, identifying key staff roles and responsibilities, developing implementation objectives, and identifying intervention theory.
5. Student will gain skills in using Microsoft Visio for displaying program ideas and logic models and Microsoft Access for developing a data base on best practices.
 - ▶ Performance Criterion: Student will prepare a written statement that describes how the program intends to address the problem by formulating a detailed intervention plan based on best practice research, models and theory.
6. Students will gain skills in defining conceptually and operationally what quality means within the context of programs.
7. Students will gain skills in defining the quality of all inputs, program components and outcomes.
 - ▶ Performance Criterion: Students will prepare a plan for how they will management the quality of their program or intervention.
8. Students will improve their evaluation skills by defining performance results, outcome indicators and use of appropriate data collection instruments for reporting on program progress.

- ▶ Performance Criterion: Students will prepare a plan for evaluating their program or intervention that is based on the rigor of the design, level of intervention, and plan for using the evaluation findings in quality management and project implementation.

III. TEXTBOOKS

Kettner, P.M., Moroney, R.M., & Martin, L.L. (1999). *Designing and managing programs: An effectiveness-based approach*. Thousand Oaks, CA: Sage.

Schram, B. (1997). *Creating small scale social programs*. Thousand Oaks, CA: Sage

IV. COURSE ORGANIZATION

This course is taught using lecture, discussion, in-class exercises and graded assignments.

V. ROLE OF STUDENT AND INSTRUCTOR

This course is a partnership between the instructor and the students. With such an arrangement come responsibilities of both parties. The general expectations are identified as follows:

Attendance: It is expected that the instructor attend each class session. In the event that the instructor is unable to attend a session due to an illness or emergency, efforts will be made to contact the students prior to the class. It is expected that the students attend each class session. In the event a student is unable to attend a session due to illness, emergency or special circumstance, the student is to notify the instructor prior to the particular session that student will be missing. Each class session will start promptly at its scheduled time. Both the instructor and students should be on time. Both the instructor and students should plan to attend the entire class session. If a student must leave early for some unpreventable reason, the student should inform the instructor prior to the start of the class.

Preparation: It is expected that the instructor come to each class session with a well-planned set of objectives and activities that is relevant to that particular session's topic. It is expected that the students will complete each reading assignment and be sufficiently prepared to apply the readings in class.

Assignments: It is expected that the instructor provide clear and timely descriptions, directions and grading criteria for assignments. Furthermore, the instructor is to review, grade and return the assignments back to the students within a reasonable and defined time frame (within two weeks). The returned assignment should include comments made by the instructor and an appropriately corresponding grade. It is expected that the student will turn in assignments on the day they are due. Students are allowed one opportunity to email an assignment to the instructor. Otherwise all assignments are due in class on the specified day indicated in the syllabus below. Also, there will be no provisions for second submission of assignments.

Plagiarism will not be tolerated and will be addressed in accordance with university policy.

Any student needing an accommodation due to a disability or special circumstance should speak in private with the instructor at the beginning of the semester. The intention of this process is to ensure that the instructor fully accommodate the student in a confidential manner.

Late Policy for Assignments: An assignment that is 1 day late receives a 5 percentage point penalty (Thursday by 5:00 p.m.); 2 days late a 10 percentage point penalty (Friday by 5:00 p.m.); 3 days late a 15 percentage point penalty (Monday by 5:00 p.m.); 4 days late a 20 percentage point penalty (Tuesday by 5:00 p.m.); 5 days late a 25 percentage point penalty (Wednesday at start of class the week following assignment due date). No papers will be accepted later than the start of class following the due date except under unusual circumstances. This policy is used in fairness to all those who turn in assignment on time.

VI. ORGANIZATION OF COURSE

Session 1: Expectations, overview and introduction of course material

What can students and the instructor expect in a core course on program and resource development? How does program and resource development contribute to improving the quality of human services thereby impacting on social problems? What are the benefits of planning?

Session 2: Idea generation

What is my basic idea or conception of a response to an organizational, human or community needs my agency faces?

Readings: Chapters 1-3 in Schram, Chapter 1 in Kettner, Moroney & Martin
Tool kit application on idea generation strategies

Session 3: Problem Analysis

What is the problem that will be addressed through the intervention? How does the problem definition affect the planning process? What are the politics of problem definition with respect to populations at risk and social and economic justice?

Readings: Chapter 2 in Kettner, Moroney & Martin
Tool-kit application on problem identification

Session 4: Need Identification

How do I convert the problem into one that requires programmatic or intervention response? How can I frame and analyze the problem for a new or existing program?

Readings: Chapter 4 in Schram, Chapters 3-4 in Kettner, Moroney & Martin

Session 5: Programmatic or Intervention Ends

What is the form and substantive content of the programmatic or intervention response? Where do I get the knowledge to shape the framework of a program or intervention? What are the ends

of the program or intervention? What should it produce? How are anticipatory actions different for a new, an elaboration model or existing program?

Readings: Chapter 5 in Schram,
Tool-kit application on developing problem statement/ends statement

Session 6: Programmatic or Intervention Logic

How do I create a modularized, componential, and proceduralized design of the intervention? What are “best practices” and how are these translated into program design? What is the means strategy?

Readings: Chapter 5 in Kettner, Moroney & Martin
Tool-kit application on translating best practice research into program guidelines (creating templates), identifying intervention strategies and inputs

Session 7: Programmatic or Intervention Logic

What is the logic of the program or intervention? What are the elements of a program? What is the program hypothesis?

Readings: Chapter 7 in Schram, Chapter 6 in Kettner, Moroney & Martin
Tool-kit application on developing logic models

Session 8: Programmatic or Intervention Logic

How do I plan to implement the programmatic or intervention plan? What inputs are needed? How do I integrate the program or intervention into its host organization?

Readings: Chapter 7 in Kettner, Moroney & Martin
Tool-kit application on developing implementation plans

Session 9: Application of Technology to Convey Program Idea and Logic

How do I convey my idea and program logic using software and other technical applications?

Class will meet in computer lab.

Session 10: Quality Management

What is my conception of the quality of the program or intervention and how do I plan to manage its quality over time? How is quality defined within social, cultural and interactional contexts?

Readings: Review Chapter 7 in Kettner, Moroney & Martin
Tool-kit application on defining “quality”

Session 11: Quality Management

What is total quality management? How is quality integrated into inputs, throughputs and outputs of an intervention?

Session 12: Evaluation Strategies

How will I approach the evaluation of the program or intervention in relationship to the determination of its merit and worth?

Readings: Chapter 8 in Kettner, Moroney & Martin
Tool-kit application on developing an evaluation strategy and integrating quality dimensions into performance measures

Session 13: Evaluation Strategies

How will I approach the evaluation of the performance, outcome, and effectiveness of the program or intervention based on the maturity and context of the program?

Readings: Chapter 11 in Kettner, Moroney & Martin

Session 14: Revisions, Next Steps and Course Evaluation

VII. ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching-learning process.

VIII. COURSE OUTLINE AND CALENDAR

The preceding outline is the schedule for class meetings, with reading assignments for each. Readings should be completed in advance of class, to permit participation in discussion. For each class session, the syllabus lists one or more questions intended to guide students in completing the readings and preparing for class.

IX. GRADES AND ASSIGNMENTS

Students can earn a total of **575 points**.

Grading ranges are:

A	96 – 100%	B-	76 – 80%
A-	91 – 95%	C+	71 – 75%
B+	86 – 90%	F	70 or lower
B	81 – 85		

1. Concept paper (50 points) (3-4 pages)

Students will prepare a paper organizing and communicating their initial program or intervention development idea. The concept paper addresses the following points:

- A. Define an idea relating to an organizational, human or community need in collaboration with colleagues within the agency.
- B. Evaluate the idea in relationship to agency values, mission and purpose.
- C. Evaluate the idea in relationship to agency strategy and plans.

2. Problem Analysis and Need Identification (125 points) (7-9 pages)

Students will prepare a written statement of the problem and need that will frame their program or intervention plan. It should be well documented. Establishing the problem strategy includes:

- A. Describe the problem in terms of who is negatively affected and the costs that the problem creates.
- B. Describe the problem in terms of need (e.g., rates of under treatment, Bradshaw's typology of need).
- C. Identify the key variables that create and perpetuate the problem and its scope and severity. Identify and elaborate the process that creates the problem.
- D. Explain the agency's view of the problem; that is, what they believe and how they experience the problem (problem theory).

3. Programmatic or Intervention Ends (50 points) (3-4 pages)

Students will prepare a written statement of the ends the program or intervention seeks. It will:

- A. Identify an innovation (the program) the agency requires in order to make an impact on the problem.
- B. Create a vision of the innovation that inspires and motivates key organizational stakeholders (one method is to identify the benefits it will create for its users).
- C. Develop goal statements for your program; that is, what is the long term aims of the program.
- D. Identify the intermediate and final outputs and outcomes that the innovation should bring into existence.

4. Programmatic or Intervention Logic (200 points) (15 pages)

Students will prepare a statement that describes the means strategy or how the program intends to address the problem. This section communicates the following:

- A. Identify relevant best practices (highly desired processes or procedures) or the state of the art in responding to the problem or class of problem.
- B. Create templates that help translate best practices into intervention or program procedures (include in appendix or, if brief, insert in text).
- C. Describe the users of the intervention and identify what they need to achieve the outcomes the program or intervention seeks to bring about.

- D. Describe principal components of the intervention and elaborate on the processes and practices that compose each of the components.
- E. Identify key staff positions and describe their role in the program. Identify the requisite knowledge, training, skills, and competencies of major positions and prepare job descriptions for these positions (include in appendix).
- F. Identify the principal implementation objectives of the intervention or program for its start-up-launching, implementation and stabilization (refer to implementation plan in appendix).
- G. Identify an intervention theory guiding the program or intervention and describe in narrative form.
- H. Create a logic model that illustrates the relationship between your assumptions, goals, objectives, practice and procedures, and resources needed to achieve your program mission (include in appendix).
- I. Integrate the problem statement, ends strategy and means strategy (assignments 2, 3, and 4) into a written document.

5. Quality Management Strategy (75 points) (6-7 pages)

Students will present a plan for how they will manage the quality of their program or intervention.

- A. Define conceptually and operationally what quality means within the context of the program or intervention using the expectations of users, internal groups (staff, board members), and external groups (funders, community).
- B. Establish the principal quality policies of the program or intervention. These may be external standards or internal rules to guide the program.
- C. Operationally define how the quality of all inputs will be managed.
- D. Operationally define how the quality of all program components will be managed.
- E. Operationally define how the quality of all outcomes will be managed.
- F. Describe how all members of the program or intervention will be involved in the quality management process including how improvement issues will be identified and resolved.

6. Evaluation Strategy (75 points) (6-7 pages)

- A. Return to the ends strategy and re-identify the principal ends (goals and objectives) of the program or intervention.
- B. Decide on the rigor (design) of the evaluation.
- C. Based on the rigor of the evaluation, create a product-oriented evaluation plan addressing outcomes, effects, or impact of the program or intervention.
- D. Create a performance-oriented evaluation plan, focusing on implementation objectives, managerial achievements, and managerial activities.
- E. Create a process-oriented evaluation plan focusing on intervention or program processes.
- F. Create a plan for utilization of evaluation findings and their use in quality management, project implementation, and project design decisions.

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