

**INDIANA UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**S647 PROGRAM PLANNING AND DEVELOPMENT (3 Credits)**

**Instructor's Name: Dr. Theresa L. Roberts, ACSW, LCSW**

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**Semester Year: Spring, 2001**

**Section No.: R150    Monday 1:00 p.m.-3:40 p.m.                      Room: ES 2104**

**Office Hours: Monday & Thursday 11:00 a.m.-12:45 p.m.**

**I. COURSE RATIONALE AND DESCRIPTION**

In relation to other MACRO Practice courses, this advanced course is focused upon integrating skills in program planning, proposal development, budgeting, evaluation, and personal presentation of a professionally prepared proposal. Each student will create his or her individual program and provide mutual support for colleagues through collaboration in small work groups of three to five persons. These Ujima Groups (Swahili for collective work and responsibility) are designed to facilitate mobilization of creative resources, critical thinking, and promote collective problem solving. The Ujima Groups provide a stimulating forum for testing out ideas and receiving consultation on the problem definition; literature review; assessment of strengths, resources, and needs; mission, goals, and objectives; program design; implementation plan; evaluation plan; budget; and, peer review of individual proposals.

Predominate themes for the course relate to social work ethics and values, diversity, populations-at-risk, oppressed populations, and social justice. Students will assess these issues in relation to: (1) current social policies relevant to their topic; (2) unmet social needs within the social service delivery system; (3) opportunities to promote social and economic justice through social planning; (4) sociodemographic statistics, prevalence, and trends; (5) social work ethics and values which guide the planning process; (6) political realities involving diverse special interest groups and populations-at-risk; (7) availability of financial resources and funding opportunities; and, (8) status of current and/or potential technologies needed to adequately address the designated social issue, opportunity, or problem.

Program topics may address any area of social work practice and may propose societal, institutional, community, group, family, and/or individual interventions. Students are encouraged to explore and create innovative programs which emphasize social justice and advocacy, build upon strengths perspectives, operationalize empowerment of and collaboration with diverse consumer groups, develop cultural competencies, facilitate coordination and collaboration within and across social service delivery systems, promote prevention and community integration, incorporate client-centered management, and promote progressive

themes in contemporary social work practice.

This course incorporates both didactic and experiential learning. The format will include mini-lectures, discussion, simulations, readings, written assignments, and small group exercises, and student presentations. The structure of each session will include opportunities for students to work on their individual proposals, meet with their respective Ujima Groups, present their ideas to the class, and receive feedback from colleagues and the instructor.

## II. OBJECTIVES

In this course, students are expected to demonstrate achievement of the following objectives:

1. Demonstrate both skill and knowledge of program design by producing a program plan which reflects competency in developing the following components
2. Demonstrate the ability to persuasively present a program proposal to a review panel for either political, governmental, or financial approvals
3. Understand and analyze the nature of social planning in relation to social policy and program choices in one area of social services delivery specialization
4. Critically analyze and build upon opportunities to promote social and economic justice through planning
5. Evaluate and interpret the impact of social planning choices on people of color, women, lesbians and gay men and other populations-at-risk, as well as those groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability
6. Apply cultural competence principles in the program development and review process
7. Critically examine the implications of the NASW Code of Ethics for program planning and development
8. Apply appropriate strategies for resolving ethical and values dilemmas which emerge during the program design process
9. Demonstrate the ability to identify, systematically evaluate, and initiate relationships with private and public sources of financial support, grants, and contracts

### III. CONTENT OUTLINE & READINGS

#### TOPIC 1

"Introduction to Course & Ujima Groups" Initial discussion of proposed topics. Initial development of Ujima groups. Exercise on topic development. Roleplay and activity on words of wisdom from prior classes. Student survey of learning opportunities. Analyzing and responding to RFPs (requests for proposals). Organizing the table of contents for your proposal and establishing files.

Coley & Scheinberg- Introduction, Chapters 1,2, & 3. Kettner, Moroney & Martin- Introduction & Chapter 1.

#### TOPIC 2

"Planning Values & Ethics in a Diverse Society" Exercise on values, ethics, diversity, and cultural competency. Group activity on synthesizing competency, ethical, and planning principles. Case examples of opportunities for planning with people of color, women, lesbians and gay men, and groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability. Confirmation of Ujima Groups & Topics.

Bring NASW Code of Ethics and two contemporary articles on model programs from the Internet or scholarly journals.

Gummer, B. (1995). Social planning. In R.L. Edwards & J. Gary Hopps (Eds.), Encyclopedia of social work (19<sup>th</sup> ed.) (pp. 2180-2186). Washington, DC: NASW.

Miller, T. (1993). Cultural competence in grantsmanship. Indianapolis, IN: H20 Publishing & Consulting.

National Association of Black Social Workers. (2001). Code of ethics. Detroit, MI: NABSW.

Roberts, T. L. (1995). African American gay males with HIV/AIDS: Building upon cultural capacities to survive. Journal of Gay & Lesbian Social Services, 2(3/4), 75-87.

Zuckerman, A. J., & Simons, G. (1994). Is our vision broad enough? Sexual orientation in the workplace: Gays, lesbians, bisexuals & heterosexuals working together (pp.3-1 -3-18). Santa Cruz, CA: International Partners Press.

#### TOPIC 3

"Human Services Planning Paradigms and Essential Components". Handouts from Lofquist & Associates for Youth Development on Technology of Prevention: A Systematic Approach to Involving Community Groups in Planning.

Yankey, J. A. (1995). Strategic planning. In R.L. Edwards & J. Gary Hopps (Eds.), Encyclopedia of social work (19<sup>th</sup> ed.) (pp. 2321-2327). Washington, DC: NASW.

## TOPIC 4

"Introduction, Mission, Problem Statement, Assessment of Strengths, Resources, & Needs". Coley & Scheinberg- Chapter 3; Chapters 4 & 8. Kettner, Moroney & Martin- Chapters 2, 3 & 4. Explore contemporary models for discovering community assets, capacities, opportunities, and perceptions of needs.

## TOPIC 5

"Goals & Objectives". Coley & Scheinberg-Chapter 5. Kettner, Moroney & Martin- Chapters 5 & 6. Handout - Mission, Hypothesis, Goals, Objectives Worksheet. Create the essential foundations of the program plan.

## TOPIC 6

"Social Planning: Opportunities for Prevention and Advocacy for Social and Economic Justice" and "Collaborating & Negotiating with Consumers, Constituency Groups, & Community Organizations, & Agencies". Handouts on Collaboration, Building Alliances, Animation/Mobilization, & Negotiation from Strengths and Empowerment Perspectives. Handout on L.B. Schorr (1989). Within Our Reach: Breaking the Cycle of Disadvantage and I. M. Cutler (1999) Why Good Programs Fade Away.

## TOPIC 7

"Methods, Implementation, Organizational Structure, Staffing, Timetable, Management Information System, Marketing Plan". Coley & Scheinberg- Chapter 6 & Appendix A. Kettner, Moroney & Martin-Chapters 7 & 8. Handout on NASW Standards for Personnel Practices.

## TOPIC 8

"Evaluation Plan: Integrating Qualitative and Quantitative Strategies". Coley & Scheinberg- Chapter 6. Kettner, Moroney & Martin-Chapter 11. Bring two articles on model program evaluation.

## TOPIC 9

"Budgeting Systems & The Funding Environment" Coley & Scheinberg-Chapter 7, Appendix B. Kettner, Moroney & Martin-Chapters 9 & 10; Appendix. Bring funding resources references & budget worksheet. Explore IUPUI Library Philanthropic Collection. Handouts on Foundation Resources.

## TOPIC 10

"Supportive Materials & The Finishing Touches" Coley & Scheinberg-Chapters 8. Handout on The Finishing Touches.

## TOPIC 11

"Peer Review & Critiques". Handouts on Grantsmanship Center Peer Review and Formal Presentation of Program Plans. Model Presentation by Guest Lecturer.

## TOPIC 12

"Where Do We Go From Here?" Editing Your Program Plan to Fit Funders' Requirements: Next Steps When Your Proposal Is/Is Not Funded. Reflections on Planning Process: Ethical, Diversity, and Advocacy Issues and Opportunities. Course summary and evaluation.

## REQUIRED AND RECOMMENDED TEXTS

### Required Texts:

Coley, Soraya M. & Scheinberg, Cynthia A. (2000). Proposal Writing. Second Edition  
Thousand Oaks, CA: Sage.

Kettner, Peter M., Moroney, Robert M., & Martin, Lawrence L. (1999). Designing and Managing Programs: An Effectiveness-Based Approach. Second Edition. Thousand Oaks, CA: Sage.

Supplemental readings will be assigned and/or recommended during class sessions.

## IV. COURSE FORMAT & ASSIGNMENTS

Complete instructions and evaluation criteria for each assignment will be distributed in advance.

### 1. Section I Draft - 15 Points - Due February 19

Mock Title Page, Initial Table of Contents; Cover Letter (Blank); Abstract (Blank); Introduction; Vision, Mission, & Values Statements; Issues, Opportunities, & Problem Statements; Assessment of Strengths, Resources, & Needs; Analysis of Ethical & Diversity Issues; Hypothesis; Goals & Objectives Chart. References.

### 2. Section II Draft - 15 Points - Due March 19

Title Page, Updated Table of Contents; Methods: Organizational Parameters & Chart, Governing Bodies, Catchment Area & Site Description; Program Administration & Assurances; Staffing & Volunteer Plans & Policies, Time Table, Program Component Descriptions & Client Processing; Management Information System; Marketing Plan. Updated References.

### 3. Section III Draft - 15 Points - Due April 9

Title Page, Updated Table of Contents; Evaluation Plan: Purpose of the Evaluation; Evaluation Design, Types, & Sources of Evidence; Issues, Utilization, & Implications. Budget & Future Funding: Budget Summary; Budget Detail; Budget Narrative; Future & Other Necessary Funding. Updated References.

### 4. Proposal Presentation - 10 Points - As scheduled April 16, 23, April 30

Abstract - One page, double spaced abstract for each member of the class. The format for the brief presentation and peer review guidelines will be distributed in advance.

5. Class Participation - 10 Points - Ongoing

Individual and group participation, demonstrations, peer review participation, completion of Ujima Group feedback form - Due April 30

6. Final Program Plan - 35 Points – Friday, May 4 by 1:00 p.m.

Revisions of Sections I, II, & III. Final Supportive Materials: Title Page, Updated Table of Contents, Cover Letter, Sample Job Description, Sample Letter of Support, Abstract, Updated References, Appendixes.

V. COURSE POLICIES, EVALUATION & GRADING

All students will have an opportunity to formally evaluate the course and instructor at the end of the term using the required School of Social Work and University standardized evaluation materials. The educational process will be enhanced by ongoing, mutual feedback between students and the instructor.

Each member of the Ujima Group creates an individual program plan which is separate and distinct from others in his or her group. All products will receive individual grades. Each student will complete a group feedback form to assess the technical assistance and mutual support received from and provided to group members. The participation grade will be based on attendance frequency, quality of participation in the Ujima Groups, and quality of interaction in class.

Grading Scale:

98% A+	88% B+	78% C+	68% D+	58% F
95% A	85% B	75% C	65% D	
92% A-	82% B-	72% C-	62% D-	

The guiding principles for the Ujima Groups are derived from a unique configuration of the literature on Empowerment, Diversity, and Feminist macro practice models. Barbara Sher and Annie Gottlieb's (1979) work on mutual project coaching and Dr. John D. Powell and Dr. Deborah Bushway's (1989) workshop series on "Strategies for Completing your Doctoral Dissertation or Master's Thesis" are significant resources on the planning, writing, and consultation processes.

The concept of the Ujima Group originates in Dr. Maulana Karenga's (1977, 1989) work on Nguzo Saba, the Seven Principles of Kwanzaa. Kwanzaa is a non-religious forum for promoting individual and collective empowerment while exploring and affirming African American cultural heritage. The dialogue and collaboration within and among the Ujima Groups will facilitate individual and group learning. The entire class will become a synergistic community which moves through the preparation, incubation, illumination, and verification stages of the proposal development process. The challenges confronted by individuals in creating their program plans will become collective problems to be solved together. Cooperation, interdependence,

productivity, survival of the group, collective responsibility, and supportive relationships will be the overriding values of the Ujima Groups. The class will have numerous opportunities to examine group process, balance individual and group needs, and shape norms to facilitate attainment of mutual goals. This adaptation of the Empowerment, Diversity, Strengths, and Feminist administrative models offers a viable alternative to perspectives which may encourage nonproductive group dynamics.

It is expected that each student will maximize attendance and participation in this course since the teaching techniques include a high degree of student involvement. It is essential that assigned readings, exercises, and papers be completed prior to class. In fairness to students who complete their work on time, ten percent of the total points possible will be deducted for each late day from materials turned in after the assigned deadlines. In case of dire emergency, an exception may be negotiated with the instructor.

The content, organization, and presentation of assignments are as important as the clear expression of ideas. The APA format, as described in the Publication Manual of the American Psychological Association, (1994), will be used as the standard for documentation of direct quotes and paraphrases, preparation, and editing of the manuscript.

Each student is expected to create an original proposal for a new program or substantially modify an existing program model. Students are expected and encouraged to integrate knowledge from other classes, the field, and the literature. Students are not permitted to use exactly the same paper for two classes. Certainly, students are encouraged to build upon their past and current work as they develop their program plans. Collaboration with colleagues and resource persons within and outside the School is an essential part of this process and must be cited. Sample proposals may be reviewed at school, but may not be checked out or photocopied. In keeping with the Indiana University Student Code of Ethics and General Principles and Policy on plagiarism, "any ideas or materials taken from another source for either written or oral use must be fully acknowledged" (Academic Handbook, 1988). Evidence of failure to do so will be addressed in accordance with School and University policies.

Students are strongly encouraged to contact the instructor to discuss concerns regarding educational needs, adaptive services, work groups, and class procedures. Consultation may be provided regarding program conceptualization, content specifications, resource identification, and related areas. Please schedule an appointment whenever you wish to have an extended discussion. Please leave an email, written, or voicemail message if I am not available.