1. Course Description:
Social work programs are focused packages of service delivery whose successful management requires social workers to develop competence to conceive, plan, design, implement, manage, assess and change them. Central technical skills presented in this course teach the student to visualize and concretize program planning & development (e.g., via flowcharting, Gantt and PERT charts and quality management tools). Technical elements of program design are augmented with complementary models and skills, especially those dealing with managing for results vis-à-vis a time deadline, meeting clients’ legitimate requirements, and adapting to changing environments. The relationship of a particular program to other aspects of the agency’s functioning are also considered (e.g., staff and community participation and decision-making, funding, legitimacy and support).

2. Course Content:
This course focuses on developing an understanding of skills needed to conceive, plan design, implement, manage, assess, and change service programs and projects. The course concentrates on single service programs and projects as planned systems of action; its perspective spans the range from that of the program staff member through that of the program director and policy manager.

The course prepares students to undertake activities common to all phases of program development, and to assume independent responsibility for performing tasks associated with at least some of these activities (e.g., documenting program plans, developing initial budgets, program process analysis, and scheduling change). Design, implementation and management processes are conceived as requiring both rational-technical methods and social and political strategies, and the synergy between them is discussed. Specific attention is given to issues in program design and development for
disadvantaged or other special populations, and to gender related elements in program design and service delivery.

The course specifically focuses on management skills needed to plan and implement intra-organizational change in four major areas: (1) agency services, (2) agency technologies, (3) agency structures and systems, and (4) agency staff and other human resources. Barriers to change are surveyed, and approaches and techniques for overcoming resistance are reviewed. Current frameworks for institutionalizing change are discussed, such as total quality management and continuous quality improvement as applied to human service agencies. The interplay of organizational change with the development of agency’s leadership, structure, vision, mission, and organizational culture are considered.

3. Course Objectives:

Upon completion of this course, students will be able to demonstrate beginning competence in the following phases of program analysis & design, implementation, and monitoring:

A. Intra-Organizational Change Approaches: students will apply coherent frameworks to analyze, plan, implement, monitor and initially evaluate incremental and radical change within a human service organization program, including:

1) Analyze typical barriers to change and demonstrate techniques that can be used to overcome such resistance;

2) Describe a sequence of elements typically required for a successful change effort, and necessary subroutines, (e.g., plan-do-check-act).

3) Describe, execute, and present simple, empirical, visual representations of current conditions in the organization (e.g., scatter diagrams, Ishikawa “cause-and-effect” charts, Pareto charts,), new visions of change (e.g., flow-charting, force field analysis), the monitoring of change (e.g., control charts), and the evaluation of change (e.g., customer satisfaction surveys).

B. Program Analysis & Design:

1) Describe and analyze the organizational and market environment within which proposed programs would operate;

2) State and analyze component parts of a program as a system;

3) Present a program in terms of its goals, objectives, activities, tasks, and expected outputs and outcomes;

4) Employ various assessment tools for understanding program components and procedures (including but not limited to flowcharting and ecological mapping);
5) Describe the job tasks of staff members and allocate their time in terms of program and function.

C. Program Implementation:
1) List the major steps involved in designing and implementing a program change;
2) Compare the change process as a rational problem-solving activity and as a socio-political process;
3) Design a schedule of activities necessary for the implementation of a new program or program change.

D. Program Monitoring and Evaluation:
1) Identify monitoring procedures appropriate to particular types of program technologies and phases of program processes;
   a. Specify approaches to assure required levels of quality assurance;
   b. Propose improved procedures and ways that can be adapted for direct use by program staff.
2) Identify and apply relevant concepts and tools from continuous quality improvement approaches to enhance program functioning and service.

E. Ethical Conduct of Those Who Design, Implement & Monitor Programs
1) State and apply aspects of the Social Work Code of Ethics that are germane to the development, implementation and monitoring of social programs, including, but not limited to issues of client confidentiality, referral of clients into and of a program, accessibility and treatment of special populations, and inter-disciplinary cooperation.

4. Course Design:
This methods course will incorporate: lectures, small group discussion and skill-building exercises, role plays and simulations, case examples, and guest lecturers as available and appropriate.

5. Relationship to the School’s Four Curricular Themes

- **Multiculturalism & Diversity.** Students are made aware of their overt and covert assumptions about the needs, responsiveness and behavior of various client groups and other program participants, and are encouraged to critically examine such assumptions and their expression in the processes of project planning, execution and monitoring. Examples of particular phases of program
development in which such an examination is particularly germane may include: outreach, recruitment and staff development, auditing of agency cultural competence, organizational cultural competence, and staff recruitment and development.

- **Social Change & Social Justice.** Implications of a particular program’s planned goals and objectives—and well as their proposed implementation—in facilitating or limiting more humane social change and social justice will be an integral part of the course. Examples of possible topics include: accessibility of services, and “creaming” clients in an environment of managed care.

- **Promotion, Prevention, Treatment & Rehabilitation.** Examples of human service programs to provide services along a continuum of care are included in the course. Particular challenges in each type of program above in terms of program design, implementation and monitoring are discussed.

- **Social Science Theory & Knowledge:** Models, approaches and examples of program design, implementation and monitoring are drawn from the literature in organizational sciences, and students are encouraged to constructively apply such theory and knowledge in a systematic fashion to their own analyses.

**6. Relationship of Course to Social Work Ethics and Values**

Students learn to examine the implications of program design, implementation and monitoring in terms of social work ethics, (including collegiality, confidentiality, attention to the needs of clients, appropriate referral procedures), and to design, implement and monitor programs and their changes while keeping within and embodying social work ethics. (See course objective D. above).
7. **Textbooks & Course Materials:**


Books are available at local bookstores, and many of them are on reserve at the Social Work Library.

8. **Grades**

Grades will be determined on the basis of performance. Letter grades will be allocated as follows:

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<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>100-99</td>
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<td>B-</td>
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<td>C+</td>
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<td>D+</td>
<td>&lt;69, etc.</td>
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9. **OFFICE HOURS AND COMMUNICATION with INSTRUCTOR**

Office hours by appointment, or else other mutually convenient times by appointment.
E-mail: jjmartin@umich.edu
Phone: (734) 994-4593 (home with voice mail)
Office: 2760 SSW Bldg.
10. Course Source Materials

A. Some Books & Articles of Interest:


Course Schedule

A. Current Issues in Social Service Programs; Problem Analysis/ Strength & Needs Assessment.

Week 1. Jan. 9 - Overview of course, introductions

Week 2. Jan. 16 - Transitions & Managing Transitions. (Bridges)
Lecture/Discussion

Week 3. Jan. 23 – Organizational Learning. (Gill) Part 1 and Part 2 (pp. 1-91)
Lecture/Discussion

Week 4. Jan 30 – Organizational Learning. Part 3 and Part 4 (pp. 92 – 135)
Lecture/Discussion

Week 5. Feb. 6 – Designing and Managing Programs – (Kettner) ch 1,2&3
TQM in Human Service Organizations (Martin) ch 1,2&3
Bring completed assessment forms to class – ch 1 in Kettner & pp. 8 in Martin

Week 6. Feb. 13 – Designing and Managing Programs – (Kettner) ch 4

B. Planing, Designing and Tracking the intervention.

Week 7. Feb. 20 – Designing & Managing Programs – (Kettner) ch 5&6
TQM in Human Service Organizations (Martin) ch 4
Goal statements, outcomes, activities, service units,

Week 8. Feb. 27 – Spring Break – no class

Week 9. March 6 - Designing and Managing Programs – (Kettner) ch 7 & 8
TQM in Human Service Organizations –(Martin) ch 5
Customer Satisfaction Surveys- Flowcharts

Week 10. March 13 – Designing and Managing Programs – (Kettner) ch 9& 10 & Appendix
Budgeting & Evaluation Designs

Week 11. March 20 – Presentation and discussion of Assignment # 1.
Common Barriers to Implementation (Force Field analysis)

Week 12. March 27 – TQM in Human Service Organizations (Martin) ch 6
Doing it with Data (Brannen & Streeter) ch 3 of Gummer and McCallion
Understanding and controlling variation – process control charts

Week 13. April 3 – TQM in Human Service Organizations (Martin) ch 7-10
Staffing For TQM (Seaman) ch 4 of Gummer and McCallion.
Ishikawa (Cause and Effect) Brainstorming & Structured Brainstorming

Week 14. April 10 – *Flowcharting the Feasibility of TQM* (Chatterjee & Bailey) ch 8 of G&Mc
Organizational Culture and implementation of TQM/CQI in Human Service Organizations
Assignment # 2. Is due

Week 15. April 17 - Last class – review, evaluate and provide feedback to the instructor.
Assignments

Both of these written assignments are borrowed extensively from Diane K Vinokur. Each is worth 40% of the grade. Class attendance and participation is worth 20% of the grade.

John Martin
Winter 2001

Overview:
There are two written assignments for this course:
(1) Planning of a Social Human Service Program or Change Therein
(2) Quality Improvement of a Social/Human Service Program.

Site: You may use the same of different programs for each assignment. You may use your field placement, or another program with which you have worked or volunteered. If you are still at a loss, then you may use the U-M School of Social Work or other educational experience with which you are familiar.

Participants: Students may work by themselves or in a group including up to three students. If they have a partner or trio, they all receive the same grade on the assignment.
Assignment number 1 is due March 20th, 2001.
Assignment number 2 is due April 10th, 2001.
Each assignment is worth up to 40 points.
Class participation is worth up to 20 points.

Assignment #1 - Planning of a New Social/Human Service Program or Change in a Current Program
Assignment # 1 is due March 20.

Purpose: The purpose of this assignment is to give students experience in expressing in writing a plan for initiating a new social program or change in a current program. Such experience is useful in proposal preparation, presentations, and testifying to community groups and decision-makers regarding the need to provide services, make necessary policy changes, and improve the quality of life in communities. This assignment allows you to demonstrate your ability to apply what you have been learning in class and in assigned readings.
**Task:** Think about a social change that you want initiated. It can be a new program within an agency with which you are familiar, or else a major change in a current program in an agency (e.g., to begin providing services to an additional target population, to offer much more comprehensive services, to significantly enhance the cultural competency of the program being offered).

To begin you should write down your name and initial topic on a piece of paper. For example, "voter's registration project in my neighborhood". "Teen suicide prevention course at local high school I attended", "Midnight basketball program for neighborhood's school drop-outs", "New counseling service for lesbian, bisexual and gay youth runaways", "Hotline for rural victims of domestic violence", "Support group for adolescent alcoholics", "Family Information & Referral for Parents with AIDS", or "Outreach to Families Caring at Home for Family Members with Alzheimer's Disease". By the end of next session, you should have established your groups, if you choose to be in one.

**Outline:**

I. **Population & Problem:** provide a brief overview and cite available data; state the problem and the type of need it reflects.

II. **Analyze the Problem:** from a brief literature review, describe the history, relevant theory, research, evaluation and practice findings; ethnic, gender and target population perspectives, and etiology. Relate the relevance of this problem to the stated mission of the agency.

III. **State your Intervention Hypothesis.**

IV. **State your change approach and why you have selected this approach.**

V. **Define Main Participants Needed for the Change to Be Implemented e.g.,** Agency professional and support staff, volunteers, board members.

VI. **Discuss the agency's readiness for implementing the change:** include openness to change, anticipated responses, available resources, and within agency opposition. (This part 'incorporates a force field analysis (measures/countermeasures)).

VII. **State goals and objectives:** Develop a set of at least two goals. State at least one intermediate and one ultimate outcome objective of the two goals. (Recall that a complete objective, whether outcome or process, has four parts: (1) a time frame, (2) a target, (3) a result, and (4) a Criterion for measuring or documenting the result (Kettner, P.M., Daley, J.M. and Nichols, A.W. (1985). *Initiating Change in organizations and communities*. Monterey, CAL: Brooks/Cole.)

VII. **For at least one of the outcomes above, develop three process objectives** (i.e., develop the intervention, develop, reproduce and distribute training materials; recruit participants, find a suitable site for intervention, implement the program, evaluation the program)
VIII. **Make a schedule (using a Gantt chart)** for one of the process objectives that incorporates a list of necessary activities, the person responsible and the time frame.

IX. **Include a preliminary budget of the costs of this program and the expected cost of a unit of service and of an output (or service completion).**

**Grading Criteria:**
1. Clarity of problem statement
2. Thoroughness and documentation of problem analysis
3. Logic of intervention hypothesis, bases on the problem analysis
4. Thoroughness of identification and responses to change
5. Clear statement of realistic goals, complete statement of objectives, clear and realistic statement of necessary activities.
6. Well-planned, realistic schedule and budget.
7. Well-written and formatted; clear, concise, and appropriate language and usage.

All the course-based skills you need to successfully complete this assignment will be obtained through the readings and class sessions. If you wish to read another example of a planned social change, see Netting, F. E., Kettner, P. M., and McMurtry, S. L. (1993). *Social Work. - Macro Practice*, New York: Longman, A third example is the PREPARE/IMAGINE model developed in Kirst-Ashman & Hull, *Generalist Practice With Organizations and Communities*, 1997, Nelson -Hall Inc. Chicago. See especially chapter 3.

**Due Date:** The first assignment is due March 20th. It will be presented in class and discussed. Assignment # 1 is worth up to 40 points.
Should take to complete Assignment 2.

B. Your paper should be submitted as a memo to the relevant decision-maker(s) in your agency that could implement your suggested process improvement (e.g., department head, CQI Council, director, division head, customer relations representative). This decision-maker is quite new to the job, however, so be sure that you ‘spell things out’ so that they can be understood by someone not that familiar with your agency.

C. You will be describing your concerns and presenting the data that you have collected that inform your recommendation for improvement.

D. Format: Please double space.

E Length: The text should be approximately 8-10 pages double-spaced (This page count does not include diagrams, graphs and charts). You will not be penalized if it is longer or shorter, since the length may well depend on the problem and situation you are describing, but try to be concise.

F. Criteria for Evaluation will include:
   1. Appropriate choice of a process for improvement
   2. Demonstration that it is indeed a problem area for your agency or setting and why (what customer is not being well served?)
   3. Appropriate use of at least one TQM tool for each step described below (or an adequate explanation of why this information could not be obtained, but what you think you might get if you could).
   4. Clarity, conciseness of expression, clear formatting, proper spelling, usage and citation.

11. **STEP 1: Reason for Improvement**

   A. Objective: Identify a problem area and the reason for working on it. E.g. service or lateness, noncompliance with standards, particular kind of customer dissatisfaction, under-service, lost referrals)

   B. Key Things to do:

   I. Research the problem area; for example:
      a) Review departmental indicators
      b) Survey internal / external customers
      c) Interview individuals from the work area
   2. Consider customer needs to help select your theme
   3. Choose an indicator to track the problem (see is it really a problem?)
   4. Determine how much improvement is needed
      a) Consider professional social work and other professions’ standards of practice
      b) Consider legitimate requests of customers
   5. Show the (current or potential) impact of the problem for your agency or department (e.g., lose clients; lose hard-won resources such as money, volunteers, staff, other resources; lose accreditation, legitimacy, or reputation in the community).
   6. Describe the activities that need to be done for improvement
   7. Schedule for your team the quality improvement activities that should be done (Gantt chart can be used).
   8. Describe the (current) procedure used in the problem area.
C. Helpful tools / techniques to use:
1. Control Chart: shows what's happening over time and if there may be special causes that are creating problems and getting this process "out of control".
2. Graph - shows the situation over time, or in various sites
3. Flowchart of process - shows (1) whether there is clarity about the process and it can be drawn, or if there are questions about what's actually supposed to happen; (2) when redrawn, it suggests where there may be possibilities for improvement.

D. Things for which to check:
1. The criteria for selection of the problem area were customer oriented.
2. The indicator correctly represents the problem area chosen
3. The need for improvement was demonstrated using data
4. A schedule for completing the steps for improvement was developed.

STEP 2: Current Situation

A. Objective: To select a problem and set a target for improvement

B. Key Things to do:
1. Collect data on all aspects of the theme that you can (e.g., if you're studying clients arriving late for appointments, document their actual and scheduled arrival times, interview some clients about any difficulties they have in arriving on time).
2. "Stratify" and Look at the problem from various viewpoints (e.g., client's, professional's, cleaning crew, funder, politicians, administrators, direct practitioners, and so forth as relevant).
3. Select a problem from this stratification of the problem area
4. Identify the customer's valid requirements.
5. Write a clear problem statement that addresses the gap between the current and targeted values.
6. Utilize the data to establish a target

C. Helpful tools / techniques to use-
1. Pareto Diagram
2. Histogram
3. Graph
4. Checksheet (shows how often something does or does not happen)
5. Control Chart

D. Things for which to check:
1. The situation was stratified to a component level specific enough to analyze
2. Customer's valid requirements were identified
3. Problem statement addressed the gap between the current and targeted values
4. The methodology in establishing goals/targets was identified.
IV.  **STEP 3: Analysis**

A. Objective: Identify and verify the root causes of the problem

B. Key Things to do:
   1. Perform cause/effect (Ishikawa or "fishbone") analysis on the problem
   2. Continue analysis to the level of actionable root causes
   3. Select the root causes with probable greatest impact
   4. If possible, verify the selected root causes with data

I. C. **Helpful tools / techniques to use-**
   1. Cause/effect (Ishikawa or "fishbone") diagram
   2. Checksheet
   3. Pareto Diagram
   4. Histogram
   5. Graph

D. Things for which to check:
   1. Cause & effect analysis was performed on the problem
   2. Root causes were taken to an actionable level
   3. Root causes with probably greatest impact were selected
   4. Data was used to verify the root causes if possible.

V. **STEP 4: Recommendations:**

A. State what you think your agency should now do, given the analysis you have performed
   1. Brainstorm with your team some possible improvements.
   2. Vote on the ones that you think are most effective, efficient and feasible.

B. List several action steps that should be taken that address the problem area and could lead to its improvement. Including:
   1. Who needs to be involved?
   2. Who needs to talk to whom?
   3. What needs to be tried out?
   4. What TQM tools you would recommend to use to measure the change?
   5. Who will make a report and when?
   6. Anything else you want to tell the decision-maker about the pros and cons of using the quality improvement approach you have presented.