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 services 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 using logic models;
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 Shaman Drug Bookstore and 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:

<table>
<thead>
<tr>
<th>100-99</th>
<th>98-94</th>
<th>93-90</th>
<th>89-87</th>
<th>86-83</th>
<th>82-80</th>
<th>79-77</th>
<th>76-73</th>
<th>72-70</th>
<th>&lt;69, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
<td>C</td>
<td>C-</td>
<td>D+, etc.</td>
</tr>
</tbody>
</table>

The final grade in the class will be a weighted average of all assignments. Rounding of decimals is done by the EXCEL spreadsheet program. For details of the grading criteria and practices of the U-M School of Social Work, kindly consult the *Student Guide to the MSW Program* distributed to all students, and the UM-SSW *Faculty Handbook*. Details on assignments and their weights will be distributed separately.

9. **Office hours and communication with instructor**

Office hours: By appointment.
E-mail: creekmor@umich.edu
Phone: (734) 662-8077 (leave a message if necessary)
Office: 2760 School of Social Work Building
Listserv: w2-mhs-660-001@umich.edu (email to everyone)

1. E-mail: My address is creekmor@umich.edu. I check it daily. Other than talking face-to-face, E-mail is the most reliable method of communication, all things being equal.


3. Other Messages: Put materials in an envelope addressed to me by name, and place in the slot of the mail room door (first floor). Do **not** leave materials at my office at the SSWB.
4. **Office Hours**: 2760 SSWB by appointment only. If we have an appointment and you know I will be there, you can call 763-2339. Otherwise I do not use this office or phone and do not check the phone for messages. Use E-mail or the home-office phone above (662-8077) if you wish to contact me.

5. Students who are absent for religious holidays or for any other reasons should ask classmates to take notes and/or pick up handouts to make up for any content missed.

6. Students should keep copies of all assigned work submitted for credit. In case it goes missing, I will ask you to resubmit the work.

7. Students should submit work only in printed form. Before submitting faxes or electronic files, you should get my agreement first. Sometimes MSWord programs differ enough to make file transfers unreliable.

8. Any agreement or special arrangement should be confirmed in writing either through a brief memo or an e-mail message.

**10. Grading**

There are **100 points to be earned for this course as follows:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Proportion of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and class participation</td>
<td>20</td>
</tr>
<tr>
<td>Group presentations of readings</td>
<td>20</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>30</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

a. Attendance and participation: Before 9/21, week 3, I will develop a Coursetools website which will serve as a forum for the class between sessions. I will make announcements, submit information, but more specifically, I will submit observations and questions regarding every set of readings on the Coursetools website by the Friday before the Tuesday class. You will be expected to read others’ responses and to respond yourself on the website by the **Sunday before the Tuesday class**.

It is your responsibility to obtain information about the classes that you miss from others in the class. I consider both attendance and participation important. If you want to boost your class participation you may schedule a short special presentation, even in writing, that can help to focus for class discussion.

b. Class presentations. On the first day we will divide into four groups with no more than five members each; this group is responsible for presenting readings for two sessions during the course. I will offer some guidance to each group (either through a brief class meeting, an email or a designated group member) so that your and my presentation will be coordinated. Your group may be as creative as you wish, but the point is to involve as many people as possible in a serious **discussion** (dialogue) about the key issues in the reading. (Please do not just present the contents of the readings. I will help you develop an approach that will build a discussion among class members around the readings.) Your group should address the messages and
comments from the Coursetools website that class members have submitted you receive from me and your fellow classmates. The group will receive the same number of points. Your presentation should be limited to 30 minutes.


e. Assignment #1: See attached.
d. Assignment #2: See attached.

11. **Course Source Materials**

**A. Some Books & Articles of Interest:**


**B. Journals**

- Academy of Management
- Administration in Social Work
- Administrative Science Quarterly
- Nonprofit and Voluntary Sector Quarterly
- Journal of Nonprofit and Public Sector Marketing
- Administration and Society
- Nonprofit Management & Leadership
- Social Service Review
- Social Work
- Voluntas

**Available at:**

- (Sch. of Bus. Admin. Library)
- (SW Library)
- (Sch. of Bus. Admin. Library)
- (SW Library)
- (Graduate Library)
- (Sch. of Bus. Admin. Library)
- (SW Library)
- SW Library
- Plenum Press (on order)
<table>
<thead>
<tr>
<th>Date Monday</th>
<th>Topic</th>
<th>Tools Used and Class Activities</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 8</td>
<td><strong>Overview</strong> of course Introduction to Social Programs Distribute Tyler article.</td>
<td>Review student experiences in organizations. How do you perceive, know and understand organizations? Identify a group for Assignments #1 and #2.</td>
<td>• Exercise: Social control and cooperation in organizations</td>
</tr>
<tr>
<td>2 Jan 15</td>
<td><strong>Participation</strong> in organizations across various strata in organizational systems</td>
<td>Systems theory and psychological models. Can psychological models of behavior be applied to the behavior of participants in organizations? How do you motivate participants in professional organizations? Through incentives, sanctions, personnel systems and individual contracts, or by participation? How are public and private systems different?</td>
<td>• Tyler. “Why people cooperate with organizations”  • UI (2001). Making Results-Based State Gov’t Work. Chs. 2, 4, 5.</td>
</tr>
<tr>
<td>3 Jan 22</td>
<td><strong>Assessment</strong> of Needs and Assets Distribute #4 readings</td>
<td>Assessment measures; resources/ strengths vs problem inventories. Can apply methods designed for one type of participant in an organization (service recipients) to other participants (paid staff)?</td>
<td>• Kettner et al., Ch 1, 2, 3 &amp; 4  • Martin, Chs 1-3  • Clark (1998). “Strength-Based Practice …”</td>
</tr>
<tr>
<td>4 Jan 29</td>
<td>Designing <strong>Interventions</strong> for quality improvement; Intervention Hypotheses; Goals &amp; Outcomes</td>
<td>Applying assessments to organizations. Also apply Chs. 2, 4 and 5 from the UI article in session #2.</td>
<td>• Kettner, Chs 5 &amp; 6  • Martin, Ch 4</td>
</tr>
</tbody>
</table>

**Planning, Designing & Tracking the Intervention**

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1 Two days before every class when a dialogue group is scheduled, please send an e-mail to me. See page 7, above for details.
### Designing programs and projects: Logic models.

Logic models: the single most important tool in designing organizational interventions. What happens if nothing goes wrong. Identify the agency and problem for Assignment #2.

3. References: Go to this web site and read about evaluations and logic models.
   - [http://www.bja.evaluationwebsite.org/html/roadmap/basic/program_logic_models/developing_prog_model.html](http://www.bja.evaluationwebsite.org/html/roadmap/basic/program_logic_models/developing_prog_model.html)
   - Also search the internet under “united way” “logic model”

We will practice creating logic models in class using collaborative groups.

### Planning programs and projects: continued

Planning: statement of work (SOW) and work breakdown structure (WBS), Gantt charts, flowcharts


### Week of Feb 19.

Schedule meeting with me and your group for consultation and feedback on Assignment #1.

7 | Feb 19 | Measurement & Management Information Systems | MIS support for TQM. Outputs and routines. Variation |
---|---|---|---|
--- | | | • Kettner, Ch 7, 8 & 11; Martin, Ch. 5 & 6
--- | | | • Assignment #1 due

### Program Implementation, Monitoring & Improvement

8 | Mar 5 | Process and impact evaluations | Independent assessment, outside TQM |
--- | --- | --- | ---|
--- | | | • Mahoney et al (1998). *Drug Court Monitoring, Evaluation and MISs*
9 | Mar 12 | Budgeting Cycles and evaluation | Budgeting & Evaluation Designs How to budget for TQM procedures |
--- | --- | --- | ---|
--- | | | • Kettner, Chs 9 & 10 & Appendix
10 | Mar 19 | Public sector implementation | In what ways are implementations different in public and private agencies? |
--- | --- | --- | ---|
--- | | | • Blummer et al. (1998) “Aspiring to Excellence”
11 | Mar 26 | Understanding & Controlling Variation | Process Control Charts Each group presents their flow chart exercise. |
--- | --- | --- | ---|
--- | | | • Martin, Ch. 6 Brannen & Streeter, “Doing It with Data” (Gummer, Ch. 3)
| Date  | April 2 | Program Improvement Through **Teamwork**, Top Management Commitment & Contractor Involvement | Ishikawa (Cause-Effect) Diagrams; Brainstorming Organizational change and collaboration | - Martin, Chs. 7-10  
- Seaman, “Staffing for Total Quality Mgmt” (Gummer, Ch. 4) |
|-------|---------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| April 9 | Organizational Culture & Implementing TQM in Social Service Agencies | These flowcharts illustrate how TQM depends on organizational culture, values and norms. | - Chatterjee & Bailey. “Flowcharting the Feasibility of TQM...” (Gummer, Ch. 8)  
| April 16 | Class presentations of Assignment 2 | Assignment #2 Due  
Class evaluations | |
| April 23 | Exam / Paper Period | Review Assignment #2 | |