SWK-S 664 Designing Transformational Programs (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXX
Office: XXXX
Email: XXXX
Phone: xxxxx
Office Hours: xxxxxxxxxx

Course Description

This course focuses on knowledge and skills essential for understanding, applying, and analyzing alternative, evidence-based models of program, organizational, and community planning. It is designed to enable students to achieve advanced mastery of the models, skills, and techniques of program planning. There is particular emphasis on inclusive, collaborative planning models that foster empowerment of diverse stakeholders in the planning processes.

The course transcends a focus on the basic technology of program development. It is centered upon applying, analyzing, and evaluating the technology of designing evidence-based planning as a powerful vehicle for organizational, community, and social change. The methods, roles, functions, and values associated with this course emphasize models, themes, and practices that promote cultural competency, advocacy, ethics, and social justice. The students will master knowledge and skills including, but not limited to: creating a social work program grounded in evidence based practices; applying advanced proposal writing skills; identifying funding and other resources; and, analyzing philanthropic trends.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 7: Assess Organizations and Communities

  Social workers understand theories of HBSE and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies (CSWE, 2015 EPAS, p. 9).

- Competency 8: Intervene with Organizations and Communities

  Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (CSWE, 2015 EPAS, p. 9).

Secondary

- Competency 4 : Engage in Practice-informed Research and Research-informed Practice
- Competency 9: Evaluate Practice with Organizations and Communities

Course Objectives

S664-01   Develop an understanding and appreciation of generalist Social Work practice.

S664-02 Comprehend and master cultural competence skills throughout the program design, proposal writing, and grant review process in response to continuous societal change and political Explain the process of the helping relationship in Social Work practice including the evaluation of personal values and the professional use of self.

S664-03 Integrate a range of contemporary planning theories and frameworks, such as innovation planning, strategic organizational planning, and participatory planning, to design evidence-based projects, programs, organizations, and community initiatives.

S664-04 Critically analyze the impact of planning opportunities and demonstrate skill in promoting social and economic justice These populations include people of color, women, lesbian women and gay men, and other populations at risk, as well as those groups distinguished by age, ethnicity, culture, class, religion, region, and other ability groups. Identify the multiple purposes of recording in Social Work practice.

S664-05 Apply perspectives of diverse consumers, community advocates, professionals, volunteers, leadership, policy makers, funders, and other stakeholders to enhance collaborative partnerships in the planning processes.

Course Content

The purpose of Evidence-Based Program Development is to provide students with the tools to design social programs based on the needs of local communities. Students will be exposed to frameworks for selecting, implementing, and evaluating evidence-based programs that meet community needs. Ultimately, each learner will design his or her individual organizational or community program evidence-based, social program and provide mutual support to colleagues.

This course incorporates a constructionist teaching/learning strategy grounded in andragogy principles, which is the Advisory Group. This combines experiential and didactic techniques, including learner reflections, mini-lectures, discussion, simulations, skills demonstrations, readings, written assignments, small group exercises, and presentations. Throughout the semester, each Advisory Group will be responsible for presenting in depth overviews of issues, challenges, strategies, solutions, and exemplars of key program components. These Advisory Groups are designed to facilitate mobilization of creative resources, critical thinking, and promote collective problem solving. The Advisory Groups provide a stimulating forum for testing out ideas and receiving consultation on: conceptualizing the opportunities and issues; literature review; assessment of strengths, resources, and needs; mission, goals, and objectives; program design; implementation plan; evaluation plan; fiscal accountability plan and budget; and, peer review of individual proposals.

The structure of each session will include opportunities for students to work on their individual proposals, meet with their respective Advisory Group (learning community) will present their ideas to the class, and receive feedback from colleagues and the instructor. Learners will be responsible for periodic revisions of their programs in order to ensure continuous, successful progress.

Predominate themes for the course includes social work ethics and values, diversity, populations of interest, oppressed populations, and social justice. Students will critically analyze these issues in relation to: (1) current social policies relevant to their topics; (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 of interest; (7) availability of financial

resources and funding opportunities; and, (8) status of evidence-based practices and technologies to address the evidence-based opportunity.

Learners will generate new products grounded in evidence-based planning principles. Program topics may address any area of social work practice and may propose global, societal, institutional, community, group, family, and/or individual transformations. Evidence-based programs explore and create innovative programs that emphasize social justice and advocacy, build upon strengths perspectives, operationalize empowerment of and collaboration with diverse consumer groups, and develop cultural competencies. These programs facilitate coordination and collaboration within and across social service delivery systems, promote prevention and community integration, and incorporate consumer-centered leadership models. Finally, they promote progressive themes in contemporary social work practice, such as stewardship and social entrepreneurship.

Designing Evidence-Based Programs engages learners through increasingly complex levels of cognitive development, including: remembering; understanding; applying; analyzing; evaluating; and, creating. In addition to the cognitive (knowledge based) domain, our discovery processes also encompass the affective (attitudinal based) domain and psychomotor (skills based) domain.

Course Outline

Module 1: Course Overview and Introduction to Evidence-Based Program Development

Overview

    A. Icebreaker & getting to know each other (Creating a Safe Environment)
    B. Evidence-Based Program Development
    C. Introduction to advisory group.

Module 2: Understanding social problems with needs assessments, and approaches to needs assessment

Overview

    A. Defining community need
    B. Review of assessing need
    C. Sources of information for needs assessment
    D. Advisory group activity

Assignments

    1. In class meeting with Advisory group

Readings

    1. Guo & Bielefeld, Chapter 3
    2. Hoefer, Chapter 5

Module 3: Session Selecting Strategies for Intervention in an Organizational Context

Overview

    A. Linking need to evidence based programs
    B. Individually and using IU library and internet resources,

C. <u>Identify and read one systematic review</u> (of your choice) summarizing the evidence of efficacy/effectiveness of interventions that could address your group's target population/needs. Potential sources include the Cochrane Database of Systematic Reviews, the Campbell Collaboration, McMaster University's Health Systems Evidence repository, and articles published in scholarly journals.

D. <u>Identify and peruse one online database/directory</u> of relevant programs/interventions that address your group's target population/needs. Potential sources include the California Evidence Based Clearinghouse for Child Welfare, CrimeSolutions, SAMHSA's NREPP, CDC's Effective Interventions list,

E. Advisory Group Activity

Assignments

1. Bring a copy of the systematic review, and the link to the database/directory to class. You'll use this information for group work

Readings

1. Renz et al. Chapter 8
2. Hoefer, Chapter 6
3. Miner & Miner Chapter 9

Module 4: Developing Program Goals

Overview

A. Evidence-base program to goals
B. Writing effective goals.
C. Developing objectives based on goals
D. Advisory Group Activity

Assignments

1. Needs assessment due on CANVAS before the start of class

Readings

1. Miner & Miner Chapter 8
2. Hoefer, Chapter 7
3. Poister, Chapter 4

Module 5: The Logic of Programs – Logic Model

Overview

A. Defining a logic model
B. Understanding the components of a logic model
C. Connecting your program to the logic model

Assignments

Readings:

1. Hoefer, Chapter 7
2. Poister, Chapter 3

Module 6: Program Execution
Methods, Implementation, Organizational Structure, Staffing, Timetable, Technological System, & Marketing Plan

Overview
A. Developing the core of the program – flow charting the essential elements of the model.
B. Applying theories of change and evidence based intervention strategies. Implementing the standards for personnel practices and relevant practice standards
C. The politics of developing relationships with divergent stakeholders and marketing the program.
D. Advisory Group Activity

Assignments
1. Logic Model 1

Readings
1. Sheafor & Horejsi (2010, p248-250)
2. Broady, Chapter 9
3. Portner and Rapp, Chapters 1, 3, & 6

Module 7: Monitoring Process

Overview
A. Monitoring progress verses Measuring impact
B. Logic Model as a guide for monitoring progress
C. Program data needs, and systems for collecting and storing these data.
D. Unintended Consequences.
E. Advisory Group Activity

Assignments
Readings
1. Poister et al, chapter 10 & 11
2. Miner & Miner Chapter 10
3. Lynch-Cerullo, K, & Cooney, K. (2011). Moving from Outputs to Outcomes: A Review of the Evolution of Performance Measurement in the Human Service Nonprofit Sector. *Administration in Social Work, 35*(4), 364-388.

Module 8: Measuring Impact
October 9

Overview
A. Review differences between monitoring progress and measuring impact
B. Logic Model as a guide for measuring impact
C. Developing strategies for measuring impact
D. Review common mistakes
E. Advisory Group Activity

Assignments

Readings

1. Poister et al, chapter 5 & 6
2. Granger, R.C. & Maynard, R. (2015). Unlocking the Potential of the "What Works" Approachto Policymaking and Practice: Improving Impact Evaluations. *American Journal of Evaluation* (online ahead of print), 1–12.
3. Fisher, Elizabeth A. (2005). Facing the challenges of outcomes measurement: The role of transformational leadership. *Administration in Social Work, 29*(4), 35- 49.
4. Renz et al, Chapter 17

Module 9: Information Technology and Program Design

October 16

Overview

A. The Role of Technology in modern program development
B. Technology and monitoring progress and outcome
C. Advisory Group Project

Assignments

Reading

1. Andargol1 (2017) Health information systems evaluation frameworks: A systematic Review

Module 10: From Logic Model to Final Product

October 23

Overview

A. Review your Logic Model
B. Making changes based on information needs and availability
C. Advisory group work

Assignments
Readings

Module 11: Grant Writing 101

October 30

Overview

A. Grants vs. Contracts
B. Basics of grant writing
C. Elements of a grant
D. Following guild lines of a grant
E. Writing your grant from the perspective of the funder
F. Putting it all together

Assignments

Project Plan Paper due on CANVAS before the start of class.

Readings

1. Hoefer Chapter, 11 and 12

Module 12: Grant Writing 101 continued

November 6

Overview

A. Grants vs. Contracts
B. Basics of grant writing
C. Elements of a grant
D. Following guild lines of a grant
E. Writing your grant from the perspective of the funder
F. Putting it all together

Readings

1. Hoefer Chapter, 11 and 12

Module 13 Grant Presentation

November 13

Overview

A. Class presentations

Assignments

A. Grant is due on CANVAS before the start of class

Readings

Module 14: Thanksgiving

November 20 – December 11ᵗʰ

Module 15: Grant Presentations

Overview

A. Class presentations

Assignments

1. Grant is due on CANVAS before the start of class

Readings

Module 16: Quiz and Class wrap-up

Overview

A. Last class

Assignments

1. In Class quiz

Readings

Assignments and Grading

Assignment 1: Needs assessment project (15 points)

This assessment will include a description of the target population, problems, unmet needs, and available resources. Additional project guidance will be provided in class. Projects are due class

Assignment 2: Logic Model (5 points)

Students will hand in a working draft of their logic model

Assignment 3: Program Plan Project (25 points)

Considering the population and needs identified in the Needs Assessment Project, participant groups will design or select a program with specified goals and program activities. The program plan will be linked to your logic model

Assignment 4: Grant (40 points)

You will write a 10 page grant. As part of this process you will have to record a 25 to 30 minute presentation. You will also have to comment on other classmates presentations. Paper by Nov16. Discussion by Nov 30

Assignment 5: Quiz (10 points)

In class Summative Quiz based on reading and lectures

Assignment 6: Participation (5 points)

You are expected to participate in class discussions and activities, including small assignments that are not listed above such as handing in a logic model or timeframe.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work BSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU BSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU BSW program reflect the average, highly competent, proficient quality of our students.. BSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They

are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale
Grade minimums are as follows :

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most BSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality BSW Students must earn a "C" or higher to remain in the program.
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. [Faculty should review the policy on their campus.] IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to

submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course. [Faculty should review the attendance policy on their campus.]