



**Course Syllabus**

<b>Course title:</b>	<b>Managing Programs and Projects</b>
<b>Course #/term:</b>	SW 660 01 Fall 2019
<b>Time and place:</b>	Thursdays, 9-12pm, Room 3752 SSWB
<b>Credit hours:</b>	3
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## Teaching philosophy

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My courses are designed for students to leave with the following:

- Confidence in their ability to apply course material and concepts in settings outside of the classroom;
- A commitment to and facility with operationalizing social work Core Values in the NASW Code of Ethics;
- Enhanced capacity to confront and explore issues of social justice and how populations that traditionally have been marginalized are disproportionately negatively affected by policies, practices, and interpersonal interactions;
- Build on positive sources of power to envision and work towards social justice; work to reduce disempowerment;
- Build on indigenous knowledge/experiences of individuals, groups and communities in practice and evaluation;
- Demonstrable and recognizable skills and competencies;
- New knowledge of the subject matter, and an understanding of how to access further knowledge and resources commensurate with their professional roles and interests;
- Curiosity and a drive to continue to develop critical thinking, inquiry, and integrity.

Graduate students are adult learners, and as such I prioritize honoring your prior knowledge and experience; your contributions to the class are vital, and I make every effort to create an environment that encourages you to share your perspectives and ideas with each other, disagree with me, and shape the tenor of the course. Additionally, it is incumbent on me to understand the differential pressures and life circumstances that facilitate or constrain your learning and your engagement in the course.

## Classroom Climate

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True learning involves risk and, therefore, vulnerability. I hope that all students will work with me to create and foster a learning environment that promotes social justice, inclusion and equity. Further, this is an opportunity for all of us to engage in professional socialization, respectfulness, and broadening our mutual development of cultural humility.

Questioning and disagreeing are part of the learning process, and I encourage all of us to engage in these activities with thoughtfulness and respect. I expect the classroom to be safe, but learning and growth is often uncomfortable. There are a few times when I will engineer disagreements to foster learning, so please do not “freeze” your understanding of any of us after one or two interactions. Expect that we all have the capacity to grow and develop. Finally, if you are someone who likes to interact and engage verbally, consider “stepping back” occasionally in order to open the airwaves for others to speak. Similarly, if you are someone who is reticent to speak up in class, consider “stepping up” and taking a risk. Above all, this is a learning laboratory and we all will be testing out different ways of interacting and learning.

An emotionally brave class climate is important for everyone’s learning and growth. Below are a few expectations I have about our interactions in the course. This is not an exhaustive list, and I welcome suggestions for additional expectations:

- Practice “Both - And” thinking and solution seeking
- Be attuned to both **Process** and **Content**: “process” is how and when you express yourself,

and “content” is *what* you say.

- Remember that this is a vulnerable space for you, and for others.
- We all have an amazing capacity to screw up. Do not “freeze” anyone in this space.
- Honor confidentiality.
- Be responsible to yourself and to others about what is communicated without blame or shame.
- Limit disruptions and distractions by coming to class on time, avoiding unnecessary use of electronics, and avoiding talking when others are presenting/talking.
- Notice both the **intent** and the **impact** of what you do or say. Take responsibility when your intent does not match the impact on someone else. Take notice of peoples’ intent, not just the impact of others’ communication.
- Speak from your own experience, without generalizing.
- Critique ideas, not people.
- Take responsibility for the quality of the discussion.
- Step up if you usually don’t contribute, step back if you often contribute.
- Call each other in to conversations vs. calling someone out.

I am interested in any other expectations you may have, and we will discuss in one of our first classes.

### Inclusive Language

The words we use can make the difference between forging positive connections or creating distance in our personal and professional lives. Particularly in writing, impact is more important than intent. This course provides an opportunity to discuss sensitive concepts that span a variety of disciplines, experiences, cultural communities, and learning styles in education. Increasing the inclusiveness of our language means striving to understand the ways that language often unconsciously makes assumptions about people and unintentionally reinforces dominant norms. I invite you to reflect on issues of privilege and injustice, and to acknowledge issues of ethical engagement when speaking on cultural communities that you do not identify with. As such, I ask that students consider:

- Recognizing individual gender pronoun use;
- Respecting and using contemporary and relevant language around social identities;
- Using language that recognizes varying abilities and is not ableist;
- Using language inclusive of diverse global contexts;
- Providing developmental and educational support of attendees who may be unfamiliar with inclusive language practices.

### Land Acknowledgment

The University of Michigan was established on the traditional land of the Ojibwe, Odawa, and Bodewadimi tribes. Today, this land is still the home to many Indigenous people. I am grateful to have the opportunity to work on this land.

### 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. Technical skills presented in this course will teach students to visualize and concretize program planning and development, using appropriate management tools.

Technical elements of program design will be augmented with complementary models and skills, especially those dealing with managing for results, such as time deadline, meeting legitimate demands of diverse clients, and adapting to changing environments. The relationship of a particular program to other aspects of the agency's functioning will also be considered. There is a commonality among macro skills across fields of practice (community organizing, management, social policy and evaluation); many of these common skills are covered in this skills lab (project management, community engagement, advocacy, etc.). This particular section will be a broad cross-section of skills needed by all macro practitioners.

### Course Content

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Management is a set of well-known processes, like planning, budgeting, structuring jobs, staffing jobs, measuring performance and problem-solving. This course will concentrate on single service programs and projects as planned systems of action and consider perspectives of clients, program and project staff, directors and managers, as well as the full organization. This course will prepare students to assist in tasks common to all phases of program development and assume independent responsibility for performing tasks associated with at least some of these tasks (e.g., documenting program plans, developing initial budgets, program process analysis, and scheduling change). Specific attention will be given to issues in program design and development and the differential impacts on social identity groups that traditionally have been marginalized. Frameworks for ensuring quality and fidelity will be reviewed, such as total quality management and continuous quality improvement.

### Course Objectives (Social Work Competencies)

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Upon completion of the course, students will:

1. Describe the phases of program analysis, design, implementation, and monitoring. (4, 6, 7, 8, 9)
2. Apply coherent frameworks to analyze, plan, implement, monitor, and initially evaluate incremental and radical change within a human service organization program. (4, 6, 7, 8, 9)
3. Describe and analyze the organizational and external environment within which proposed programs would operate. (1, 2, 7, 9)
4. Identify and analyze goals, objectives, tasks, and expected outcomes, as well as allocation of time and job functions of staff members. (1, 7, 9)
5. Employ various assessment tools for understanding program components and procedures. (1, 3, 7)
6. List the major steps involved in designing, implementing and monitoring a program change. (7, 8, 9)
7. Identify critical issues to consider in program design, development and implications for service delivery with regard to diverse populations served. (1, 2, 7, 8, 9)
8. State and apply aspects of the Social Work Code of Ethics that are germane to the development, implementation, and monitoring of social programs. (1, 2)

### Course Design

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This methods course will incorporate lectures, small group discussion, skill-building exercises, role plays and simulations, case examples, and guest lecturers as appropriate. Instructors will be encouraged to expose students to contemporary technology such as computerized project management programs. However, the extent of their use depends on the preferences of the particular instructor.

### **Theme Relation to Multiculturalism & Diversity**

Students will be made aware of their overt and covert assumptions about the needs, responsiveness, and behavior of various client groups and other program participants and critically examine such assumptions and their expression in the processes of project planning, execution, and monitoring.

### **Theme Relation to Social Justice**

Implications of program goals and objectives 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.

### **Theme Relation to Behavioral and Social Science Research**

Models, approaches, and examples of program design, implementation, and monitoring will be drawn from the literature in organizational sciences, and students will be encouraged to constructively apply such theory and knowledge in a systematic fashion to their own analyses.

### **Relationship to SW Ethics and Values**

Students will learn to examine the implications of program design, implementation, and monitoring in terms of social work ethics, and design, implement, and monitor programs and their changes while keeping within and embodying social work ethics.

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## **Course Requirements**

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### Textbooks:

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There are 2 textbooks for the course:

1. Schmidt, T. (2009). *Strategic Project Management Made Simple: Practical Tools for Leaders and Teams*. Hoboken, NJ: Wiley and Sons.

You can purchase the book, or use one of these .pdf versions:

[http://dbmanagement.info/Books/MIX/Strategic Project Management Made Simple-Practical Tools for Leaders and Teams \(2009\).pdf](http://dbmanagement.info/Books/MIX/Strategic%20Project%20Management%20Made%20Simple-Practical%20Tools%20for%20Leaders%20and%20Teams%20(2009).pdf)

<https://onlinelibrary.wiley.com/doi/book/10.1002/9781119197928>

2. Lipmanowicz, H., & McCandless, K. (2013). *The Surprising Power of Liberating Structures: Simple Rules to Unleash and Culture of Innovation*. Liberating Structures Press.

You don't have to purchase this book either, if you do not want to. There is a black and white version, and a color version; I use the b&w version and it's fine. You can access almost all of the materials here: <http://www.liberatingstructures.com/>

AND (!!)

you can download a free Liberating Structures app to a phone through the Apple store or Google Play!

## Readings

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I will place all other readings on Canvas in folders that correspond with class session.

## Grading

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Final grades are based on 100 percentage points. Letter grades are assigned to point totals according to the following schedule:

100	A+	88-90	B+	78-80	C+	68-70	D+
94-99	A	84-87	B	74-77	C	64-67	D
91-93	A-	81-83	B-	71-73	C-	<64	E

Course Engagement	25%
Attendance	10%
Diversity, Equity and Inclusion Reflections (there are 2)	10%
Liberating Structures Facilitation and Feedback	15%
Logical Framework Quality Checklist	10%
Team Project	30%
<b>Total</b>	<b>100%</b>

A brief note about grading: I do not think it serves anyone well for every student in a course to earn an “A” grade, though I am familiar with this practice. Your grade will be a reflection of both your effort and the quality of your engagement and assignments.

### Course Engagement—25%

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You cannot learn in this class if you are not engaged, so I expect you to be engaged in all in-class activities, including contributing comments and questions in class discussions. Some people naturally speak up in class more than others. I recommend that if you are someone who is comfortable talking a lot, you consider “stepping back,” and if you are less comfortable talking a lot, you consider “stepping up.” However, your engagement score is not predicated on the number of times you speak in class; rather I will focus on your participation in activities and whether it is obvious that you are engaged during class. (Hint: using devices for anything other than classwork ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

### Class Attendance—10%

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Class attendance is imperative for both your own learning and the learning of your peers, and certainly for my learning. I expect students to attend class. If you need to miss a class, please contact me in advance to let me know. Excessive absences (more than 2) will result in a lower grade. Routine tardiness will also reduce the attendance grade. If personal or professional circumstances require your absence from more than one class, please contact me as soon as possible. Note that, even if you are absent from a class, you are still responsible for submitting any assignments due that day.

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide.

## Class schedule

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### Key

Project Management book = SPMMS

Liberating Structures book = SPLS

Date	Topic/Agenda	Required readings & Required assignments (due on the class date)
9/5/2019	Class Expectations	
9/12/2019	Project Backbones & Principles	SPMMS Chapter 1 SPLS Chapter 3
9/19/2019	Introduction to LogFrames	ABCs of Strategic Management Framework SPMMS Chapter 2-3
9/26/2019	Strategic Intent	Becoming a Strategic Thinker on a Daily Basis Strategy as Simple Rules SMMMS Chapter 4 <b>DEI Reflection Due</b>
10/3/2019	What are we trying to accomplish?	SPMMS Chapter 5 Multipartiality Balancing Asymmetrical Social Power Dynamics Multipartiality Power Balancing
10/10/2019	How do we measure success?	SPMMS Chapter 6 CART principles
10/17/2019	What other conditions must exist?	SPMMS Chapter 7 The Sky is Falling
10/24/2019	How do we get there?	SPMMS Chapter 8 Why Design Thinking Works
10/31/2019	How do we get there?	Project Aristotle Facilitating through PLEs GANTT Charts Revisited
11/7/2019	Are we there yet?	LogFrame: A Critique <b>LogFrame Quality Checklist Due</b>
11/14/2019	Putting It Together	Zubizarreta on Board Leadership
11/21/2019	Monitoring and Evaluating: Linking Theory and Best	SPMMS Chapter 9-10 SKIM THROUGH: Best practices in Planning and Evaluation

Date	Topic/Agenda	Required readings & Required assignments (due on the class date)
	Practice	
11/28/19	<b>Break No Class</b>	
12/5/2019	Project Showcase	<b>Final Project Due *at Class Time*</b> <b>**Liberating Structures Facilitation Due**</b> (can be turned in much earlier as feasible)
		<b>DEI Reflection Due</b>

## Assignments

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### Diversity, Equity and Inclusion (DEI) Reflections (there are 2)

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Near the beginning of the semester, and again at the end, you will write a brief reflection on DEI in relation to an activity that we do in class, and the overall concept of project management.

### Liberating Structures Facilitation and Feedback

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During the semester you will have (at least) one chance to facilitate a liberating structure activity. This assignment includes the facilitation of that activity, your reflection on it, as well as your feedback for (at least) one other student on their facilitation of a liberating structure activity.

### Logical Framework Quality Checklist

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You will use a Quality Checklist, adapted from the textbook, to review and critique a logical framework.

### Team Project

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You will work in a team to design a project using the frameworks we discuss in class. Most teams will not actually launch the project, but it is *possible* that you could complete a project during the semester. At minimum, teams will develop a LogFrame for the project, along with a task matrix such as a Gantt or PERT chart.

### Late Assignments

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Assignments are due at or before 5:00pm on the dates listed on the syllabus and on Canvas, except where noted.

Please submit all work on time. Except where indicated, late assignments will be penalized 1/3 of a letter grade for the first day past the due date and time, and a full letter grade for each additional day thereafter. I am not inclined to waive this policy, though I do understand there may be exceptional circumstances.



## Grade Dispute Process

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If you believe you have been graded unfairly on an assignment, I ask that you please wait 24 hours before contacting me. In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific, and must be based on substantive arguments (or mathematical errors) as opposed to nebulous references to “fairness.” I reserve the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted upwards or downwards.

## Expectations for Written Work

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**Development of professional writing is a goal of the course**, and I will consider writing quality in grading. **Proofread written work carefully**; I strongly recommend that you have a colleague read your documents for clarity, typos, omitted words, etc. Purdue University’s OWL website <https://owl.english.purdue.edu/owl/> is a great resource for general writing and formatting advice.

The Sweetland Writing Center (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar mistakes, and craft effective prose. You can register with them on line and schedule an appointment: Website: <http://www.lsa.umich.edu/sweetland/>

In addition, social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the UM SSW Career Services office. Students may schedule an appointment and bring a draft of their paper (at any stage) along with the text of the assignment and any questions or concerns they may have. Email [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu) or call 734-763-6259. Finally, another resource is the English Language Institute: <http://www.lsa.umich.edu/eli>

## Additional Course Information and Resources

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Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism