



<b>Course title:</b>	Project and Program Design and Implementation	
<b>Course #/term:</b>	SW 660, Section 001 Fall 2021	
<b>Time and place:</b>	Thursday's 9:00a – 12:00p – ONLINE ONLY	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	N/A	
<b>Instructor:</b>	Joseph Cafferty, LISW	
<b>Pronouns:</b>	He/Him/His	
<b>Contact info:</b>	<b>Email:</b> cafferjh@umich.edu	<b>Phone:</b> 419-215-7815
	You may expect a response within 24 hours or less	
<b>Office:</b>	Online office hours only	
<b>Office hours:</b>	Thursdays after class, and by appointment	

## 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.

## 1. Course Statement

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### a. Course description

Traditional project management tools enable social workers to conceive, plan, design, implement, manage, assess, and change projects effectively. Whereas projects are time-bound and discrete, programs are an ongoing collection of projects that can be managed together. Managing programs and projects in an inclusive and socially just manner necessarily requires engaging all people involved or affected by a project in meaningful and deliberate ways. Students will weave technical – and technological – tools together with inclusive structures in order to include and engage all stakeholders in the success of projects and programs. Technical skills developed in this course involve selecting and implementing tools to strategically design and manage projects in rapidly changing environments, as well as maximizing inclusion and equity with diverse populations.

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 projects as planned systems of action that engage the 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 project development and assume independent responsibility

for performing tasks 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.

## **b. Course objectives and competencies**

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)

## **c. Course design**

This course encourages a “flipped classroom” format in which students complete pre-class work (readings, videos, etc.). The majority of class time used for ALL students will focus on lectures, small group discussions, skill-building exercises, role plays, simulations, case examples, and guest lectures as appropriate. Due to the online format of the course, the weekly lecture portion will be shortened to no longer than 2 hours in most cases (Instructor reserves the right to extend to the full 3-hour time block as needed with advanced notice). Students are encouraged to use remaining class time to complete their asynchronous pre-work.

## **d. Curricular themes**

### *Theme Relation to Multiculturalism and 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 social work 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.

## **2. Class Requirements**

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### **a. Text and class materials**

#### **Relevant Text Book**

Rowe, Sandra F. (2020). Project Management for Small Projects (3rd ed). Barrett-Koehler Publishers, Inc.

**Asynchronous Materials** – available on Canvas organized by week/module

How Readings will be Incorporated:

Each week the readings will inform, supplement and/or introduce concepts connected to the activities and topics for discussion in class each week. The connections between the readings and in class activities may or may not be directly identified or explicitly called out. (e.g., ***Typically, we will not dedicate class time to re-capping the content from readings; readings are to be done outside of class time, in preparation for class, and used as tools to raise inquiries for discussion, or to better understand and/or be prepared for the activities and assignments.***) The

readings fulfill many different functions– they may provide fundamental practice knowledge, address many common questions about social work practice, and/or illustrate perspectives, critiques and new ideas from scholars across cultural contexts, and/or present multiple perspectives on a given theory, practice, or social work topic. Depending on the type reading, the content may be an obvious connection (e.g., “How to complete a project”) or it may be more abstract (e.g., “A Longitudinal Study on the Effectiveness of LEAN Process Improvement Tools in the healthcare industry.”) If the connection between readings and class activities seems unclear, please feel welcome to ask about the connections.

**b. Class schedule**

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS &amp; ASSIGNMENTS DUE ON THIS DATE</b>
<b>Class 1 9/2</b>	<b>Introduction, Expectations &amp; Course Review</b>	See Modules for Readings/Materials
<b>Class 2 9/9</b>	<b>The Right Start – Preparing People and Organizations for Change</b>	See Modules for Readings/Materials
<b>Class 3 9/16</b>	<b>PALMS Review and Strategic Excellence</b>	See Modules for Readings/Materials
<b>Class 4 9/23</b>	<b>Start-Up Process; Pre-Planning</b>	See Modules for Readings/Materials Log Frame & Gantt Charts
<b>Class 5 9/30</b>	<b>LEAN White Belt Training – Guest Lecturer (Final Date TBD)</b>	See Modules for Readings/Materials <b>Assignment #1 Due</b>
<b>Class 6 10/7</b>	<b>Developing: Prepare a Project or Program for Launch</b>	See Modules for Readings/Materials
<b>Class 7 10/14</b>	<b>Implement a Project or Program</b>	See Modules for Readings/Materials <b>Assignment #2 Due</b>

<b>Class 8</b> 10/21	<b>Program Analytics</b>	See Modules for Readings/Materials
<b>Class 9</b> 10/28	<b>Guest Lecturer: (Final Date TBD)</b>	See Modules for Readings/Materials
<b>Class 10</b> 11/4	<b>Closing with Confidence; Lessons Learned</b>	See Modules for Readings/Materials <b>Assignment #3 Due</b>
<b>Class 11</b> 11/11	<b>Situational Leadership</b>	See Modules for Readings/Materials
<b>Class 12</b> 11/18	<b>Building Trust</b>	See Modules for Readings/Materials <b>Assignment #4 Due</b>
11/25	<b>NO CLASS</b>	<b>THANKSGIVING RECESS</b>
<b>Class 13</b> 12/2	<b>Tales from the Field: Guest Lecturer (Final Date TBD)</b>	See Modules for Readings/Materials <b>Final Presentation due to me NLT Friday, December 3<sup>rd</sup> by 11:59pm</b>
<b>Class 14</b> 12/9	<b>Final Presentations</b>	See Modules for Readings/Materials

### c. Assignments

This is a macro social work course that will use assignments to help illustrate the benchmarks of a project or program implementation process. Most of the assignments are group projects – which means you’ll need to remain extra diligent in checking your emails and other forms of communication with your group. Due dates may change based on topic progression and following a class discussion. If you feel the due dates are not syncing up with your understanding of the material, please let me know in class or via phone/email as soon as possible.

<b>Attendance &amp; Participation</b>	<b>No due date; ongoing.</b>	<b>20 points</b>
<b>DEI Reflections (x2)</b>	<b>NLT December 9<sup>th</sup></b>	<b>10 points (5 points each)</b>
<b>Assignment #1: Team Charter &amp; Project Charter</b>	<b>September 30<sup>th</sup></b>	<b>15 points</b> <b>*GROUP</b>
<b>Assignment #2: SWOT Analysis</b>	<b>October 14<sup>th</sup></b>	<b>5 points</b> <b>*Individual</b>
<b>Assignment #3: Scope Statement, Log Frame &amp; GANTT Chart</b>	<b>November 4<sup>th</sup></b>	<b>20 points</b> <b>*GROUP</b>
<b>Assignment #4: Pilot Analytics</b>	<b>November 18<sup>th</sup></b>	<b>10 points</b> <b>*GROUP</b>
<b>Final Presentation</b>	<b>December 9<sup>th</sup></b>	<b>20 points</b> <b>*GROUP</b>

We will review all assignments during the first week of class. All assignment descriptions and instructions can be found under the Assignments tab on Canvas.

**d. Attendance and class participation**

In this class, several experiential exercises will be used to expand on several of the topics we’ve learned in class. Attendance in this class is extremely important and active participation in class is expected. Active participation in an online format is defined by having your **camera turned on**, limiting distractions during lecture, practicing mute discipline and using appropriate tools (hand raising, chat, etc.) to let the group know you’d like to speak.

I understand “life happens” when we least expect it, so the following attendance policy will be used. *Students may miss one unexcused class without penalty. Classes with a Guest Lecturer are not eligible for the unexcused absence so as to be respectful of our guests. Any absences outside of this one exception will require an email prior to class (if possible) citing a reason for the missed class. If you are attending a conference or other school activity, you must let me know prior to the missed class. All work assigned to make up for the missed class must be turned in as instructed by me.*

All assignments must be turned in on time. If you are unable to turn in assignments on time, please contact me immediately by email to create a written record. I will respond with an updated submission deadline with a corresponding schedule of points lost. **If I don't have an email from you requesting additional time – no points will be awarded.**

In this graduate level course at the University of Michigan, everyone in the room will be respectful towards one another by not engaging in distracting or disrespectful activities. While smart phone, tablets and laptops are certainly encouraged to assist with your learning experience – please avoid excessive texting, internet browsing or other inappropriate uses during our classes. Reading newspapers, magazines or articles from another class is also not appropriate. To reduce further distractions in class, I will stop you after class or send you a quick note if I notice any problematic behaviors.

#### **e. Grading**

Letter grades ranging from “A” to “E” are earned, with “+” or “-” distinguishing the degree of performance. Specific expectations for each assignment will be provided in an assignment rubric published on Canvas three weeks prior to the due date.

A+ = 100	B+ = 87-89	C+ = 77-79	D = 66-69
A = 96-99	B = 83-86	C = 73-76	E = less than 66
A- = 90-95	B- = 80-82	C- = 70-72	

Per the MSW student guidebook, letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit. Due to the brief length of time a mini-course meets, partial attendance will likely result in a grade of E.

#### **f. How to Benefit Most from Our Class**

1. Come to classes regularly and on time, despite the New England weather.
2. Find learning and positive experiences with your classmates and the instructor.
3. Proclaim yourself a willing learner, with the desire to learn and to share.
4. Read your assignments, and read them on time.
5. If asked by the instructor to give your opinion on a topic, give your best answer.
6. Willingly and unselfishly share your ideas, experiences, and opinions to the class.
7. Go above and beyond the call of duty in participation.
8. Appreciate the opinions and values of your classmates.
9. Turn in your assignments completed well and on time.
10. Respect the basic tenets of confidentiality in this class, where people are encouraged to share their knowledge, experiences, beliefs, and fears; and expect that their confidentiality will be respected.

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#### **COVID-19 Statement**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community.

Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the Wolverine Culture of Care and the University's Face Covering Policy for COVID-19.

Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity. If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

#### **Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with



alternative learning opportunities. Please notify me by email at [cafferjh@umich.edu](mailto:cafferjh@umich.edu) about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is not required.

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*