



<b>Course title:</b>	Project and Program Design and Implementation		
<b>Course #/term:</b>	SW660.001, Spring/Summer 2022		
<b>Time and place:</b>	Tuesdays, 8:00aM – 12:00PM, SSWB B770		
<b>Credit hours:</b>	3		
<b>Instructor:</b>	Greg Hoffman		
<b>Pronouns:</b>	he/him/his		
<b>Contact info:</b>	<b>Email:</b> gph@umich.edu	<b>Phone:</b> 734.431.2918	
<b>Office:</b>	3798 SSWB		
<b>Office hours:</b>	After class on Tuesday 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

### 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 responsibilities 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 prep work (readings, videos, etc.) before class sessions, organized in the weekly modules in Canvas. 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. The weekly lecture portion will be shortened to no longer than 2 hours in most cases, though the instructor may utilize the full scheduled 4-hour time. Students are encouraged to use remaining class time to complete their asynchronous work, or to work on the group project assignments.

### **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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### **Text and class materials Course Text Book**

Rowe, Sandra F. (2020). **Project Management for Small Projects** (3rd ed). Barrett- Koehler Publishers, Inc. (Available online at Umich Library)

**Additional Reading and 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

## Class schedule

CLASS	TOPIC	READINGS & ASSIGNMENTS DUE ON THIS DATE
Class 1 5.10.22	Introduction, Expectations & Course Overview	See Modules for Readings/Materials
Class 2 5.17.22	The Right Start – Preparing People and Organizations for Change	See Modules for Readings/Materials
Class 3 5.24.22	PM Initiating Processes: Group/Team Charters	See Modules for Readings/Materials <ul style="list-style-type: none"> <li>• <b>DEI Reflection #1 Due by beginning of class</b></li> </ul>
Class 4 5.31.22	PM Initiating Processes: Project Charters	See Modules for Readings/Materials
Class 5 6.7.22	PM Planning Processes: LogFrames	See Modules for Readings/Materials <ul style="list-style-type: none"> <li>• <b>Group Assignment #1 Due by beginning of class</b></li> </ul>
Class 6 6.14.22	PM Planning Processes: Gantt Charts	See Modules for Readings/Materials
Class 7 6.21.22	PM Controlling Processes:	See Modules for Readings/Materials <ul style="list-style-type: none"> <li>• <b>LogFrame Quality Checklist Assignment Due</b></li> </ul>
Class 8 6.28.22	PM Controlling Processes: Program Analytics	See Modules for Readings/Materials <ul style="list-style-type: none"> <li>• <b>Group Assignment #2 Due by beginning of class</b></li> </ul>
Class 9 7.5.22	PM Closing Processes: Closing	See Modules for Readings/Materials
Class 10 7.12.22	Closing with Confidence; Lessons Learned	See Modules for Readings/Materials
Class 11 7.19.22	Group Consultations with Professor and Work Day	See Modules for Readings/Materials <ul style="list-style-type: none"> <li>• <b>DEI Reflection #2 Due</b></li> <li>• <b>Group Assignment #3 Due for consultation; revisions uploaded to Canvas by 11:59pm</b></li> </ul>
Class 12 7.26.22	Group Presentations and Course Wrap-Up	No additional Readings/Materials <ul style="list-style-type: none"> <li>• <b>Group Presentation deliverables uploaded to canvas by beginning of class</b></li> </ul>

## 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.

Rubrics for each assignment will be provided in the Canvas Assignments Section, All assignment descriptions and instructions are available under the Assignments tab on Canvas

<b>1</b>	<b>Engagement, Participation, DEI Reflection Responses (two of these)</b>	<b>No due date; ongoing. Reflection #1 Due 5.24.22 Reflection #2 Due 7.19.22</b>	<b>25% of course grade</b>
<b>2</b>	<b>Group Assignment #1: Team Charter &amp; Project Charter and SWOT</b>	<b>Due 6.7.22</b>	<b>15% of course grade</b>
<b>3</b>	<b>Individual Assignment LogFrame Quality Checklist</b>	<b>Due 6.21.22</b>	<b>10% of course grade</b>
<b>4</b>	<b>Group Assignment #2: Scope Statement, Log Frame &amp; GANTT Chart</b>	<b>Due 6.28.22</b>	<b>20% of course grade</b>
<b>5</b>	<b>Group Assignment #3: Pilot Analytics Framework and Closing Checklist</b>	<b>Due 7.19.22</b>	<b>10% of course grade</b>
<b>6</b>	<b>Final Group Presentation</b>	<b>Presentations on 7.26.22</b>	<b>20% of course grade</b>

## Assignments Overview

### Assignment: Engagement, Participation, Attendance, and the DEI Reflection Responses (two of these)

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. These are to be submitted on Canvas according to the provided instructions for the DEI assignment.

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  $\neq$  paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

I understand “life happens” when we least expect it, so the following attendance policy will be used. Students may miss two class without penalty, for whatever reasons that may be. You are adults in an advanced graduate class. In light of this, I expect you to conduct yourself as you would in this professional field, so I do not distinguish between “excused” and “unexcused” absences. Missing more than two classes (short of circumstances that are arranged with the professor, such as COVID or illness) will impact your grade with a 2% deduction per absence.

If you do miss class, please contact me in advance of the session. It is your responsibility to first check that week’s module and lecture slides BEFORE contacting me about what you have missed. Please do not send me emails asking “What did I miss?” before you’ve checked Canvas.

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. And please do so PRIOR to the deadline. I will respond with an updated submission deadline with a corresponding schedule of points lost depending on the situation. As most of the course assignments are group assignments, please be sure to discuss with your group BEFORE reaching out to the professor about extensions.

If I don’t have an email from you requesting additional time – no points will be awarded.

### Assignment: Logical Framework “LogFrame” Quality Checklist

You will use a Quality Checklist, adapted from the textbook, to review and critique a logical framework. More information will be provided about this assignment in class.

### Assignment: Group Project

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. This project will mimic the stages as outlined in the course text in a series of connected mini-assignments completed by the group.

1. Initiating
  - a. Deliverable(s): Group and Project Charter (Group Assignment #1)
2. Planning
  - a. Deliverable(s): Scope Statement, LogFrame, and Gantt Chart (Group Assignment #2)
3. Controlling
  - a. Deliverable(s): Pilot Analytics/Evaluation Framework (Group Assignment #3)
4. Closing
  - a. Deliverable(s): Project Closing Checklist (Group Assignment #3)

The group project will culminate in the group giving a presentation about their project during the final session with the appropriate deliverable presentation materials (such as a Powerpoint)

### Potential Team Project Topics:

All project teams will design a project that is connected to the idea of MSW student and alumni support and education. Possible topics include, but aren't limited to:

- Alumni supports and programming for recent grads
- Supports from the transition back from the pandemic
- BIPOC Student/Alumni projects
- LGBTQA Student/Alumni projects
- Projects for students/alumni with disabilities
- Additional projects or programs designed to support, promote, advocate, or educate students or alumni.

### Late Assignments

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Assignments are due at or before class time 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>

## **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.

## **How to best benefit from this course:**

1. Come to classes regularly and on time.
2. Find learning and positive experiences with your classmates and the instructor.
3. Proclaim yourself a willing and active co-learner, with the desire to learn and to help teach with the learned experience you bring to the class.
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; or help 8



- the professor to better understand how you can feel you can best participate in discussion.
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*