



<b>Course title:</b>	Project and Program Design and Implementation		
<b>Course #/term:</b>	SW660.001, Fall 2022		
<b>Time and place:</b>	Thursdays, 9:00AM – 12:00PM, SSWB B780		
<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	
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<b>Office hours:</b>	After class on Thursday and by appointment		

### Land Acknowledgment

We acknowledge that the University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

### Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

### 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.

## **a. 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)

## **b. 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. We won’t always use the full 3-hour session for lecture and discussion, so students are encouraged to use remaining class time to complete their asynchronous work, or to work on the group project assignments.

## **c. 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 Course Text

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.

**b. Class schedule**

<b>CLASS</b>	<b>TOPIC</b>	<b>READINGS &amp; ASSIGNMENTS DUE ON THIS DATE</b>
<b>Class 1</b> <b>9.1.22</b>	<b>Introduction, Expectations &amp; Course Overview</b>	See Modules for Readings/Materials
<b>Class 2</b> <b>9.8.22</b>	<b>The Right Start – Preparing People and Organizations for Change</b>	See Modules for Readings/Materials
<b>Class 3</b> <b>9.15.22</b>	<b>Initiating DEI in the Workplace</b>	See Modules for Readings/Materials <b>DEI Reflection #1 Due by beginning of class</b>
<b>Class 4</b> <b>9.22.22</b>	<b>PM Initiating Processes: Group/Team Charters</b>	See Modules for Readings/Materials
<b>Class 5</b> <b>9.29.22</b>	<b>PM Initiating Processes: Project Charters</b>	See Modules for Readings/Materials <b>Group Assignment #1 Due by beginning of class</b>
<b>Class 6</b> <b>10.6.22</b>	<b>PM Planning Processes: LogFrames</b>	See Modules for Readings/Materials
<b>Class 7</b> <b>10.13.22</b>	<b>PM Planning Processes: Gantt Charts</b>	See Modules for Readings/Materials
<b>Class 8</b> <b>10.20.22</b>	<b>PM Controlling Processes:</b>	See Modules for Readings/Materials <b>LogFrame Quality Checklist Assignment Due</b>
<b>Class 9</b> <b>10.27.22</b>	<b>PM Controlling Processes: Program Analytics</b>	See Modules for Readings/Materials
<b>Class 10</b> <b>11.3.22</b>	<b>PM Controlling Processes: Program Analytics</b>	<b>Group Assignment #2 Due by beginning of class</b>

<b>Class 11 11.10.22</b>	<b>PM Closing Processes: Closing</b>	See Modules for Readings/Materials
<b>Class 12 11.17.22</b>	<b>PM Closing Processes: Closing</b>	See Modules for Readings/Materials
<b>11.24.22</b>	<b>No Class - Thanksgiving Break</b>	
<b>Class 13 12.1.22</b>	<b>Group Consultations with Professor and Work Day</b>	See Modules for Readings/Materials <b>DEI Reflection #2 Due Group Assignment #3 Due for consultation; revisions uploaded to Canvas by 11:59pm</b>
<b>Class 14 12.8.22</b>	<b>Group Presentations and Course Wrap-Up</b>	See Modules for Readings/Materials <b>Group Presentation deliverables uploaded to canvas by beginning of class</b>

**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.

1	Attendance, Participation, DEI Reflection Responses (two of these)	No due date; ongoing. Reflection #1 Due 9.15.22 Reflection #2 Due 12.1.22	25% of course grade
3	Group Assignment #1: Team Charter & Project Charter and SWOT	Due 9.29.22	15% of course grade
4	Individual Assignment LogFrame Quality Checklist	Due 10.20.22	10% of course grade
5	Group Assignment #2: Scope Statement, Log Frame & GANTT Chart	Due 11.3.22	20% of course grade
6	Group Assignment #3: Pilot Analytics Framework and Closing Checklist	Due 12.1.22	10% of course grade
7	Final Group Presentation	Presentations on 12.8.22	20% of course grade

We will review all assignments during the first week of class. All assignment descriptions and instructions are available 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.

Students are expected to attend ALL class sessions. However, I understand “life happens” when we least expect it. You are expected to conduct yourself in this class in the same manner you would in field or at work. This means that I do not distinguish between “excused” and “unexcused” absences. Instead, the portion of grade dedicated to attendance and engagement reflects how your conduct yourself in the event of an absence. You are expected to communicate the absence to me, and to the members of your team, ideally in advance of the absence. And it is your responsibility to first review the module and syllabus to determine what you’ve missed, before sending a generic “what did I miss?” email to the professor. Recurring absences, or failure to communicate in a professional manner will impact this portion of your grade.

*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 = 94-99	B = 83-87	C = 73-76	E = less than 66
A - = 90-93	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.

**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*