**Course title:** Project and Program Design and Implementation  
**Course #/term:** SW660.001, Spring/Summer 2023  
**Time and place:** Tuesdays, 8:00AM – 12:00PM, SSWB B770  
**Credit hours:** 3  
**Instructor:** Greg Hoffman  
**Pronouns:** he/him/his  
**Contact info:**  
**Email:** gph@umich.edu  
**Phone:** 734.431.2918  
**Office:** 3798 SSWB  
**Office hours:** After class on Tuesday and by appointment

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**Land Acknowledgement**  
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.

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 Multiculturism 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 to 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

Text and class materials Course Textbook
Primary Text:

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. If the connection between readings and class activities seems unclear, please feel welcome to ask about the connections.

3. Class schedule

<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>READINGS &amp; ASSIGNMENTS DUE ON THIS DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1 5.9.23</td>
<td>Introduction, Expectations &amp; Course Overview</td>
<td>No prework from class one.</td>
</tr>
<tr>
<td>Class 2 5.16.23</td>
<td>The Right Start – Preparing People and Organizations for Change and Phase 1: Forming a Team</td>
<td>See Modules for Readings/Materials DEI Reflection #1 Due by beginning of class</td>
</tr>
<tr>
<td>Class 3 5.23.23</td>
<td>Phase 2: Identify and Document the Issues</td>
<td>See Modules for Readings/Materials</td>
</tr>
<tr>
<td>Class 4 5.30.23</td>
<td>Phase 2: Identify and Document the Issues</td>
<td>See Modules for Readings/Materials</td>
</tr>
<tr>
<td>Class 5 6.6.23</td>
<td>Phase 3: Gathering input from stakeholders</td>
<td>See Modules for Readings/Materials • Group Assignment #1 Due by beginning of class.</td>
</tr>
<tr>
<td>Class 6 6.13.23</td>
<td>Phase 3: Gathering input from stakeholders</td>
<td>See Modules for Readings/Materials</td>
</tr>
<tr>
<td>Class 7 6.20.23</td>
<td>Phase 4: Develop tactics and take action.</td>
<td>See Modules for Readings/Materials Group Assignment #2 Due by beginning of class</td>
</tr>
<tr>
<td>Class 8</td>
<td>6.27.23</td>
<td>Phase 4: Develop tactics and take action.</td>
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</tr>
<tr>
<td>7.4.23</td>
<td>No class session</td>
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<tr>
<td>Class 9</td>
<td>7.11.22</td>
<td>Phase 5: Assess progress and course-correct.</td>
</tr>
<tr>
<td>Class 10</td>
<td>7.18.22</td>
<td>Phase 5: Assess progress and course-correct. Group Consultations with Greg</td>
</tr>
<tr>
<td>Class 11</td>
<td>7.25.22</td>
<td>Group Presentations and Course Wrap-Up</td>
</tr>
</tbody>
</table>
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.

Grade Breakdown

<table>
<thead>
<tr>
<th></th>
<th>Assignment Details</th>
<th>Due Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engagement, Participation, DEI Reflection Responses (two of these)</td>
<td>No due date; ongoing. Reflection #1 Reflection #2</td>
<td>20% of course grade</td>
</tr>
<tr>
<td>2</td>
<td>Group Assignment #1: Team Charter and Environmental Assessment (Phase 1 and 2 of Bevan’s Model)</td>
<td>Due on 6/6/2023 at the beginning of the class</td>
<td>20% of course grade</td>
</tr>
<tr>
<td>3</td>
<td>Group Assignment #2: Stakeholder Input Tool (Phase 3 of Bevan’s Model)</td>
<td>Due on 6/20/2023 at the beginning of the class</td>
<td>10% of course grade</td>
</tr>
<tr>
<td>4</td>
<td>Group Assignment #3: Program Description, Budget, and Evaluation Outline (Phases 4 and 5 of Bevan Model)</td>
<td>Due: on 7/18/2023 at the beginning of the class for consultation; final submission before midnight on 7/18.23</td>
<td>25% of course grade</td>
</tr>
<tr>
<td>5</td>
<td>Final Group Presentation of Project: 15 min (max) presentation</td>
<td>Presentations on 7/25/23</td>
<td>20% of course grade</td>
</tr>
<tr>
<td>6</td>
<td>Professionalism regarding attendance</td>
<td>Ongoing</td>
<td>5% of course grade</td>
</tr>
</tbody>
</table>
Assignments Overview

Assignment: Engagement, Participation, 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 content and activities 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 ≠ paying attention in class.) Misuse of electronic devices in class will be reflected in your engagement score.

Assignment: Attendance:

All students are expected to attend all sessions of the class. I understand “life happens” when we least expect it, however, you are all adults in an advanced graduate class. Considering this, I expect you to conduct yourself in the same manner as you would at your field placement or in a job, so I do not distinguish between “excused” and “unexcused” absences, but rather, this portion of the grade reflects how you conduct yourself in the event of an absence. (Note: missing more than 2 classes during the semester will necessitate a further discussion or plan between the student and professor)

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 and consulting with your group members 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: Group Assignment:

Over the span of the semester, students will work in groups to design a Project that focuses on Diversity, Equity, and Inclusion with the University of Michigan School of Social Work as the target community or location of the planned change. The assignments are organized using the framework from the course’s primary text Changemaking by Richard Bevan, which will
encourage student groups to articulate their project in the context of planned organizational change through 5 Phases. Phase 1: Form a team; Phase 2: Identify and document the issues; Phase 3: Gather input from stakeholders; Phase 4: Develop tactics and take action; Phase 5: Assess progress and course correct.

Each group will select an aspect of DEI at the UMSSW and organize a Project Proposal that includes an educational program as the primary activity (examples include programs such as a 1-day workshop, a teach-in event, a webinar, or similar).

Potential aspects of DEI to Explore:
- Socioeconomics
- Race
- Ethnicity
- Language
- Sex
- Gender
- Age
- Ability
- Religion
- Culture
- Transparency
- Safety
- Relationship between SSW and community
- Other

Templates for each deliverable will be available in Canvas, and there will be ample time (90 minutes plus each session) for groups to work on the deliverables of the assignment in class and with the input and supervision of the professor.

1. Group Assignment #1: Encompassing Phases 1 and 2 of Bevan Model
   a. Deliverables (3 Total)
      i. Project Charter (1st draft)
      ii. Environmental Assessment (SWOT or similar tool)
      iii. Stakeholder Assessment (Force-Field Analysis or similar tool)

2. Group Assignment #2: Encompassing Phase 3 of Bevan’s Model
   a. Deliverables
      i. Stakeholder Input Tool (Survey, Interview or Focus Group script or similar tool)

3. Group Assignment #3: Encompassing Bevan Phase 4 and 5
   a. Deliverables
      i. Project Charter (2nd Draft)
      ii. Program (Key Project Activity) Description (Logic Model) (Phase 4)
      iii. Project Timeline (Gantt Chart or similar)
      iv. Program Budget (Key Project Activity) (Line-Item Budget with 1-Page
Narrative) (Phase 4)

v. Evaluation Outline/Table (List of data-collection points and key questions) (Phase 5)

4. Group Assignment #4: Project Proposal Presentation
   a. Deliverable:
      i. 15 min presentation of Project Proposal by group

Detailed rubrics for each assignment will also be available in the Canvas “Assignments” section.

Potential Team Project Topics:
   All project teams will design a project that is connected to the idea of DEI in the SSW and its community/network. Projects may focus on current MSW students, alumni, potential future students, or other stakeholders.

Previous projects have focused on:
   - BIPOC Student recruiting
   - LGBTQA Student/Alumni supports.
   - Projects for students/alumni with disabilities
   - Collaborations between the SSW and other schools

Late Assignments
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
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
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 feel 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 online 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 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>88-100</td>
</tr>
<tr>
<td>A</td>
<td>84-88</td>
</tr>
<tr>
<td>A-</td>
<td>81-83</td>
</tr>
<tr>
<td>B+</td>
<td>78-80</td>
</tr>
<tr>
<td>B</td>
<td>74-77</td>
</tr>
<tr>
<td>B-</td>
<td>71-73</td>
</tr>
<tr>
<td>C+</td>
<td>68-70</td>
</tr>
<tr>
<td>C</td>
<td>64-67</td>
</tr>
<tr>
<td>C-</td>
<td>&lt;64</td>
</tr>
<tr>
<td>D+</td>
<td>94-99</td>
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<tr>
<td>D</td>
<td>91-93</td>
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<tr>
<td>E</td>
<td>&lt;91</td>
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</tbody>
</table>

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 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.
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 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