I. COURSE DOMAIN AND BOUNDARIES

This course recognizes that effective program development is an important component of social work practice: social workers are frequently called upon to plan and design programs as part of their jobs. The course supports the use of an effectiveness based planning process as a means to judiciously consider and utilize best practices and empirically based program models when developing a program. The Evidence Based Practice (EBP) process is considered to be the standard upon which measureable and sustainable programs are designed, implemented and evaluated and thus, the course requires that students understand and apply the steps in the EBP process (asking answerable research and practice questions related to an area of client need, searching and critiquing the literature through finding best practice characteristics and empirically supported program models, applying the literature through designing program goals, objectives, activities which adhere to fidelity principles and evaluating the product and process through creating program evaluation plans).

The course will explore concepts related to developing effective programs with respect for cultural relevance, justice, race, color, ethnicity, class, gender, sexual orientation, religion, physical or mental disability, age, immigration status, national origin, and political ideology. This course emphasizes the development of effective programs that strengthen client populations and that build the clients’ capacity to help themselves by highlighting opportunities to involve individuals, families and communities in the development process. In addition, it recognizes that developing effective programs using a collaborative
framework provides an opportunity to advance the profession’s responsibility to work with and serve those with needs they cannot meet alone, thus promoting both social and economic justice. It provides a program planning, implementation, evaluation and funding context for exploring values and ethics relevant to the NASW code of ethics.

The course will utilize practice examples and published program research to enhance skills in critically evaluating program design and management practices. Each student’s knowledge of and commitment to the social work profession will be advanced, with a focus on their future professional utilization of effective program design and funding strategies.

Through readings, lectures and applied course work, the course will provide students with the knowledge, skills, and tools necessary to facilitate client need driven program development. Students will participate in agency/community applied learning projects as an integral part of this course.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
</tr>
</tbody>
</table>

III. COMMON PEDAGOGICAL ELEMENTS

Pedagogical elements common to all sections of this course include:

1. Course content and assignments are designed to be applied within the context of a current practicum or employment setting and assignments are expected to be completed with input from field instructor/supervisor/agency administrator.
2. Instructors will utilize various instruction methods to include: didactic lectures, large and small group discussions, guest speakers, small group and individual practice exercises, case study analyses, logic models and technology enhanced reflection opportunities (Blackboard discussion boards, etc.)
3. Instructors will teach and reinforce application of the EBP process as it relates to program development through sharing their professional practice experiences, directing students to best practices lists relevant to their client populations, encouraging students to seek evidence supported answers to practice questions, and evaluating students’ skills in this area.
4. While assignment structure may vary by instructor, the following elements are standard:
   a. Assignments will be completed individually by each student, within the context of their practicum or employment setting.
   b. Assignments will build upon each other throughout the semester to create a comprehensive program design.
   c. Instructors will support student application of knowledge and skills through reading and editing multiple drafts of various components of program designs.
5. Through formal and informal interactions with students, instructors will model structures of consultation to introduce students to the ways in which supervision and colleague consultation can improve effectiveness with current program design and management practices, particularly in multi-disciplinary settings.
IV. BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: Academic integrity in the completion of tests, oral presentations and written assignments (including statistical syntax) is expected. Violations of academic integrity (e.g., plagiarism) are very serious offenses. Violations will result in notification to the Assistant Dean for the appropriate (MSW or MPH) program and may result in referral to the Academic and Professional Integrity Committee, which could lead to dismissal from the program. Please review and adhere to the entire set of Academic Integrity guidelines in the student handbook on Inside Brown: Student Handbook 2017

Accommodations: If you have a learning disability, sensory, or physical disability or other impairment, and you may need special assistance in lectures, reading, written assignments, and/or exam taking, please contact the Brown School Director of Student Affairs who can provide coordination of accommodations at Washington University and the Brown School. The Disability Resource Center, a University-wide resource, provides diagnostic and academic accommodations support and referrals.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students' English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Professional Use of Electronic Devices in the Classroom: Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder which records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices will be at the discretion of the instructor, unless this is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation points, a loss of the privilege of computer use in the classroom, or being asked to leave the classroom.

Religious Holidays: The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

V. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES

Accommodations based upon sexual assault: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb
(kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in Umrath Hall. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Siegle Hall.

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the aforementioned accommodations, please contact Essie Rochman, Director of Student Affairs at erochman@wustl.edu. She can assist you in navigating a myriad of concerns. Her office is in Brown Hall, room 320.

VI. READINGS

Required and Recommended text books are available on Reserve in the Brown School library and for purchase from the WUSTL Bookstore. All other required articles are electronically available on the Blackboard page for this course and section or on hard copy reserve in the library, as noted. The instructor may also distribute additional articles and handouts in class and will post additional materials on Blackboard. Readings are always due the day they are scheduled in the syllabus.

Required texts:


All required Internet resources are available to download for no charge. These and MANY OTHER RELEVANT resources are available through Blackboard (in the course materials section).
Recommended / Supplemental texts: On Reserve in the Brown School Library


(This text is strongly recommended, we will do a significant amount of reading from the Miner & Miner text. It is not available for electronic copy on Blackboard).


Recommended / Supplemental Reading: Internet Resources

MANY RELEVANT resources are available through Blackboard (in the course materials section).

VII. ORGANIZATION OF COURSE

This class has two primary and interrelated components: understanding the framework (theories and evidence based best practices) for program development and utilizing this framework to develop an implementable program which addresses a client need. The class is divided into different types of instruction: didactic, practical information and exercises, and case study analyses. Significant in-class work will be completed in small groups. Groups will be assigned on week 2 of class. This format requires much in student preparation: neither missing classes nor missing papers will be allowed except for emergency situations.

VIII. ROLE OF FACULTY AND STUDENTS

Faculty is responsible for preparing the didactic section of class, directing students to empirically supported programs for a variety of client populations, and for assisting students in the development of a program through repeated reading and editing. Teaching Assistant will support the Faculty member through providing lectures and assisting with grading assignments in addition to being available to students during small group work for feedback and assistance.

Requirements:
Students are required to: 1) be in a current practicum setting with relevant experience on which they can draw and/or be employed in a social service agency. Course assignments will be developed within this context and will require input from agency staff/administrators. 2) Students are expected to attend all class sessions, on time. 3) Students are expected to complete readings and participate in each class session.

USE OF BLACKBOARD: Students are encouraged to review Blackboard on a regular basis and utilize the technology appropriately to enhance their learning experience.

- FOR ASSIGNMENT QUESTIONS: A discussion board forum has been set up on the course Blackboard page. This is the place to post questions about assignments. Students are encouraged to subscribe to this forum to receive notifications about new posts and replies. Please review this discussion board before sending a personal e-mail to the instructor. All posted questions will receive a response from the instructor within 24 hours during the week but the discussion board is not always reviewed on the weekends, please plan accordingly.

- FOR POWERPOINT LECTURES AND OTHER COURSE CONTENT: The instructor will utilize the course materials section of Blackboard to post PowerPoint slides from class lectures, additional readings, handouts and links to useful websites and other resources. There is a discussion board forum specifically for ongoing ideas and questions about course content (beyond assignments).
IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification: Interview with Agency</td>
<td>C1, C4, C7</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Social Problem Analysis</td>
<td>C3, C7</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Literature Review/Summary of Best Practices</td>
<td>C4, C6, C7</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
<tr>
<td>Program Designs (Draft #1 and Final Design)</td>
<td>C1, C3, C4, C7, C8, C9</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Program Design Presentation</td>
<td>C1, C4</td>
<td>Skills, Cognitive Processes</td>
</tr>
<tr>
<td>Critical Analysis of Design Process and Agency Readiness to Implement</td>
<td>C4, C9</td>
<td>Knowledge, Cognitive Processes</td>
</tr>
</tbody>
</table>

Course Activities

<table>
<thead>
<tr>
<th>Course Activities</th>
<th>Competency/Competencies</th>
<th>Dimension/Dimensions Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard discussion board posts related to program design theory and practice integration</td>
<td>C1, C2, C3</td>
<td>Cognitive and Affective Processes</td>
</tr>
<tr>
<td>In class activity: Identifying the Social Problem</td>
<td>C2, C3, C4</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>In class activity: Logic Model Building</td>
<td>C4</td>
<td>Skills</td>
</tr>
<tr>
<td>In class activity: Building a Program Budget</td>
<td>C1, C8</td>
<td>Knowledge, Skills</td>
</tr>
<tr>
<td>In class activity: Finding Funding</td>
<td>C1, C8</td>
<td>Knowledge, Skills</td>
</tr>
</tbody>
</table>

X. ASSIGNMENTS AND GRADING CRITERIA

Visual of assignment structure is below:

Identification of social problem/client need → Empirical support for client need and summary of best practice characteristics and evidence based program models. → Program design drafts (2) include goals, outcome and process objectives, related activities, evaluation plans and a program budget. → Oral presentation of the program design content, supported by visual aids, to an internal or external stakeholder group.

Client need is identified, best practices to address the need are used to design the program and then funding and additional stakeholder support is sought.

Identify a social problem that results in an unmet or undermet need for a client group at your practicum site/agency of employment. **The assignments for this course will be developed around this need and should meet the needs of the clients first and the agency secondly.** It is expected that the program design you will be working on will be developed with input from your supervisor/agency administrator. In addition, programs must be developed in the context of the best available empirical evidence. The program may or may not be implemented at the agency’s discretion.

*Please note: detailed assignment descriptions will be posted on Blackboard prior to the due date.*

**A flexible 1 inch binder (with your name clearly printed on the cover and spine) is required** – assignments are to be submitted in this binder and must remain in the binder following grading (for review during next assignment grading).

*Any electronically submitted assignment should be provided in Word or Excel format (not PDF).*

6
Assignment 1: Social Problem Analysis  
Due in class on January 30, 2018

This 7 - 9 page APA compliant paper will include:
1) Description of your agency and community setting
2) Identify and describe a social condition / problem experienced by clients served by your agency  
   (to clarify: this is the unmet or undermet need that you will develop a program to address).
   a) Explain how this problem was identified by the agency.
   b) Use Kettner’s framework analysis to fully describe known elements of the  
      problem/situation.
3) Critical Analysis of Kettner’s “new approach” in comparison to traditional program planning.
   a) Use examples from the text and information from your interview with your practicum  
      supervisor to discuss your agency’s adherence to either a traditional approach or Kettner’s  
      approach, or a combination of the two.

This will provide an outline for the future assignments, which will require more depth and breadth. This  
is intended to give you a beginning point on which to build your program design.

This assignment is worth 10% of your final grade.

Assignment 2: Literature Review / Summary of Best Practices  
Due in class on February 13, 2018

This 10-12 page APA compliant paper will include the following components:
1) Agency summary
2) Empirically supported background of problem area
3) Empirically supported characteristics of “effective programs” and / or “best practices”
4) Summarize at least 2 effective/model programs with demonstrated outcomes which address the unmet  
   client need.
   a) Include in your discussion:
      i) Description of population/target group
      ii) Program Description
      iii) Findings/Lessons Learned
5) Applicability to agency and program design:
   a) Limitations of the research
   b) Discuss the practice implications of these models on your plan for your program design.

This assignment is worth 20% of your final grade.

Assignment 3 and Assignment 4: Program Design  
Due in class on March 6, 2018 (draft #1), April 3, 2018 (draft #2 for peer review) and April 6, 2018  
(revised and final version – submitted to Lorien’s office by 9 a.m. on Fri., Apr. 6th.)

This APA compliant paper will include the following components:
Draft #1: (15 page maximum)
1) Statement of Need
   a) Utilize generalizable and agency level data to empirically support the need
2) Rationale for Program
   a) synthesis of the best practice characteristics and/or effective program(s) and summarize the specific  
      components that will be incorporated into your program design
   b) implementation plan which clearly describes how you will implement the model and/or or best  
      practice components within your agency setting
3) Program Narrative
   a) Goals, Objectives, Activities
4) Evaluation and Measurement Plan
5) Logic Model
   a) Visual depiction of program design model

Draft #2 (Final design) adds: (22 page maximum)
6) Budgets and financial plan (budget summary, line item budget and budget narrative, financial sustainability plan)
7) Work Plans (Time/Task charts, Gantt charts, and/or PERT charts)

*These combined assignments are worth 35% of your final grade. Draft #1 is worth 15%. Draft #2 is worth 20%.*

**Assignment 5: Presentation of Program Design**
**Due in class on April 17 and April 24, 2018**

Students will provide a 10 minute presentation of their program design. Presentation content must include an overview of the need, the program components and the financial costs of the program, with special attention paid to the implementation components and financial sustainability of the program. They will present to a panel of peers and community agency representatives and will receive feedback. Grade will be determined by content and format of the presentation, with attention paid to appropriate presentation skills.

*This presentation is worth 10% of your final grade.*

**“Mini Assignments”**
**Due in class or on Blackboard on various dates (assigned at least 1 week ahead of time)**

Throughout the semester, students will complete worksheets to guide the larger program design assignments. Details for each assignment and worksheets as appropriate will be provided in class, many of these will be completed during class but in cases where there is not adequate time, these will be required as homework. These will be submitted to the instructor for points and also shared within student groups for feedback.

   a. Problem Identification: Interview with Agency 5%
   b. Goals /Objectives worksheets 3%
   c. Budget worksheets 3%
   d. Critical Analysis of design process and implementation readiness 4%

*These combined mini assignments are worth 15% of your final grade.*

**Class Attendance and Participation**

Do not ask if you will miss anything if you are absent, of course you will: content is covered each week! Class attendance and participation are expected and graded accordingly. You are expected to come to class, on time and prepared to discuss in large and small groups the readings, your progress on program design tasks and provide feedback to your classmates on the same.

Small group work is a vital component of this course and your presence or absence from class will affect the learning environment for you and your fellow classmates. Therefore, each absence from class will result in a minimum of 10 points deduction in participation grade, considerations will be made for professional or personal emergency situations on a case-by-case basis.
In addition, completing the course evaluations online at the middle and end of the semester will be factored into your participation grade. Final evaluations must be submitted by May 9th to be considered for your participation grade.

Class attendance and participation are worth 10% of your final grade and are assessed on an ongoing basis.

**POLICY ON LATE ASSIGNMENTS:** Late assignments will be penalized a minimum of 20% of the possible points for each day late. Please see the instructor in advance of the due date if there are severely extenuating circumstances (e.g., injury, illness, birth or death in the family).

**EXTRA CREDIT OPPORTUNITIES** (you may receive up to 10 total extra credit points, added to your participation grade, from any combination of the options below).
1. Conduct a review of a program model that has demonstrated effectiveness related to awareness, prevention or intervention for your preferred population(s). Present your findings in a 3 to 5 minute presentation to the class. Presentation dates are tentatively scheduled for Feb. 27th and Mar. 27th. If you are interested in this option, you must notify the instructor by the deadline stated in class. You can receive up to 5 points of extra credit for this.
2. Attend and reflect on relevant workshops or training sessions to increase your learning about program development and funding (several are offered through Skandalaris Center for Entrepreneurial Studies, some webinars/podcasts may be posted on Blackboard or you may seek approval for an off-site workshop). You can receive 2.5 point of extra credit when instructor is provided with proof of your attendance (acceptable “proof” includes: certificate of completion, the signature of the event coordinator or a screenshot of your webinar registration) AND when you have posted a brief but thoughtful discussion board thread connecting the training session to relevant learning for this course. Documentation and posts can be submitted on an ongoing basis until the last day of class.
3. Complete the funding sources worksheet distributed in class to locate and describe at least 1 appropriate funding proposal in each of the funding source categories. Additional details for this will be provided in class. This is worth 2.5 points of extra credit and is due by the last day of class.
4. Students can submit at least 2 well thought out questions that they would like to have the young professionals panel address on April 3rd. These can be related to the challenges of the course concepts, how former students have applied the concepts in professional practice, etc. This is worth 1 point of extra credit and is due electronically on Blackboard by 5:00 p. on Fri. Mar. 30th.

**Grading Summary:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Social Problem Analysis</td>
<td>10%</td>
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<tr>
<td>Lit. Review and Summary of Best Practices</td>
<td>20%</td>
</tr>
<tr>
<td>Program Design Draft #1</td>
<td>15%</td>
</tr>
<tr>
<td>Program Design Draft #2 (final version)</td>
<td>20%</td>
</tr>
<tr>
<td>“Mini assignments” (combined)</td>
<td>15%</td>
</tr>
<tr>
<td>Presentation of Program Design</td>
<td>10%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**COURSE GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>100-95</td>
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<tr>
<td>A-</td>
<td>94-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<td>C+</td>
<td>79-77</td>
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<td>C</td>
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<tr>
<td>C-</td>
<td>73-70</td>
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<td>F</td>
<td>below 70</td>
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XI. COURSE OUTLINE

Class #1: January 16, 2018

*Interview summary and identified problem mini-assignment due electronically (on Blackboard) by 5:00 p.m. on Friday, Jan. 19th*

**Topic:** Effectiveness-Based Program Planning Principles; Identifying the Social Problem.

This class provides an overview of the course schedule and an introduction to the concepts associated with program development. This class introduces the importance of understanding social problems and people in need when designing effective programs. Causes and consequences of social problems that result in unmet client needs will be explored. We will discuss social problems in the context of the community and the region, as well as how your agency’s mission addresses these problems.

**Required Readings:**

- **Text:**
  
  Kettner, Ch. 1 and 3: Contemporary Issues in Human Service Program Planning and Administration”, “Understanding Social Problems”

- **Internet:**
  
  Rand, Introduction (focus on: The 10 Accountability Questions and Developing a Vision sections)

**Student Assignment (summary to be submitted via Blackboard as a mini-assignment by 5:00 p.m. Fri. Jan. 19th):** Interview with Practicum Supervisor (utilize Kettner’s questionnaire – available on Blackboard to guide your interview). You are also responsible for providing your agency with an FAQ document about the course expectations. This document is available on Blackboard with the mini-assignment detailed assignment sheet.

Class #2: January 23, 2018

*Small groups will be assigned*

**Topic:** Effectiveness Based Program Planning: Needs Assessment

This class continues the discussion of identifying underlying needs and problems. This class will explore the role of needs assessment in driving program development and the methods used to assess a variety of personal, environmental, and institutional strengths in order to develop and implement programs. We will also identify and review intervention approaches and programs serving children, youth, and families – including family support programs, prevention, intervention, etc.

**Required Readings:**

- **Text:**
  
  Kettner, Ch. 4 and 5: “Needs Assessment: Theoretical Considerations”, “Needs Assessment: Approaches to Measurement”

- **Internet:**
  
  Rand, Ch. 1: “What are the Underlying Needs and Conditions in the Community?”

- **Blackboard:**
  

**And** watch this 6 minute introduction to Getting To Outcomes (GTO): [https://www.youtube.com/watch?time_continue=5&v=fEf7t5PW7DI](https://www.youtube.com/watch?time_continue=5&v=fEf7t5PW7DI)
**Student Exercise:**
Students will utilize their Interview mini assignment as well as Kettner’s framework questions (p. 42-46) to discuss the extent to which their agency’s mission addresses client problems through its program planning, implementation and evaluation. They will also share their problem statements and receive feedback from small groups and instructors.

**Class #3: January 30, 2018**

*Social Problem Statement assignment due in class.*

**Topic:** Effectiveness-Based Program Planning Principles; Identifying and Utilizing Best Practices. Concepts will be presented in the framework of program effectiveness and what this means when working within a variety of health and social service settings. Class will discuss the theoretical underpinnings of program design, including the continuum of prevention through intervention. We will discuss using evidence to ensure that program planning and development is based on best practice research. Class will focus on cultural competency in designing programmatic solutions to client needs. Particular attention will be given to race, ethnicity, class, gender, sexual orientation, religion, physical or mental disability, age, and national origin.

**Required Readings:**

**Internet:**
- Rand, Ch. 3: “Which Evidence-Based Programs can be used to reach your goal? (Best Practice)”

**Blackboard:**

**Class #4: February 6, 2018**

**Topic:** Program Planning: Goals, Objectives and Activities
This class will discuss how to develop a program hypothesis, goals and objectives when planning programs. Instructor will explain the difference between goals, outcome objectives (intermediate and final), process objectives, and activities.

**Required Readings:**

**Text:**
- Kettner, Ch. 6 and Ch. 7: “Selecting the Appropriate Intervention Strategy”, “Setting Goals and Objectives”

**Internet:**
- Rand, Chapter 2: “What are the Goals, Target Populations and Objectives?”

**Student Exercise:**
In small groups, students will use case studies to create goals and objectives as a beginning point to developing their own program designs.
Mini Assignment: (due in 2 weeks)
Use goals/objectives worksheets provided in class to create a program hypothesis and at least 1 goal, 2 objectives and related activities for your program design. This will be submitted in class in two weeks.

Class #5: February 13, 2018
Literature Review assignment due in class
Topic: Program Planning: Goals, Objectives and Activities (continued)
Students will be guided in the use of a logic model for program design. Instructor will provide examples of actual logic models to demonstrate effectiveness of visual tools.

Required Readings:
Text:
Kettner, Chapter 8: “Designing Effective Programs”

Internet:
Rand, Chapter 6: “What is the Plan for this Program?”


Student Exercises:
Students will have the opportunity to utilize on-line resources to review logic model formats.
Small group activity: develop a logic model for case study and begin design of logic model for program.

Class #6: February 20, 2018
Goals/objectives mini assignment due in class
Topic: Program Evaluation and Measurement: From A Planning Perspective
This class will include discussion on best methods to evaluate a program and how feedback (data) from evaluations should shape further program evaluation and modification. The critical link between client outcomes and program evaluation also will be discussed, including determining what data to collect and how to collect it.

Required Readings:
Text:

Internet:
Rand, Chapter 8: “How Well did the Program Work?”

Library Reserve (hard copy only):
**Class #7: February 27, 2018**

*EBP Program summary extra credit presentations*

**Topic:** Program Evaluation and Monitoring: From A Planning Perspective  
This class will continue the discussion of program evaluation with a focus on the importance of effectively assessing program quality and process components (vs. only outcomes). A special emphasis will be placed on the ethics and values inherent in program evaluation.

**Topic:** Detailing the Implementation: Program Work Plans  
This class will highlight the usefulness of Work Plans as visual tools to support program design content. In particular, the use of Gantt Charts, Time/Task Charts and PERT Charts will be discussed.

**Required Readings:**

- **Blackboard:**

- **Internet:**
  Rand, Chapter 7: “How will the Quality of the Program Implementation be Assessed”?

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**Class #8: March 6, 2018**

*Program Design Draft #1 assignment due in class*

**Topic:** Personnel, Budgeting, and Other Fiscal Considerations  
This class will focus on understanding the link between successful program development and the identification of organizational capacity, including financial capacity. The class will discuss development of a budget for a specific program, the role of budgeting in program management and the presentation of the program budget to community stakeholders. The necessity of an accompanying narrative/budget justification will be addressed.

**Required Readings:**

- **Text:**

- **On Reserve:**
  Miner, Chapter 12: “Budgets”

**Mini Assignment:** (submitted via Blackboard as a mini-assignment by 5:00 p.m. Fri. Mar. 9th)  
Students will utilize budgeting worksheets provided in class to create a preliminary budget for their program.

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**NO CLASS MARCH 13, 2018 – HAVE A SAFE AND RELAXING SPRING BREAK!**

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**Class #9: March 20, 2018**

*Budget worksheet mini assignment due via Blackboard by 5:00 p.m. Fri., Mar. 9th (The graded version will be returned via Blackboard this week).*

**Topic:** From Program Development to Initial and Sustained Funding  
This class will focus on understanding the link between successful program development and the identification and procurement of necessary funding. The primary emphasis will be on obtaining private/foundation funding. We will review the significance of leveraging funds to underscore the importance of funding sustainability. Strategies to consider as part of future funding plans will also be addressed. IF YOU HAVE A LAPTOP, PLEASE BRING IT TO CLASS TODAY.

**Required Readings:**


**On Reserve:**

Miner et al., Ch.3 and Ch. 13: “Finding Private Funds”; “Sustainability”

**Blackboard:**

**Student Exercise:**
Students will have the opportunity to utilize on-line resources to search for grants and funding sources appropriate for their program design and implementation. For extra credit, students can complete the funding sources worksheet distributed in class to locate and describe at least 1 appropriate funding proposal in each of the funding source categories.

**Class #10: March 27, 2018**

*EBP Program summary extra credit presentations*

**Topic:** Program Implementation: From A Planning Perspective
This class will focus on the importance of planning a program’s implementation fidelity process. Strategies for assessing agency readiness to implement will be presented.

**Required Readings:**

**Blackboard:**


**Class #11: April 3, 2018**

*(Completed) Program Design Draft #2 for Peer Review due in class*

Peer Review assignment completed in class.

*(Revised) Program Final Design due to Lorien’s office by 9:00 a.m. on Friday, Apr. 6th.*

**Topic: Reviewing program designs**
Students will have the opportunity to work with their peer review partner to provide and receive feedback regarding their program design proposals.

A panel of “young professionals” (former students who have completed the course) will offer their perspectives on the applicability of the course objectives to their professional experiences.
No Required Readings

Student Exercise: Peer Review of Program Draft
Students will complete a written critique of a fellow student’s proposal using the form provided by instructor.

Class #12: April 10, 2018
Topic: Putting it all Together: Monitoring and Reporting
This class will focus on the importance of telling your story to funders and other interested stakeholders to communicate your program effectiveness as well as lessons you have learned. We will also discuss the importance of how to prepare reports and dissemination plans on program successes and challenges to funders, Boards of Directors, and community stakeholders. Information and tips for creating an “elevator pitch” to explain projects will be provided in order to prepare students for their upcoming presentations.

Required Readings:
On Reserve:
Miner, Chapter 11 “Dissemination”

Blackboard:
TEDtalk: The Beauty of Data Visualization (David McCandless)

Class #13: April 17, 2018 and Class #14: April 24, 2018
Program Presentations due in class - groups 1 and 3 will present on Apr. 17th; groups 2, 4 and 5 will present on Apr. 24th.
Topic: Students will provide a 10 minute presentation of their program design. They will present to a panel of peers and community agencies and will receive feedback on the presentation content and presentation style.

No Required Readings

Class #15: May 1, 2018
Critical analysis of design process and implementation readiness mini assignment due via Blackboard by 5:29 p.m. (prior to class).
Topic: Ethical Issues, Values and Professional Responsibility in Program Administration.
This class will focus on ethical dilemmas related to program planning, implementation, and evaluation. Students will discuss relevant professional dilemmas which typically occur and that they have encountered in practicum and agency contexts.

Topic: Students will briefly share their program design summaries and will reflect on the strengths and challenges they faced throughout the semester. Students will also have the opportunity to provide verbal feedback regarding the strengths of the course and how to improve the course to facilitate student learning. Written course evaluations must be completed by the student independently via the University’s online system – this is not optional and is a component of the participation grade for this course. Final evaluations must be submitted by May 9th to be considered for your participation grade.

Required Readings:
Blackboard: