COURSE NUMBER: SOWO 792
COURSE TITLE: PROGRAM DESIGN AND PROPOSAL DEVELOPMENT
SEMESTER AND YEAR: SPRING 2010, MONDAYS 2 – 4:50PM
CREDITS: 1.5 CREDITS SHORT COURSE
INSTRUCTOR: Marie Weil
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OFFICE HOURS: Mondays 1-1:45 pm and 4:50 – 5:50 pm
Tuesdays 12-1:00 pm
Other times by appointment

COURSE DESCRIPTION: In this skills-oriented course, students will learn to apply three approaches to program development and prepare a proposal draft suitable for submission to a foundation or governmental organization.

COURSE OBJECTIVES:
By the conclusion of this course, students will be able to:

1. Explain and demonstrate components of three approaches to program development.
2. Describe the distinctions among: the emergent planning model, rational planning model and inclusive or participatory planning model for program design and development.
3. Understand and explain how programs need to be adapted to fit diverse cultural contexts, and how programs can be designed to focus on empowerment strategies.
4. Demonstrate attention to development and maintenance of organizational cultural competence in program proposal.
5. Build culturally competent practices into program design.
6. Demonstrate the program’s connections to social justice and human rights concerns in class presentations.
7. Design a program model illustrating program components, consumer pathways, staffing Pattern and desired outcomes.
8. Develop a theory of change and a logic model for the program plan.
9. Demonstrate one proposal or program development skill for class.
10. Develop a professional level Program Proposal suitable for submission to a foundation or governmental entity.

EXPANDED DESCRIPTION:
This course builds on other advanced macropractice courses and is suitable for all MSW students interested in developing skills in proposal development and program design. It is
structured to prepare students to design empowerment oriented programs and develop a proposal suitable to be submitted to a foundation or government agency for funding.

Students will individually select an issue, social or community problem for which they wish to design a program to improve individual, group, and/or community outcomes. The program design will include development of materials to document the program’s structure, components, and outcomes. Students will examine program development approaches including the rational planning model, inclusive/participatory model and emergent model. They will learn to identify when each approach is appropriate for a specific population or need.

Individual students will partner with the instructor to teach a specific skill or task for program and proposal development. Students will participate in small work groups to practice specific skills such as budget development and design of the program’s theory of change. The proposal will include: a funding request letter, an executive summary, an assessment of need, a description of the issue or problem, the rationale for and illustration of the specific program design, a description of program components, supporting documents, logic model and theory of change, the program budget, and the evaluation design. Students’ will make a presentation of a specific component of their program and proposal to the class.

**Prequisites:** MSW students, completion of Foundation Year of Program. Graduate Students in other Departments, permission of the instructor.

**Required Texts/Readings:**


Students specifically interested in program and proposal development work in the **Public Sector** will use the Yuen & Terao book noted below as their main text for the course.

**Recommended Books:**

Required readings, other than those from the texts, are noted in the syllabus with an asterisk *. These readings will be available on the course’s Blackboard site.

**Teaching Methods**
Brief lectures, skills development exercises, presentations, in-class work groups and homework assignments will all be employed in this course. An adult learning model will be used to encourage independent learning and critical thinking along with collaborative planning and
review groups to discuss each other’s program and proposal elements. Learning expectations in the class will require a professional level investment in group learning, discussion, and critique.

This course will employ both cognitive and experiential learning approaches. Brief lectures and student/instructor presentations will present basic content. Students will be expected to facilitate discussion on selected topics and experiential exercises will be used in relation to particular program elements.

Students will engage in small work groups to practice skills in specific areas such as budgeting or developing an appropriate theory of change. Peer learning as well as individual work will be emphasized. These multiple approaches, especially peer learning are used to simulate typical collaborative approaches to program design in social agencies and consultative work in proposal development.

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, facilitating discussion of divergent ideas, articulating your own point of view clearly, being prepared with readings and assignments, and demonstrating collaboration at a professional level in classes.

**CLASS ASSIGNMENTS AND EVALUATION**

Active and supportive participation will be expected as an aspect of professional development. Since both program design and proposal development require multiple creative steps, in-class groups will work to gain skills in preparation of proposal and program elements. Frequent homework and in-class assignments will move students forward on each step of program and proposal development. For the Independent Study the percentage of final grade for course components will be as follows.

Students will complete two major assignments:

**Mid-Term Paper: Program Design and Supporting Materials** 40%

The mid-term will consist of production of program design documents for students’ individual projects. The Program Design will include:

1. Statement of Social Issue/Problem/Concern (3pgs. max);
2. Needs or Needs/Strengths Assessment (4pp.);
3. Program Description, and Illustrative Program Design Chart (a “picture” of participants’ pathway through program and staff responsibilities and roles) (5pp.);
4. Rationale for the Program Design (why does this approach seem best?) (6pgs. max) including:
   - Relevant Theory,
   - Relevant Research (is there EBP for the intervention; or documentation of “Best Practices;” or provide the logic for the chosen design if this is a new approach/program direction);
5. Draft of the Logic Model and Theory of Change for the Program(1pg for each); and
6. Rationale for the chosen approach to program development (rational model, inclusive/participatory, or emergent)(1pg.).

Papers may be shorter than the allotted pages, but not longer.

**Final Paper – Completed Proposal** 50%

The final assignment will incorporate the revised material from the mid-term and present a professional level proposal suitable for submission to a foundation or governmental agency for
funding. Elements of the program designs and proposals will be discussed and presented in class throughout the progression of the course. (Italicized items below indicate material from the midterm that you have revised for the final proposal.)

The Completed Proposal will include:

1. Your Funding Request Letter (1pg.), {?What are you doing and why should they provide funding?}
2. Your Executive Summary, (less than 1pg.) {Sometimes this is the only thing that reviewers look at!}
3. Your revised Statement of Social Issue, Problem, or Concern (3pgs. max): {Why does your issue matter more than other proposals they are considering? Does your program or project promise long-lasting results? Will positive changes be sustainable?}
4. Your revised Assessment of Need, or Strengths and Needs Assessment (4 pgs. max), {How serious are the needs that you proposed to respond to? What are probable long-term consequences (from research) if your program/project is not implemented? How will your program respond to identified needs?}
5. Your Description of the Intended Change (4 pgs. max) (Program Description and Intended Results) that your program, project, or intervention is designed to accomplish including:
   a. Purpose Statement
   b. Presentation of Program Goals
   c. Presentation of Measurable Program Objectives and Desired Outcomes.
6. Your revised Rationale for the Program, Project, or Activities (Why does this approach seem best?) (5 pgs. max) including:
   Relevant Theory,
   Relevant Research (is there EBP for the intervention; or documentation of “Best Practices”?); Other Research; Alternatively provide the logic for the chosen design (drawing from theory, from related programs, etc. if this is a new approach/program direction.
7. Your revised Theory of Change and Explanation (2 pgs.max) and TOC Chart and your Logic Model and Explanation (1 pg. for each chart)
8. Illustrative Program Design Chart (a “picture” of participants’ pathway through program and staff responsibilities and roles) (1 pg.)
9. Using your Program Design Chart Develop an Analysis of your Change Strategies (How do specific, activities, actions, interventions produce the intended and cumulative changes needed to produce desired outcomes?) (3 pgs. max)
10. Discussion of how your Change Strategy fulfills Social Justice Goals and how it responds to concerns for Organizational Cultural Competency. (1 ½ pgs.)
11. Description of your Resource Development Strategy—a brief description of where you are seeking funding resources (If for example you are requesting two different foundations to support different components of the project; OR why you are making your funding request to this specific foundation or funding body. Remember that Resources are not just financial; discuss in-kind contributions from your organization, or from supporting organizations. Discussion of your marketing plan, community support and participation, and how resources would be cultivated, attained and sustained to produce the desired change. (2 pgs. max).
12. **Your Budget Request and Justification.** Your budget justification explains why you need the budget components requested and explains items that might be questioned by funders.

13. **Your Timeline for program/project implementation.** (Budget 1 pg.; Justification 1 pg.)

14. **Your Evaluation Plan**—How you will Measure Outcomes and a brief description of how you could evaluate the effectiveness of the intended change process. (3pgs. max).

Your Proposal may be fewer pages than the maximum noted, but should not be longer.

Students’ will make a presentation of a specific component of their program and proposal to the class. The Complete Proposal must be turned in on the final day of class.

**Homework, Presentations, and Discussions with Instructor.** 10%

**Course Expectations:**

**Attendance:** Students are expected to attend all classes, to be prepared for seminar discussion of assigned readings and current topics, and to be engaged in questions and discussion of other students’ topics as well as their own. Each class member will be responsible for discussion leadership of a particular class and for discussion of particular issues. Missing three classes will result in lowering of grade by ten points. Students may be excused from class if they are participating in a major learning experience related to their field agency’s work or attending a professional conference.

Students will be asked individually or in small groups to become thoroughly familiar with particular assigned readings for specific sessions and to lead discussion of questions related to those readings with the class.

Students are encouraged to review the Web-sites for Logic Models and Developing a Theory of Change.

Since this is an advanced level master’s course, it has high expectations for reading, analyzing, critiquing policy and related professional literature, and presenting your own work for discussion and evaluation. Each written assignment is expected to show evidence of critical thinking as well as thoughtful consideration of the policy literature, and other relevant resources. Papers are expected to include in-text citations and a summary list of references following the APA Style Manual. If you have experience with the reference and citation formats commonly used in legal and legislative documents, please employ that method. Assignments should be word-processed or typed (double spaced) employing correct English usage, grammar, punctuation and spelling. To be acceptable for advanced graduate work, assignments must be at a level of professionalism expected of professional practitioners.

**Grading Policy:**

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values for these grades are as follows:

- **H = 94 –100**
- **P = 80 – 93**
- **L = 70 – 79**
- **F = 69 and below**
A grade of P is “entirely satisfactory” master’s level work. On a traditional grading scale, a P would range from an A- to a B-. The grade of H (Honors) signifies that the work is clearly excellent in all respects.

**Policy on Incompletes and Late Assignments:**
Students are expected to turn in written assignments to the instructor on the appointed date. If an illness or major professional commitment prevents timely submission, contact the instructor to discuss implications and to work out arrangements to get the assignment to the instructor as soon as possible. The University has strict policies that govern giving a grade of Incomplete. This grade is given only in serious extenuating circumstances.

**Policy on Accommodations for Students with Disabilities:**
Students who require accommodations in relation to class participation or assignment completion should notify the instructor on the first day of class and provide a brief written statement in relation to needed formats.

**Policy on use of Electronic Devices:**
Students are expected to cut off all cell phones and other communication devices during each class. (Please advise the Instructor in advance if you anticipate an urgent call.) Students are expected NOT to use Laptop computers in class without a private discussion with and prior permission from the Instructor. It can be useful to have a class member look up relevant web-based materials during class, however, any use of a computer for personal communication, or work other than seeking relevant information that has been requested for class discussion in SOWO 834 will result in (1) being requested to leave the class and not return until the issue has been discussed jointly with the instructor and the Associate Dean, and (2) lowering of the final grade by 10 points.

**Honor Code Expectations**
Please refer to the APA Style Guide, the SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating:

> “I have not given or received unauthorized aid in preparing this written work; I have not plagiarized the work of anyone else from books articles, web sites or personal communication; and I have not submitted work for this class that was developed for a previous or concurrent course.”

Students are expected to use this version of the Honor Code for all assignments for this course. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action will be taken as required.
READINGS AND COURSE OUTLINE

Jan. 11th

Introduction

Activities:
Introductions and Course Overview including Members Goals
Discussion of Program Design and Proposal Preparation methods and syllabus
Discussion of Students’ Specific Program Interest Areas and Ideas and Proposal Questions
Discussion of Initial Readings

If you have not been able to purchase the two texts before the first class, not to worry; we will begin work on the readings on the 11th and you can catch up and present your questions later.

Readings:
Kettner, Mooney, & Martin, Chapter 1. Contemporary Issues……
Netting, O’Connor & Fauri, Chapter 2. Programs—Containers for Idea Implementation

Jan. 18th

No Class: Holiday in Honor of Dr. Martin Luther King

Readings: Program Planning Approaches

Homework:
Prepare two to three discussion questions for each of the chapters assigned. We will begin class on January 25th with your questions about program planning approaches.

Readings:

Make careful notes of the ideas and issues that interest or concern you for each chapter. Note their similarities and differences.

Jan. 25th

Program Design Approaches and Choices

2nd Class

Discussions:
- Your Questions and Ideas about the Three Approaches
- Comparison of Strengths of Each Approach
- Comparison of Essential Process and Expected Results of Each Approach
- Origin of Each Approach
- Comparison of Value Perspective of Each Approach

Activities:
- Discussion of “The Pig Intervention” Netting, Chapter 4
• How would case examples of the other two approaches differ?
• Building Inclusiveness Exercises

Readings:
Review Readings assigned January 18th— and the following new readings:
Kettner, et al. Chapter 4. Needs Assessment: Theoretical Considerations, 51-68 and
Chapter 5. Needs Assessment: Measurement Approaches

Feb. 1st Completion and Peer Review of Program Design Mid-Term Papers
3rd Class

We will not meet as a full class on Feb. 1st. You will have time for peer consultation then and to complete your papers and your peer review of a classmate’s paper during the week.

On or before Feb. 2nd: Complete your Program Design Paper and email it to a colleague in class for peer review and critique.

Guidelines for Peer Review of Colleague’s Program Design Materials

The format and expected content of the Program Design Paper is as follows:
Mid-Term Paper: Program Design and Supporting Materials
The mid-term will consist of production of program design documents for students’ individual projects. The Program Design will include:

1. Statement of Social Issue/Problem/Concern (3pgs. max);
2. Needs or Needs/Strengths Assessment (4pp.);
3. Program Description, and Illustrative Program Design Chart (a “picture” of participants’ pathway through program and staff responsibilities and roles) (5pp.);
4. Rationale for the Program Design (why does this approach seem best?) (6pgs. max) including (6 pages Max): Relevant Theory, Relevant Research (is there EBP for the intervention; or documentation of “Best Practices;” or provide the logic for the chosen design if this is a new approach/program direction);
5. Draft of the Logic Model and Theory of Change for the Program (1pg for each); and
6. Rationale for the chosen approach to program development (rational model, inclusive/participatory, or emergent)(1pg.).

Questions to consider in your Peer Review of a Colleague’s Paper:
1. Overall, is the material well written a clearly and congruently presented?
2. Do you have recommendations to to strengthen the paper in relation to its content and presentation—both prose and illustrations?
3. Does the Needs or Strength/Needs Assessment relate usefully to the probable program participants and their life situations? Do you have recommendations to strengthen the Assessment?
4. Do the Program Description, the Program Design Chart, and the Rationale for the Design fit together well? Is the theory and/or research material effectively used to support the designer’s choices?
5. Is the Theory of Change well-reasoned? Does it fit well with the Rationale for the Program Design? Do you have recommendations to strengthen the TOC or Logic Model?
6. Do you think the writer has chosen the best option among the basic program development approaches? Why or Why Not?
7. Does this material as a whole cause you to want to pursue it further and read the full proposal? Why or Why Not?

On or before 10:00 am February 8th, email your own Program Design Paper and your peer review of a colleague’s paper to the instructor (moweil@email.unc.edu) for class discussion that afternoon.
Readings:
Kettner et al. Ch. 6. Selecting the Appropriate Intervention Strategy, 97-111, and
Chapter 7. Setting Goals and Objectives, 113-140.
*Anderson, A.A. (2004). Theory of change as a tool for strategic planning:
Review Web-sites on Logic Models

Feb. 8th        Review of Program Design Papers, Logic Models, and Theories of Change
4th Class

All Program Design Papers and Reviews of Others’ Papers are due at or before
10:00 am Feb. 8th.

Activities/Discussions:
Discussion of Each Paper and of the Peer Reviews
Comparisons of Theories of Change and Logic Models
Problem Statements and Needs Assessments

Readings:
Kettner, et al. Chapter 8. Designing Effective Programs

Feb 15th        Goals, Objectives, Outcomes, and Organizational Cultural Competency
5th Class

Activities:
Reviewing and Comparing Goals, Objectives, and Outcomes Charts
Discussion of Organizational Cultural Competence Issues—Building into all program facets
Discussion and Comparison of Program Models
Questions about moving from Outcomes to Basic Evaluation Design

Readings:
Iglehart & Becerra, (1995) Social Services & the Ethnic Community,
Chapter 7. Service Delivery to Diverse Communities: Agency-Focused
Obstacles and Pathways; pp. 205-239, and
Chapter 8. Service Delivery to Diverse Populations: Interorganizational
Pathways, pp. 241-270

Recommended:

Feb. 22nd       Budgeting and Program Evaluation
6th Class
Exercises:
Budgeting
Funding Request Letters and Executive Summaries
Basic Program Evaluation Components
Blackboard Site Examples

Readings:

March 1st     Final Class     Final Paper Due
7th Class
Proposal Component Presentations
Course Evaluation
Homework for Final Class: Prior to class, make 6 copies of your Power-Point Handout for your presentation of a component of your Program Design and Proposal

Presentations on Program Design and Proposal Elements:
Each Class member

Discussion:
- Proposal Elements
- Resource Development and Budget Preparation
- Managing funder relationships—working with donors