

(Matching) New Course Request MAR 13 2009 Indiana University East Campus

Check Appropriate Boxes: Undergraduate credit [] Graduate credit [X] Professional credit [] 95

1. School/Division Social Work 2. Academic Subject Code SWK

3. Course Number S664 (must be cleared with University Enrollment Services) 4. Instructor

5. Course Title Designing Transformational Programs

Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2009

7. Credit Hours: Fixed at 3 or Variable from to

8. Is this course to be graded S-F (only)? Yes No X

9. Is variable title approval being requested? Yes No X

10. Course description (not to exceed 50 words) for Bulletin publication: (Matching-MCI) "This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development..."

11. Lecture Contact Hours: Fixed at 3 or Variable from to

12. Non-Lecture Contact Hours: Fixed at or Variable from to

13. Estimated enrollment: 30 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Will this course be required for majors? Yes

15. Justification for new course: This course is required in MSW Program; pulling from MCI.

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature] Date 1-20-09 Department Chairman/Division Director

Date Dean of Graduate School (when required)

Approved by: [Signature] Date 1-20-09 Dean

[Signature] Date 1/23/09 Chancellor/Vice-President

Date University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**INDIANA UNIVERSITY NORTHWEST
SCHOOL OF SOCIAL WORK**

S664 DESIGNING TRANSFORMATIONAL PROGRAMS (3 Credits)

Instructor's Name:

Office

Telephone:

E-Mail:

Semester Year:

Section No.:

Office Hours:

I. COURSE RATIONALE, DESCRIPTION, & OBJECTIVES

This course focuses on alternative, transformational models of strategic, community, and program planning. Featured development models center on collaboration, cultural competence, empowerment, and social justice. The course will address advanced grant writing, identification of funding and other resources, and philanthropic trends within a variety of social service delivery systems. It will move beyond a focus on the technology of program development, to examine planning as a vehicle for designing organizational, community, and social change.

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Comprehend and master cultural competence skills throughout the program design, proposal writing, and grant review process in response to continuous societal change and political cycles.
2. Critically examine the implications of the NASW Code of Ethics for planning; consistently integrate core ethical principles into the program design, and resolution of ethical and values dilemmas.
3. Identify factors which impact organizational, community, and social change by examining the systems' life cycle, internal and external environmental factors, demographic, community, government, philanthropic, social, economic, policy, political, and other processes.
4. Summarize contemporary trends in program, organizational, and community planning models and frameworks. Critically analyze the utility of these models and frameworks in relationship to specific planning opportunities.
5. Integrate a range of contemporary planning theories and frameworks, such

as innovation planning, strategic organizational planning, and participatory planning, to design transformational projects, programs, organizations, and community initiatives.

6. Apply perspectives of diverse consumers, community advocates, professionals, volunteers, leadership, policy makers, funders, and other stakeholders to enhance collaborative partnerships in the planning processes.

7. Critically analyze the impact of planning opportunities and demonstrate skill in promoting social and economic justice by planning with oppressed populations. These populations include people of color, women, lesbian women and gay men, and other populations at risk, as well as those groups distinguished by age, ethnicity, culture, class, religion, region, and physical or mental ability.

8. Synthesize the analytical, research, advocacy, technology, and fiscal management skills to design, implement, and evaluate transformational programs at various system levels.

9. Apply strategic marketing skills to develop relationships; attain organizational, community, political, governmental, or financial approvals; and maximize private and public investment in the program.

II. CONTENT OUTLINE & READINGS

SESSION 1 (1/18/07)

"Introduction to Course " Initial discussion of proposed topics. Defining social Problems. Articulating the vision for a program. Identifying your passion for change.

Kettner, Moroney, & Martin (1999) - Introduction & Chapter 2

SESSION 2 (1/25/07)

"Identifying Need for Change" Understanding the concept of need. Conception, Design and Implementation of Needs Assessments.

Kettner, Moroney, & Martin (1999) - Chapter 3

SESSION 3 (2/1/07)

"Human Services Planning Paradigms and Essential Components". Identifying stakeholders, assessing needs from consumers, service providers and leaders. Types of Needs Assessments. Developing a rationale for your program. Identify other community programs and related service-providers

Kettner, Moroney, & Martin (1999) - Chapters 3 & 4

SESSION 4 (2/8/07)

"The Program Planning Phase" Exploring contemporary models for reframing the issues and opportunities. Applying strategies to discover community assets, capacities, opportunities, and perceptions of needs. Identify community providers (GIS Mapping) and develop a Mission Statement.

Kettner, Moroney, & Martin (1999) - Chapters 5

SESSION 5 (2/15/07)

"Developing a Program Design". Evaluate goals and objectives of the program being proposed. Identify program components that meet the stated goals and objectives.

Kettner, Moroney, & Martin (1999) - Chapters 6

Assignment #1 Due.

SESSION 6 (2/22/07)

"Partnering, Collaborating, & Negotiating with Consumers, Constituency Groups, & Community Organizations, & Agencies". Exploring strategies for Collaboration, Building Alliances, Animation/Mobilization, & Negotiation from Strengths and Empowerment Perspectives.

Assignment #2 Due.

SESSION 7 (3/1/07)

"Methods, Implementation, Organizational Structure, Staffing, Timetable, Management Information System, & Marketing Plan". Developing the core of the program – flow charting the essential elements of the model. Design of staffing plan.

*Handouts***SESSION 8 (3/8/07)**

"Budgeting Systems & The Funding Environment". Projecting cost centers, estimating expenditures, and ensuring fiscal accountability for the program. Exploring IUPUI Library Philanthropic Collection and completing the foundation prospectus worksheets.

*Kettner, Moroney & Martin (1999) -Chapters 9 & 10; Appendix.
Bring budget samples from placement/employment agency..*

SESSION 9 (3/15/07)

"Evaluation Plan: Integrating Qualitative & Quantitative Strategies for Monitoring & Evaluation. Designing core elements and operationalizing the accountability cycle.

*Kettner, Moroney & Martin (1999) -Chapter 11.
Handouts.*

Assignment #3 Due.

SESSION 10 (3/29/07)

"Supportive Materials & The Finishing Touches". Developing the supportive documents and developing a creative proposal package. Does your proposal meet the NASW Code of Ethics standards? Does it move the profession further?

Assignment #4 Due.

SESSION 11 (4/5/07)

Individual Meetings (as meets yours schedule requirements)

SESSION 12 (4/12/07)

Assignment #5 Due: Class Presentations, Peer Review & Critiques.

SESSION 13 (4/19/07)

"Polishing Your Program Plan to Fit Funders' Requirements: Next Steps When Your Proposal Is/Is Not Funded." Reflections on Planning Process: Ethical, Diversity, and Advocacy Issues and Opportunities.

Course summary and evaluation.

SESSION 14 (4/26/07)

Assignment #6 (FINAL ASSIGNMENT) Due.

III. REQUIRED AND RECOMMENDED TEXTS

Required Texts:

Kettner, Peter M., Moroney, Robert M., & Martin, Lawrence L. (1999). Designing and Managing Programs: An Effectiveness-Based Approach. Second Edition. Thousand Oaks, CA: Sage.

Supplemental readings will be assigned and/or recommended during class sessions.

IV. COURSE FORMAT & ASSIGNMENTS

ASSIGNMENT #1

Draft a Mission Statement for your proposed agency/program. The mission statement should identify the nature of program, rationale, purpose and target population.

ASSIGNMENT #2

- (i) Create a template for the rationale of your proposal. In other words, discussing the social problem that your proposal addresses. Identify statistics, data or research that supports your focus.
- (ii) Describe the target population and create a template for the assessment and selection of qualified participants.
- (iii) Describe the proposed program or model to be replicated. Identify the various components of the program//model and describe their respective functioning. Also describe how the various components are interconnected.
- (iv) Identify any other agencies or programs that you would link with to better serve your clients.

ASSIGNMENT #3

- (i) Create a staffing plan by incorporating information regarding your program design. Identify the positions you would create and offer brief job descriptions for each.
- (ii) Create a draft budget for your proposal. This includes salaries, administrative costs, program costs, office expenditures, etc. Be as comprehensive and inclusive as possible.

- (iii) Discuss the resources (material and non material that you would need)

ASSIGNMENT #4

- (i) Discuss and outcome evaluation plan. This plan should address how you will measure or assess if the program met its goals.
 (ii) Identify potential sources of funding and technical assistance.
 (iii) Develop a marketing/PR plan.

ASSIGNMENT #5

You will give a 15-minute oral presentation on your proposal to your peers, followed by a question-answer session.

ASSIGNMENT #6

Based on the reviews of your peers, make any needed modifications to your proposal and submit for final grading.

V. COURSE POLICIES, EVALUATION & GRADING

All students will have an opportunity to formally evaluate the course and instructor at the end of the term using the required School of Social Work and University standardized evaluation materials. The educational process will be enhanced by ongoing, mutual feedback between students and the instructor.

Assignments % of final grade

Assignment #1:	5%
Assignment #2:	10%
Assignment #3:	10%
Assignment #4:	10%
Assignment #5:	25%
Assignment #6:	25%
Class Participation and Attendance	15%

Grading Scale:

98% A+	88% B+	78% C+	68% D+	58% F
95% A	85% B	75% C	65% D	
92% A-	82% B-	72% C-	62% D-	

Indiana University Policy on Plagiarism

The School of Social Work follows the Indiana University policy on plagiarism which states:

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

- a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- b. A student must give credit to the originality of others and acknowledge indebtedness whenever:
 1. Directly quoting another person's actual words, whether oral or written;
 2. Using another person's ideas, opinions, or theories;
 3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 4. Borrowing facts, statistics, or illustrative material; or
 5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

Code of Student Rights, Responsibilities, and Conduct. Indiana University.
<http://www.iupui.edu/code/>

IU School of Social Work Addendum to Indiana University Policy on Plagiarism

In addition to the university statement on plagiarism which is published in the IU Student Code of Student Rights, Responsibilities, and Conduct, the IU School of Social Work defines plagiarism as including:

- The intentional or *unintentional* use of information from another person without full acknowledgment. Such use, even when unintended, causes the work to appear to be the student's own work and thus the student, not the original author, benefits from the omission of proper acknowledgment.
- Copying or using information from web sites without appropriately documenting the internet source.
- Buying or using a document written by another person.
- Submitting any part of the student's own work which has been previously submitted, unless one's own prior work is fully acknowledged and appropriately cited.