



USC | School of Social Work

Social Work 665

Program Development & Grant Writing for Social Workers

3 Units

Fall 2013

Instructor: Murali D. Nair		
E-Mail: muralina@usc.edu	Course Day: Tuesday	
Telephone: 213-821-7054	Course Time: 4:10 p.m. – 7 p.m	
Office: City Center 375-E	Course Location: WPH B26	
Office Hours: before and after class Or by appointment		

I.

COURSE PREREQUISITES

SOWK 503, SOWK 505, SOWK 534, and SOWK 535

II. CATALOGUE DESCRIPTION

Planning and program development that are generalized to any setting and relevant to direct and macro social work practice expertise.

III. COURSE DESCRIPTION

Utilizing the theory of Effectiveness-Based Program Planning, this course is designed to provide second year social work students with the skills to plan and design programs and write grants/proposals. Results Based Accountability framework is incorporated to provide students with the knowledge of whole population and program performance accountability to measure effectiveness of agencies, services, and programs. Emphasis is placed on the importance of developing the macro practice skills of problem analysis, need assessment, program planning and development, goal and objective formulation, developing program performance measures and logic models, and finding funders, responding to requests for proposals and then persuasively writing a grant to secure the resources needed to implement or sustain a program.

The course emphasizes agency-based action planning. This encompasses: a) how agencies acquire, analyze and use information from clients and other sources; b) how information and an evidenced based approach informs practice, service planning and program design; c) how service planning and program design is used to advance the well being of clients and communities through action planning; d) how service planning and program design logically guides the grant proposal process; and e) how funded grants affect program and service delivery implementation. This eventuates in information for micro and macro practitioners to identify those interventions that work best and differentiate from ones that work

poorly. Such information is incorporated to improve and develop effective programs and services through the use of evidenced based literature, research and information to substantiate needs and support an effective program design and strategy.

IV. COURSE OBJECTIVES

The Program Development & Grant Writing for Social Workers course (SOWK 665) will:

Objective #	Objectives
1	Teach students the theory of Effectiveness Based Program Development and the Results Based Accountability framework.
2	Teach students to conceptualize program designs and intervention strategies informed by research-based problem analysis, need assessment, goal & objective formulation, and evidence & effectiveness-based program intervention & design methodologies.
3	Teach students to develop proposals for agency services, grant proposals, concept papers, and proposal papers.
4	Provide students with opportunities to advance their knowledge of developing outcomes, performance measures, and logic models for population and program/service/agency accountability and evaluation practices.
5	Provide opportunities for students to critically analyze and discuss the importance of consumer-driven and objective program planning and design to mitigate the potential effects of personal, cultural, social, ethnic, gender, community, and political bias and assumptions of social work practitioners.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

There will be in-class lectures/discussions, group exercises, guest speakers, written assignments, and a comprehensive final paper to facilitate the student's learning experience. This course will be hands-on and practical. My goal is to ensure adequate acquisition of lecture material and strategies employed to accomplish this will include the above and other methods deemed necessary to enhance the learning environment. Lastly, we will enjoy learning together!

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK 665	Course Objective
1	Professional Identity		
2	Ethical Practice	*	5
3	Critical Thinking	*	2-5
4	Diversity in Practice	*	5
5	Human Rights & Justice		
6	Research Based Practice	*	1 & 2
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate	*	1-4

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Ethical Practice —Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: <ul style="list-style-type: none"> Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. Are knowledgeable about the value base of the profession, its ethical standards, and relevant law. 	1. Recognize and manage personal values in a way that allows professional values to guide practice.	In-Class Discussion Assignment 1 Final Presentation Classroom Group Activities
	2. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	3. Tolerate ambiguity in resolving ethical conflicts.	
	4. Apply strategies of ethical reasoning to arrive at principled decisions.	
Critical Thinking —Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information. 	5. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	In-Class Discussion Final Presentation
	6. Analyze models of assessment, prevention, intervention, and evaluation.	Assignment 1 Assignment 2 Final Presentation
	7. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	In-Class Discussion Assignment 1 Assignment 2 Final Presentation Classroom Group Activities

<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, and sexual orientation. Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	8. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	In-Class Discussion Assignment 1 Final Presentation Classroom Group Activities
	9. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	In-Class Discussion Assignment 1
	10. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignment 2 Final Presentation Classroom Group Activities
	11. View themselves as learners and engage those with whom they work as informants.	
<p>Research Based Practice—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. 	12. Use practice experience to inform scientific inquiry.	In-Class Discussion
	13. Use research evidence to inform practice.	Assignment 1 Final Presentation
<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	14. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	In-Class Discussion Assignment 1 Final Presentation Classroom Group Activities
	15. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Assignment 2 Final Presentation

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice 	<p>16. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	<p>In-Class Discussion</p> <p>Assignment 1</p> <p>Assignment 2</p> <p>Final Presentation</p> <p>Classroom Group Activities</p>
	<p>17. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	<p>In-Class Discussion</p> <p>Assignment 1</p> <p>Final Presentation</p>
	<p>18. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	<p>Assignment 1</p> <p>Assignment 2</p> <p>Final Presentation</p>
	<p>19. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Paper/Proposal	7 th class	30%
Assignment 2: Paper/Proposal	11 th class	30%
Assignment 3: Final Proposal Presentation	13-14th class	30%
Class Participation	Ongoing	10%

Note: Each written assignment is designed to provide the experience of writing a full grant proposal, along with relevant attachments, graphics, and documents. The first two assignments will comprise the two halves of a grant proposal, and the final proposal presentation will be a compilation of those papers, with professor's recommended edits incorporated, presented to the class as if the proposed program or proposal were being presented to a group of funders, the presenter's board, or collaborative partners being asked to join the program. This comprehensive format allows students to gain practice experience in constructing a program proposal by breaking up each section and receiving feedback to construct a well-written and designed final grant proposal. Students, traditionally, have benefited from this format and have done very well on the final project. In fact, some students were able to use the final proposal to seek and acquire grant funds for a program or service designed around the objectives of their respective field placements or other settings. The three assignments are designed to assist you in planning and developing the elements needed for a sound grant proposal that can actually be funded.

Each of the major assignments is summarized below.

Assignment 1: Paper/Proposal

This paper will provide the experience of writing a letter of inquiry, the first half of a full grant proposal, and attachments and graphics. This assignment will mirror and give you hands-on practice in the grantwriting process, including the research, data collection, program planning, editing, and collaboration required.

This paper should be a maximum of 7 single-spaced pages written in a narrative format *not* inclusive of the reference section and/or attachments. The paper will include: **(1)** a letter of inquiry (LOI); **(2)** an overview of your field placement or agency of focus for these assignments: the agency's mission; type of agency/overall agency focus; population(s) served and geographic location(s); and services provided; **(3)** A statement of need/problem statement which includes a problem analysis and needs assessment identifying the prevalence of the problem/issue to be addressed, contributing factors, problem assessment data at the general, at-risk, and population levels, current/anticipated gaps in service, and what has been done, previously, to address the problem; **(4)** the program hypothesis and evidence-informed program and/or policy intervention(s) proposed; **(5)** the general goals and specific measurable outcome objectives of the proposed program(s) and program intervention(s); **(6)** a description of your program design and implementation plan; and **(7)** an attached task plan and scope of work to graphically describe your program.

Full assignment instructions will be given by instructor prior to due date.

Due: 7th class

This assignment relates to student learning outcomes 1-4, 6-14, and 16-19.

Assignment 2: Paper/Proposal

This paper will provide the experience of writing the second half of a full grant proposal, and relevant attachments and graphics. This assignment will mirror and give you hands-on practice in the grantwriting process, including the research, data collection, program and evaluation planning, editing, and collaboration required.

This paper should be a maximum of 7 single-spaced pages written in a narrative format *not* inclusive of the reference section and/or attachments. The paper will include: **(1)** an abstract for the proposal; **(2)** a description of the capabilities of the agency applying for funds via this RFP; **(3)** a description of the capabilities of collaborative partners who will assist in carrying out the proposed program; **(4)** a sustainability plan to keep this program thriving beyond the funding requested in this proposal; **(5)** a description of how program success will be identified and measured; **(6)** an attached logic model illustrating the relationship between the issue/problem, interventions, outputs, outcomes and tools; **(7)** a budget narrative that provides justification for each line item in the proposed budget; and **(8)** an attached line-item budget for the proposed program.

Full assignment instructions will be given by instructor prior to due date.

Due: 11th Class

This assignment relates to student learning outcome 15.

Assignment 3: Final Proposal Presentation

This presentation will provide the experience of editing a full grant proposal and relevant attachments and graphics, using boiler plate information from prior documents, and presenting the proposal to a group. The group in this case will be this class; in the real world, it might be funders, or your own board, or collaborative partners to whom you are trying to sell the proposed program. This assignment will mirror and give you hands-on practice in the grantwriting process, including the editing and collaboration required, and the presentation or marketing of your program plan.

This presentation shall provide attendees with an overview of your proposal (the combination of your two papers written for this course, with professor's recommended edits incorporated).

Full assignment instructions will be given by instructor prior to assignment due date.

Due: 11-14th Class

This assignment relates to student learning outcome 1-19.

Class Participation (10% of Course Grade)

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Faculty will use the full range of grades (A-F) in their evaluation of assignments and finals, etc. Within the School of Social Work, grades are determined in each class based on the following standards, which have been established by the faculty of the School:

Grades of A or A- will be reserved for work which not only demonstrates very good mastery of the content, but which in addition demonstrates that the student had undertaken a complex task and applied critical thinking skills to the assignment. The difference between these two grades will be determined by the degree of these skills demonstrated by the student.

A grade of B+ will be given to work that is judged very good. It denotes that the student had demonstrated more than a competent understanding of the material pertinent to the assignment.

A grade of B will be given to student work that meets the basic requirement of the assignment. It denotes that the student has done adequate work on the assignment and has met basic course expectations.

A grade of B- denotes that a student performed less than adequately on an assignment with only a moderate grasp of content and/or expectations.

A grade of C or C- reflects a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

A grade of D reflects serious deficiencies in all aspects of the student's performance on the assignment

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Calley, N.G. (2011). *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. Thousand Oaks, CA: Sage Publications.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). *Effective grant writing and program evaluation for human service professionals*. Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). *Winning grants step by step* (3rd ed.). San Francisco, CA: Wiley.

Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Victoria, BC: Trafford Publishing.

Kettner, P., Moroney, R., & Martin, L. (2008). *Designing programs. An effectiveness-based approach* (3rd ed.). Thousand Oaks, CA: Sage.

Nair, M & Brody, R. (2013). "Preparing Effective Proposals – Chapter 15 & Seeking Funding - Chapter 16", in *Effectively Managing and Leading Human Service Organizations*. Thousand Oaks, CA: Sage.

Poertner, J., & Rapp, C.A. (2007). *Textbook of social administration: The consumer-centered approach*. Binghamton, NY: Haworth Press.

Articles are posted on ARES under the name of Lead Instructor Dr. Murali Nair.

Recommended books are on 4-hour reserve.

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Schedule—Detailed Description

Unit 1: Overview of the Course and Introductions

Topics

- Program development & grant writing: A parallel process
- Introduction to Effectiveness Based Program Planning and Results Based Accountability—A conceptual framework for program planning, development, grant writing, and program evaluation
- Developing and managing consumer-driven programs

This Unit relates to course objectives 1, 2, 3, 4, and 5.

Required Readings

- Calley, N.G. (2011). Comprehensive Program Development in the Mental Health Professions. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 1, pp. 1-28). Thousand Oaks, CA: Sage Publications.
- Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Introduction. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 1, pp. 1-9). Hoboken, NJ: John Wiley & Sons, Inc.
- Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Application of Information Technology. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 9, pp. 247-251). Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

- Carlson, M., & O'Neal-McElrath, T. (2008). An overview of the grant seeking process. In *Winning grants step by step* (3rd ed., pp. 1-10). San Francisco, CA: Wiley.
- Kettner, P., Moroney, R., & Martin, L. (2008). Contemporary issues in social service planning and administration. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 3-25). Thousand Oaks, CA: Sage.
- Kettner, P., Moroney, R., & Martin, L. (2008). The contribution of theory to program planning. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 27-35). Thousand Oaks, CA: Sage.
- Nair, M. & Brody, R. (2013). Strategic Planning. In *Effectively managing and leading human service organizations* (3rd ed.). Thousand Oaks, CA: Sage.
- Nair, M & Brody, R. (2013). "Preparing Effective Proposals – Chapter 15 & Seeking Funding - Chapter 16", in *Effectively Managing and Leading Human Service Organizations* (4th ed). Thousand Oaks, CA: Sage.
- Poertner, J., & Rapp, C. A. (2007). Consumer-centered social administration. In *Textbook of social administration: The consumer-centered approach* (pp. 13-38). Binghamton, NY: Haworth Press.

Unit 2: Problem Identification & Developing the Proposal Idea

Topics

- Framework for problem analysis and need assessment
- Defining and researching the problem
- Varying perspectives and definitions of need
- Utilizing research methods, government research reports, and G.I.S. as evidence based approaches

This Unit relates to course objective 2.

Required Readings

Calley, N.G. (2011). Establish the Need for Programming: Developing the Rationale. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 2, pp. 29-72). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Establish a Research Basis for Program Design. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 3, pp. 73-96). Thousand Oaks, CA: Sage Publications.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). Developing the proposal idea. In *Winning grants step by step* (3rd ed., Step 1, pp. 11-16). San Francisco, CA: Wiley.

Kettner, P., Moroney, R., & Martin, L. (2008). Needs assessment: theoretical considerations. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 51-66). Thousand Oaks, CA: Sage.

Kettner, P., Moroney, R., & Martin, L. (2008). Needs assessment: Approaches to measurement. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 69-91). Thousand Oaks, CA: Sage.

Kettner, P., Moroney, R., & Martin, L. (2008). Understanding social problems. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 37-45). Thousand Oaks, CA: Sage.

Hoefer, R. A., Hoefer, R. M., & Tobias, R. A. (1994). Geographic information systems and human services. *Journal of Community Practice*, 1(3), 113-128.

Poertner, J., & Rapp, C. A. (2007). An analytic framework for social program management. In *Textbook of social administration: The consumer-centered approach* (pp. 75-109). Binghamton, NY: Haworth Press.

Queralt, M., & Witte, A. D. (1998). A map for you? Geographic information systems in the social services. *Social Work*, 43(5) 455-468.
(Instructor Note: Available online.)

Wier, K. R., & Robertson, J. G. (1998). Teaching geographic information systems for social work applications. *Journal of Social Work Education*, 34(1), 81-96.

Unit 3: Program Design: Methodology & Proposal Components; Identifying Key Tasks and Activities; Types of Proposal Requests

Topics

- RFPs, RFIs, RFQs, RFBs, LOI: What is the difference?
- Concept papers, proposal summaries, and letters of intent
- Researching potential funders and foundations
- Grant proposal writing process
- Key components of a grant proposal
- Writing the program methodology/activities section
- Developing the task plan, scope of work, and process flow diagrams

This Unit relates to course objectives 2, 3 and 4.

Required Readings

Calley, N.G. (2011). Develop the Proposal. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 10, pp. 291-318). Thousand Oaks, CA: Sage Publications.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Grant Proposal Writing. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 5, pp. 100-138). Hoboken, NJ: John Wiley & Sons, Inc.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 7, Section III, pp. 188-190). Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). Developing your methods. In *Winning grants step by step* (3rd ed., Step 5, pp. 44-50). San Francisco, CA: Wiley.

Carlson, M., & O'Neal-McElrath, T. (2008). Writing the proposal summary. In *Winning grants step by step* (3rd ed., Step 10, pp. 85-90). San Francisco, CA: Wiley.

Carlson, M., & O'Neal-McElrath, T. (2008). Developing relationships with funders. In *Winning grants step by step* (3rd ed., Step 2, pp. 17-27). San Francisco, CA: Wiley.

Carlson, M., & O'Neal-McElrath, T. (2008). Special resource section. In *Winning grants step by step* (3rd ed., pp. 81-108). San Francisco, CA: Wiley.

Brody, R. (2005). Preparing effective proposals. In *Effectively managing human service organizations* (3rd ed., pp. 301-324). Thousand Oaks, CA: Sage.

Brody, R. (2005). Seeking funding. In *Effectively managing human service organizations* (3rd ed., pp. 324-341). Thousand Oaks, CA: Sage.

Unit 4: Writing the Problem Statement; Planning; Evaluation

Topics

- Purpose of the Statement of Need/Problem Statement
- Program planning and evaluation
- Using whole population, target, at-risk, and client population data
- Logic model

This Unit relates to course objectives 1, 2, and 3.

Required Readings

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Program Planning and Evaluation. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 4, pp. 74-87). Hoboken, NJ: John Wiley & Sons, Inc.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 7, Sections I, II, IV, pp. 171-187, 191-194). Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). Writing a compelling need statement. In *Winning grants step by step* (3rd ed., Step 3, pp. 28-36). San Francisco, CA: Wiley.

Kettner, P., Moroney, R., & Martin, L. (2008). Selecting the appropriate intervention strategy. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 97-110). Thousand Oaks, CA: Sage.

Brody, R. (2005). Problem solving. In *Effectively managing human service organizations* (3rd ed., pp. 77-98). Thousand Oaks, CA: Sage.

Poertner, J., & Rapp, C. A. (2007). Specifying and managing the social work theory of helping. In *Textbook of social administration: The consumer-centered approach* (pp. 111-140). Binghamton, NY: Haworth Press.

Unit 5: Introduction to Goals and Objectives

Topics

IN-CLASS DISCUSSION

- Understanding goals and the different types of objectives
- How to develop relevant goals and writing SMART outcome objectives

This Unit relates to course objectives 1 and 2.

Required Readings

How to Write Measurable Goals & Objectives—Indiana Department of Education. (n.d.). Retrieved from www.doe.in.gov/sdfsc/docs/writing-gos.pdf.

How to write SMART objectives and SMARTer objectives. Retrieved from <http://www.rapidbi.com/created/WriteSMARTObjectives.html>.

Recommended Reading

Carlson, M., & O'Neal-McElrath, T. (2008). Defining clear goals and objectives. In *Winning grants step by step* (3rd ed., Step 4, pp. 37-43). San Francisco, CA: Wiley.

Kettner, P., Moroney, R., & Martin, L. (2008). Setting goals & objectives. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 113-138). Thousand Oaks, CA: Sage.

Poertner, J., & Rapp, C. A. (2007). Specifying and managing the social work theory of helping. In *Textbook of social administration: The consumer-centered approach* (pp. 111-140). Binghamton, NY: Haworth Press.

Unit 6: Developing Relevant Goals & Writing Measurable Outcome Objectives #2; Program Planning

(continued)

Topics

- In class exercises in groups—Identifying and developing SMART objectives
- Program planning formula

This Unit relates to course objectives 1 and 2.

Required Readings

Calley, N.G. (2011). Establish the Need for Programming: Developing the Rationale. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (see example p. 337). Thousand Oaks, CA: Sage Publications.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Program Planning Formula. In *Effective grant writing and program evaluation for human service professionals*. (See p.83). Hoboken, NJ: John Wiley & Sons, Inc.

Review:

How to Write Measurable Goals & Objectives—Indiana Department of Education. (n.d.). Retrieved from www.doe.in.gov/sdfsc/docs/writing-gos.pdf.

How to write SMART objectives and SMARTer objectives. Retrieved from <http://www.rapidbi.com/created/WriteSMARTObjectives.html>.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human*

service professionals. (Chapter 7, Sections I, II, IV, pp. 171-187, 191-194). Hoboken, NJ: John Wiley & Sons, Inc.

Unit 7: Translating a Problem and Program Hypothesis into a Program Design, Taking an Evidence-Based Approach

Topics

- Hypothesizing the result and developing a program or policy intervention strategy
- Researching effectiveness based best practice intervention strategies
- Ethical and Social justice concerns on program design: Assessing context as it relates to ethnicity, class, gender, sexual orientation, faith, physical and mental disability, and community factors

This Unit relates to course objectives 1, 2, 3, and 5.

Required Readings

Calley, N.G. (2011). Address Cultural Identity Issues in Program Design. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 4, pp. 97-126). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Design the Clinical Program. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 5, pp. 127-160). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Develop an Advocacy Plan. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 14, pp. 397-418). Thousand Oaks, CA: Sage Publications.

Nair, M & Brody, R. (2013). "Ethical Dilemmas in Management - Chapter 18", in *Effectively Managing and Leading Human Service Organizations* (4th ed). Thousand Oaks, CA: Sage.

Bruegman, *Fire Administration* 2/e. (2009). "Leadership Ethics." PowerPoint by Pearson Education, Inc., Upper Saddle River, NJ.

National Association of Social Workers. (2008). "Code of Ethics of the National Association of Social Workers,"

Recommended Readings

Caple, S. F., & Salcido, R. M. (2005). A generic framework for cross-cultural practices in school settings. In R. Constable, S. McDonald, & J. P. Flynn (Eds.), *School social work: Practice, policy, and research perspectives*. Chicago, IL: Lyncium Books.

Hyde, C. A. (2004). Multicultural development in human services agencies: Challenges and solutions. *Social Work*, 49(1), 7-16.

Kettner, P., Moroney, R., & Martin, L. (2008). Designing effective programs. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 141-172). Thousand Oaks, CA: Sage.

Venkatesh, S. (1997). The three-tiered model: How helping occurs in urban, poor communities. *Social Service Review*, 71, 574-606.

Brody, R. (2005). Designing & developing consumer-oriented programs. In *Effectively managing human service organizations* (3rd ed., pp. 39-56). Thousand Oaks, CA: Sage.

Poertner, J., & Rapp, C. A. (2007). Program framework: The rest of the story. In *Textbook of social administration: The consumer-centered approach* (pp. 141-184). Binghamton, NY: Haworth Press.

Unit 8: Agency Capabilities, Internal Expertise, and Utilizing Strengths Formed Through Collaborative Relationships

Topics

- Highlighting agency expertise and capabilities
- Agency collaborative relationships

This Unit relates to course objectives 3 and 4.

Required Readings

Calley, N.G. (2011). Develop the Staffing Infrastructure. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 6, pp. 161-196). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Identify and Engage Community Resources. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 7, pp. 197-220). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Build and Preserve Community Resources. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 13, pp. 373-396). Thousand Oaks, CA: Sage Publications.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). Writing the organizational background component. In *Winning grants step by step* (3rd ed., Step 9, pp. 77-84). San Francisco, CA: Wiley.

Unit 9: Measuring Performance

Topics

- Program evaluation
- Evaluation section of a grant proposal
- Introduction to whole population results and program performance accountability
- Creating and using logic models
- Understanding results, indicators, outcomes, and performance measures

This Unit relates to course objective 4.

Required Readings

Calley, N.G. (2011). Evaluate the Program. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 12, pp. 343-372). Thousand Oaks, CA: Sage Publications.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Program Evaluation. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 6, pp. 139-153). Hoboken, NJ: John Wiley & Sons, Inc.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 7, Sections IV, V, VI, pp. 191-210, and Professional Insight, pp. 215-218). Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Victoria, BC: Trafford Publishing.
(Instructor Note: Please read chapters 1-5.)

Kettner, P., Moroney, R., & Martin, L. (2008). Performance measurement, monitoring, and program evaluation. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 251-262). Thousand Oaks, CA: Sage.

Center for the Study of Social Policy. (n.d.). *The Case for Shifting to Results Based Accountability*. Harvard Project on Effective Services, National Center on Education, and the Economy/National Alliance for Restructuring Education. Retrieved from <http://www.cssp.org/uploadFiles/KD31.HTM>

Poertner, J., & Rapp, C. A. (2007). Managing information: Determining whether the program is operating as intended. In *Textbook of social administration: The consumer-centered approach* (pp. 185-208). Binghamton, NY: Haworth Press.

Poertner, J., & Rapp, C. A. (2007). Selection and measurement of performance indicators. In *Textbook of social administration: The consumer-centered approach* (pp. 223-252). Binghamton, NY: Haworth Press.

Unit 10: Measuring Performance – Selecting and Using Performance Measures

Topics

- Data collection and analysis
- In-class exercises in groups

This Unit relates to course objective 4.

Required Readings

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Data collection and analysis. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 6, pp. 154-168). Hoboken, NJ: John Wiley & Sons, Inc.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 9, pp. 252-254). Hoboken, NJ: John Wiley & Sons, Inc.

Review:

Calley, N.G. (2011). Evaluate the Program. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 12, pp. 343-372). Thousand Oaks, CA: Sage Publications.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 7, Sections IV, V, VI, pp. 191-210, and Professional Insight, pp. 215-218). Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). Preparing the evaluation component. In *Winning grants step by step* (3rd ed., Step 6, pp. 51-61). San Francisco, CA: Wiley.

Friedman, M. (2005). *Trying hard is not good enough: How to produce measurable improvements for customers and communities*. Victoria, BC: Trafford Publishing.
(Instructor Note: Please read Chapters 6-9.)

Unit 11: The Program Budget & Program Sustainability**Topics**

- Calculating program costs and expenditures
- Creating the line-item budget
- Writing budget justifications/narratives
- Sustaining your program beyond the funding period

This Unit relates to course objectives 1 and 3.

Required Readings

- Calley, N.G. (2011). Identify and Evaluate Potential Funding Sources. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 8, pp. 221-256). Thousand Oaks, CA: Sage Publications.
- Calley, N.G. (2011). Develop the Financial Management Plan. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 9, pp. 257-290). Thousand Oaks, CA: Sage Publications.

Recommended Readings

- Carlson, M., & O'Neal-McElrath, T. (2008). Preparing the program budget. In *Winning grants step by step* (3rd ed., Step 8, pp. 68-76). San Francisco, CA: Wiley.
- Kettner, P., Moroney, R., & Martin, L. (2008). Budgeting for control, management, and planning. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 207-217). Thousand Oaks, CA: Sage.
- Kettner, P., Moroney, R., & Martin, L. (2008). Line-item, functional, and program budgeting systems. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 221-248). Thousand Oaks, CA: Sage.
- Brody, R. (2005). Managing agency finances. In *Effectively managing human service organizations* (3rd ed., pp. 223-252). Thousand Oaks, CA: Sage.
- Poertner, J., & Rapp, C. A. (2007). Fiscal management. In *Textbook of social administration: The consumer-centered approach* (pp. 309-335). Binghamton, NY: Haworth Press.

Unit 12: Program Sustainability and Strategies for Fundraising Success**Topics**

- Sustaining your program beyond the funding period
- Memoranda of understanding, letters of support, and in-kind donations
- Preparing the proposal package

This Unit relates to course objectives 1 and 3.

Required Readings

Review:

- Calley, N.G. (2011). Identify and Evaluate Potential Funding Sources. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 8, pp. 221-256). Thousand Oaks, CA: Sage Publications.

Recommended Readings

- Carlson, M., & O'Neal-McElrath, T. (2008). Developing sustainability strategies. In *Winning grants step by step* (3rd ed., Step 7, pp. 62-67). San Francisco, CA: Wiley.

Carlson, M., & O'Neal-McElrath, T. (2008). Putting the package together. In *Winning grants step by step* (3rd ed., Step 11, pp. 91-96). San Francisco, CA: Wiley.

Brody, R. (2005). Strategic resource development I. In *Effectively managing human service organizations* (3rd ed., pp. 254-275). Thousand Oaks, CA: Sage.

Brody, R. (2005). Strategic resource development II. In *Effectively managing human service organizations* (3rd ed., pp. 276-300). Thousand Oaks, CA: Sage.

Unit 13: Program Implementation & Operational Practices

Topics

- Implementing your program intervention
- Program marketing approaches and strategies
- Data analysis
- Documenting program results for evaluation
- Sustaining relationships with funders

This Unit relates to course objectives 2, 3, & 4.

FINAL PROPOSAL PRESENTATIONS - begins

Required Readings

Calley, N.G. (2011). Implement the Program. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 11, pp. 319-342). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Develop an Information-Sharing Plan. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 15, pp. 419-450). Thousand Oaks, CA: Sage Publications.

Review:

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Data Analysis. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 3, pp. 63-68). Hoboken, NJ: John Wiley & Sons, Inc.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Learning by Doing: Exercises, Templates, Samples, Checklists, and Training Ideas. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 7, Section V, pp. 195-207). Hoboken, NJ: John Wiley & Sons, Inc.

Recommended Readings

Carlson, M., & O'Neal-McElrath, T. (2008). Sustaining relationships with funders. In *Winning grants step by step* (3rd ed., Step 12, pp. 97-102). San Francisco, CA: Wiley.

Kettner, P., Moroney, R., & Martin, L. (2008). Using management information. In *Designing programs. An effectiveness-based approach* (3rd ed., pp. 177-200). Thousand Oaks, CA: Sage.

Brody, R. (2005). Implementing action plans. In *Effectively managing human service organizations* (3rd ed., pp. 58-75). Thousand Oaks, CA: Sage.

Poertner, J., & Rapp, C. A. (2007). Personnel management. In *Textbook of social administration: The consumer-centered approach* (pp. 261-305). Binghamton, NY: Haworth Press.

Unit 14: Course Re-Cap

Unit 14: Course Re-Cap

- Real life samples
- Guest lecturer—TBA

This Unit relates to course objectives 1-5.

Final Proposal Presentations – cont..**Required Readings**

Calley, N.G. (2011). Attain Program and Organizational Accreditation. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 16, pp. 451-474). Thousand Oaks, CA: Sage Publications.

Calley, N.G. (2011). Putting it All Together: Comprehensive Program Development in the 21st Century. In *Program Development in the 21st Century: An Evidence-Based Approach to Design, Implementation, and Evaluation*. (Chapter 17, pp. 475-490). Thousand Oaks, CA: Sage Publications.

Yuen, F. K., Terao, K. L., & Schmidt, A. M. (2009). Real-Life Samples. In *Effective grant writing and program evaluation for human service professionals*. (Chapter 8, pp. 219-247). Hoboken, NJ: John Wiley & Sons, Inc.

Unit 15: Final Class Session - Course Re-Cap/Evaluations**Final Proposal Presentations – cont..****STUDY DAYS / NO CLASSES****December 7-10, 2013****FINAL EXAMINATIONS****December 11-18, 2013**

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (demi@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *Scampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
