THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 545 – Evidence-based Resource Development Practice Across Systems
Section Number-002
3 credit hours
Fall, 2015

Instructor: Ragan Schriver, LAPSW, MSW, MA
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Office Hours: Mon 1-3

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct
It is the student’s responsibility to have read the College of Social Work Ethical
Academic and Professional Conduct Code that is in the College of Social Work MSSW
Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the

The Honor Statement
An essential feature of The University of Tennessee is a commitment to maintaining
an atmosphere of intellectual integrity and academic honesty. As a student of the
University, I pledge that I will neither knowingly give nor receive any inappropriate
assistance in academic work, thus affirming my own personal commitment to honor
and integrity. (Hilltopics).

University Civility Statement
Civility is genuine respect and regard for others: politeness, consideration, tact,
good manners, graciousness, cordiality, affability, amiability and courteousness.
Civility enhances academic freedom and integrity, and is a prerequisite to the free
exchange of ideas and knowledge in the learning community. Our community
consists of students, faculty, staff, alumni, and campus visitors. Community
members affect each other's well-being and have a shared interest in creating and
sustaining an environment where all community members and their points of view
are valued and respected. Affirming the value of each member of the university
community, the campus asks that all its members adhere to the principles of civility
and community adopted by the campus: http://civility.utk.edu/

Disability
If you need course adaptations or accommodations because of a documented
disability or if you have emergency information to share, please contact The
University of Tennessee Office of Disability Services at 2227 Dunford Hall (865)
974-6087. This will ensure that you are properly registered for services.


**Dimensions of Diversity**
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors, including” age, class, color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Course Description**
This is a required concentration course. Students build evidence-based knowledge and skills to advance social and economic welfare, social justice, and change through acquiring, diversifying, and managing financial resources. Tools and strategies are examined with individuals, families, groups, and organizations, such as fundraising, grants, contracts, and fees-for-service; grant writing and program development; budgeting and accounting; marketing and social entrepreneurship; and human resources. Students examine financial and resource development including the dimensions and scope of public and private, for- and not-for-profit organizations.

**Course Rationale**
This advanced course prepares students to work in an increasingly dynamic and global society that faces constant challenges to search for and improve financial resources for vulnerable populations and human service organizations. Funds must be located, obtained, distributed, monitored and accounted for in a systematic, fair and equitable manner that incorporates client/system needs and resource constraints, particularly for disenfranchised sectors of the economy.

**Course Competencies**
By the completion of this course, the students are expected to be able to:

1. Identify changing internal and external environments of government and social welfare organizations in light of social and economic trends and challenges of finding resources for organizations and vulnerable individuals. **MLCP 2.7 (Content: globalization, devolution of resources, decentralization of services.)**

2. Understand the principles of ethical financial resource procurement and stewardship in social welfare organizations. **MLCP 1.5 (Content: attention to discrimination or oppressive organizational practices; resolution of ethical conflicts in fiscal accountability.)**
3. Recognize and analyze issues and challenges around resource deprivered individuals and communities and appropriately resolve ethical dilemmas in the implementation of resource development strategies for diverse client systems. MLCP 1.6, 3.7 (Content: critically assess how resource development is related to issues of diversity and economic justice; tolerating ambiguity in resolving ethical conflicts.)

4. Demonstrate application of evidenced-based evaluation skills to evaluate financial decision making processes in organizational and community settings. MLCP 4.8 (Content: evaluate mission, goals and objectives for intra-system congruence, assess problems and needs of organizations and communities.)

5. Identify traditional and developing methods to diversify and manage funding within public/private, for-and not-for profit organizations and communities. MLCP 2.7, 2.8 (content: fundraising, contracts, fees-for service, grant writing; assessment of private and public funding sources; innovative fundraising strategies, consistency of strategies with sociopolitical realities.)

6. Write a grant to procure resources for program development. MLCP 2.7, 2.8 (Content: identification of funding sources, grant writing, program development, budgeting.)

7. Use computer-based technology to design, evaluate and manage organizational finances to assure integrated service systems. MLCP 2.7, 2.8 (Content: utilize a data based spread sheet system to develop budgets and monitor expenditures)

8. Identify diverse marketing and social entrepreneurship opportunities to empower individuals, communities and organizations in a local to global context. MLCP 3.7 (content: microenterprise development, social marketing, and asset building programs, social entrepreneurship strategies.)

Required Texts


COURSE REQUIREMENTS AND EVALUATION PLAN
Additional Readings and Resources
Other required course readings are listed in the syllabus and are available on the black board site for this course. Additional reading materials may be distributed during class sessions. Some required readings may be changed over the course of the semester.
Please also familiarize yourself with these University of Tennessee resources:


Course Requirements
Graduate level work includes an ability to synthesize one’s experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. Even if you use a word processing program with spell check, proof-read your work. The use of the Publication Manual of the American Psychological Association format including the use of headings/subheadings, reference list, and title page is expected to be used as a guide for writing and citing sources. The following criteria will be used for all graded assignments:

1. Quality and clarity of writing and organization;
2. Comprehensiveness
   The extent to which course concepts, discussion and readings are reflected in the writing; and
3. Submission of assignments on the dates specified within the guidelines provided.

1. Assigned Readings, Activities, and Attendance
Students are expected to complete all readings assigned by the instructor before attending class; participate in class discussions; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow students. Students are also encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. The format for activities carried out in class will be related to course readings, lectures, small group exercises, and other venues.

Regular attendance for our synchronous sessions is essential. Students are expected to be on time, attend all sessions, and stay until the completion of sessions. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. Unexcused absences from the sessions and chronic lateness will result in reduction of the final grade by one grade level.

All class assignments are expected to be submitted on their specific due date. Any assignment NOT submitted on the specified due date is subject to a penalty of two (2) points per day until the assignment is turned in. Any assignment that is more than 7 days overdue will not be accepted.
Assignments:

**Grant proposal** (35%). (Competencies 2, 4, 5, 6) The major assignment for the class will be the development and presentation of a grant proposal. Students should base the grant proposal on existing needs of their field agencies or another social change or social service organization. If this is not feasible, the student should contact the instructor immediately so that the student can be linked to a field organization. (During the semesters this course has been offered, at least 2 grant proposals developed through the course have been funded each semester). Creating a feasible and well scaled program, and accurately assigning realistic costs for carrying out the program, requires an evidence-based understanding of the organization's mission, goals, and objectives and an evidence-based assessment of the organization and target population/community’s needs. This major course assignment requires that each student demonstrate a mastery of the grant writing content. Therefore, the application of this core course competency, of evidence-based evaluation skills with regard to evaluating financial decision-making processes in the organizational and community setting must be used with regard to this grant proposal.

The proposal will be developed over the semester, using the structure described in the Syllabus. The assignment includes a search for appropriate potential funding sources for the proposal. Sections of the proposal will include a summary of the proposal, an introduction, a problem statement or needs assessment, objectives, methods, evaluation, plans for future funding, a budget with narrative, and other sections pertinent to the specific proposal of each student.

The final product for this assignment must include a separate 3 page critical assessment of how your proposal and proposal writing process accounted for issues of diversity, at-risk populations (i.e., people of color; people who are poor; children; women; gay, lesbian, and transgendered persons; immigrants; elderly people; people with disabilities; people who are otherwise oppressed or discriminated against; other vulnerable groups), economic justice, and social work ethics. Include in this critical assessment a discussion of the relationships among resource development and issues of diversity, economic justice, and issues with regard to tolerating ambiguity in resolving ethical conflicts.

DUE WEEK 13!!

Grant Proposal grading points for the program narrative and budget are distributed as follows:

<table>
<thead>
<tr>
<th>Program Narrative</th>
<th>Pts</th>
<th>Budget</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>7</td>
<td>Summary</td>
<td>10</td>
</tr>
<tr>
<td>I. Introduction</td>
<td>7</td>
<td>Budget Detail.</td>
<td>35</td>
</tr>
<tr>
<td>Comprehensiveness,</td>
<td></td>
<td>Accuracy, Organization</td>
<td>45</td>
</tr>
</tbody>
</table>

**II. Problem/Needs**

| III. Program Objectives | 15  | Budget Narrative            | 10   |
| IV. Methods             | 15   |                             |      |
A one page, double spaced prospectus outlining the grant is due at the beginning of Week 3. The prospectus is not graded. The prospectus should identify 1) the agency for which you are seeking funds; 2) the problem or need you intend to address; 3) the activities for which you are seeking funding; 4) an estimate of funds to be requested; 5) potential funder(s) for the grant if known; 6) whether the agency plans to submit the grant, and, if so, the time frame for submission; and 7) any particular factors that may hinder or streamline completing the grant proposal by the end of the semester.

You may choose to submit a DRAFT of the proposal narrative for instructor feedback by Week 9. It is to your advantage to do so; this is the only point in the semester at which you may submit a written draft for a thorough critique and written, ungraded feedback.

The final grant proposal is due Tuesday, Nov. 24. It should be turned in through email to rschriv1@utk.edu by midnight. This assignment addresses all course competencies.

Examination (20%). (Competencies 1,2,3,4,8) During Week 6, an exam will be made available for 7 hours from 3:30-10:30 on Tuesday September 30 if you have a problem with the time frame please let me know and I can adjust it. The exam will cover required readings and materials discussed in classes 1-7. Content covered in the exam will include but not be limited to the following topics: 1) changing internal and external environments of governments and social welfare organizations; 2) social and economic trends such as globalization that produce challenges for social welfare organizations’ fiscal resource procurement efforts; 3) principles, issues, challenges, and conflict with regard to ethical financial resource procurement and stewardship in social welfare organizations; 4) traditional methods of diversifying and managing funding in public/private.

Budgeting Exercise (20%). (Competencies 3,4,5,7) Using scenarios with hypothetical agency program and financial information, students will use Microsoft Excel (Microsoft Office) spreadsheets to construct and modify a program budget. The multi-page spreadsheet basic budget category, line item, and formulary structure created for the exercise will be used as a budget “template” for the final assignment budget. Students will receive the budget exercise ahead of time. The assignment is due through email to the professor at rschriv1@utk.edu by midnight, the Sunday of week 8. This assignment addresses course competencies 2,5,6,and 7.

Class participation (25%). Attendance, evidence of preparation of materials prior to class, and constructive discussion and participation in class.
The final evaluation of each student’s work will be based on the following weighting system:

- **Exam**: 20%
- **Budgeting exercise**: 20%
- **Grant proposal**:
  - Program narrative: 25%
  - Budget, budget narrative, spreadsheet: 10%
- **Class preparedness and participation**: 25%

**Grading Scale**
The following grading scale will be used for final course grade.

- **A** (95-100) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
- **B+** (90-94) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
- **B** (85-89) Good – Student consistently meets normal expectations for the course.
- **C+** (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
- **C** (70-79) Poor - There is a lack of understanding of course content. Student does not meet course expectations.
- **F** (69-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

**COURSE SCHEDULE**

**Week 1, Aug. 25: 3:30 EST Synchronous Session**

- Introduction: discuss assignments, meet students/teacher, discuss social justice/social work values, brief introduction to concept of resource management in social services and social development.

  Bucklin and Assoc text chapters 1, 2


**Week 2, The Non-profit corporation: Incorporation, articles of incorporation, domestic/international organizations, direct service/advocacy/community organizing/coalitions, by-laws, History and theory of non-profit, a brief overview of strategic planning in relation to goals of course.**

  Bucklin and Assoc. Text. Chapter 14
Watch the Videos on line and submit 150-200 word post on discussion board in response to the content of the video and the reading by midnight September 14.

Browse the following website for the Principles and Practices for Nonprofit Excellence:  
www.Minnesotanonprofits.org/nonprofit-resources

**Week 3: Organizational ethics:** review NASW code, various organizational codes in relation to issues of fund raising, grant making/writing, expensing, allocation, reporting.

Bucklin and Associates text chapter 13


Browse overheadmyth.com

Watch videos on line for this week.

Write a 150-200 word post on discussion board in reaction to the case study provided. Post by midnight September 21.

**Week 4: Tax exemption/government contracting:** Charitable solicitation issues, lobbying and political activity in non profits, charitable choice, various types of tax exemptions, federal/state/local contracting and service provision with private non-profit organizations. Discuss Sarbanes-Oxley legislation in relationship to non-profits.

Bucklin and Assoc text chapters 2,7.

Watch Videos provided online.

Respond on discussion board to the question: “what kind of agency do I work at or have my internship? What tax ramifications are there?” “are there any advocacy or political activities going on in your agency? If so please describe”

Optional:


**Week 5: Financial/fiscal issues:** Book keeping, audits, monitoring, reading balance sheets, income statements, p and l reports, best practices in financial policies and procedures.
September 22 3:30 EST Synchronous session

Browse the following website on Auditing Ethics:

Buckler and Assoc chapter 12


Week 6, September 29: Exam 3:30-10:30 EST

Week 7: Budgeting: why, how, types of budgets, guidelines, key roles in process, priority setting, goals, diversification of revenue sources, zero based budgeting, client centered approach.

Watch videos on BB site.

Post any questions about budgeting you may have about budgeting on discussion board so we can interact about the topic.

Optional:

*Rapp & Poertner, Ch. 1, Client-Centered Management, pp. 1-28.


Be sure to be working on your budget sheet.
Week 8: Budgeting: Steps and policies, calendar, unit budgeting, estimation, cost allocation, presentation of financial information to a board, and spreadsheets.

BUDGET ASSIGNMENT DUE.

Buckler and Assoc. chapter 4.

Watch videos

Optional:


Spreadsheets: What they are; what they do? Excel spreadsheet. Reading the instructions on the computer or the manuals

Week 9: Fundraising: Marketing, special events, use of volunteers, board, use of internet, donor cultivation.

Buckler and Assoc. Chapters 5,8,11.

Watch videos

Write a fundraising appeal letter based on what you learned in the video and reading. Email letter to rschriv1@utk.edu

Optional:


Week 10: Writing grant applications: process, procedure, searches, review grants/foundations.

Smith and Works text. Chapters 1, 4, 5, 6, 8

Watch videos

Write an introduction for a grant application and submit it on the discussion board. Please respond with your thoughts to each others introductions

Optional:


Week 11, Nov. 4: Grant application part II

Smith and Works Text: chapters 9,10,11,12

Week 12: Synchronous Session November 11 3:30 EST

Learn how to use grant search software.

Week 13, Nov. 18: Grant follow-up: reporting methods, measurement of success for programs to report to the foundation/government entity

GRANT ASSIGNMENT DUE BY MIDNIGHT NOVEMBER 24.


Optional:


**Week 14: Class presentations: students present to “decision makers” at a foundation a defense of the grant that you have turned in to them.**

Post your own video of no more than 10 minutes of yourself “presenting” your work to an imaginary panel about your grant application. Try to convince the viewer to fund your proposal.

Please post video by midnight Sunday of week 14.

**Week 15: interview of experts on video to be watched.**

Post questions and/or comments on discussion board. React to one another’s comments.