



CM401: Organization and Program Development

Course Instructor: Chaplain R. Steve Lowe

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Course Description

This course equips those ministering within correctional and community settings to research, plan, and administrate a ministry program that provides learning experiences to help justice-involved people encounter the person of God, the truths of His Word, the power of His Holy Spirit, and to transform their thinking and behavior. Included are principles and practices in strategic planning, volunteer management and program development and evaluation.

Course Objectives

Upon completion of the course, students should be able to do the following:

- A. Implement evidence-based practices to ministry program development.
- B. Design a ministry strategic plan.
- C. Explain the components for program development and evaluation.
- D. Communicate ministry values with stakeholders.

Course Text

The following textbook is required for the course.

Leading Strategically: Planning for Success by Ed Stetzer and Karen Swanson (Amazon)

Course readings provided in each module.

Academic Honesty

At CMI, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact Dr. Karen Swanson at

karen.swanson@wheaton.edu

Course Requirements

This course consists of a mentor relationship, readings, lecture videos, quizzes, group discussions, and writing assignments. The information regarding these course components and expectations is as follows:

Virtual Meetings: Attend the two virtual meetings, **Tuesday April 2nd at 7:00 pm (Central)** and **Tuesday, April 29 at 7:00 pm (Central)**. Information and link will be emailed to you.

Readings. Reading assignments covered in this course should be read in the context of the module in which they are assigned.

Mentor Meetings. Meet with your mentor in-person, by phone or virtually, two times during the course to share what you are learning and hearing from God. This mentor does not have to have correctional ministry experience. Mentor meeting report is due the last day of the course.

Lecture/Videos. Each module will include lecture/videos from the instructor or field experts.

Quizzes. Each module includes a multiple-choice quiz over the readings and lectures for that module.

Discussion Forums. Discussion questions related to each week’s lectures are provided. The Discussion Forum for each week begins on Monday at 12:01 a.m. Central Standard Time (CST), and your first post is required by Wednesday each week. All posts must be submitted prior to the following Sunday at 11:59 p.m. CST. You are required to **post an initial response and respond to two other posts** (total of 24 posts for the course). The following rubric will be used to assess your Discussion Forum posts.

Competency	Criteria Met	Criteria Not Met
Substantive Thoughts Expressed	Ideas and positions explained clearly. Refers back to course content when appropriate. Reply posts extends discussion.	Ideas are not clearly expressed. No reference to course content. Reply post (Yes, I agree) does not provide support for responses.
Length	Initial post is 100-150 words Reply posts are 50-60 words	Initial post less than 100 words Reply post less than 50 words
Completeness	Answers the question completely.	Some parts of the question are not addressed.

Discussion Grading Scale

Number of posts that meet the criteria will be counted.

A	22-24	A-	21	B+	20
B	19	B-	18	C+	17
C	16	C-	15	D+	14
D	13	D-	12	F	0-11

Assignments. ALL ASSIGNMENTS MUST BE TYPED. Course work is due at the assigned due date unless prior arrangement has been made. Written work is expected to be college-level quality, spell checked and proof-read. Failure to do so will affect the grade on the paper. Put your name on the top of each assignment.

Due Dates. Each week of the course begins on Monday at 12:01 a.m. CDT and ends on Sunday at 11:59 p.m. CDT. Unless noted otherwise, all assignments are due at 11:59 p.m. CDT on the Sunday of the week in which the assignment is due. For example, if an assignment is due during Week 2, you must complete and submit it by 11:59 p.m. CST on Sunday, the last day of Week 2. It is at your online professor’s discretion to penalize late work. *Contact the professor prior to the deadline if there is a problem.*

Course Grading

Grades will be issued within two weeks of the end of the course. Your grade for the course will be determined as follows:

Discussion Forum and Virtual Meetings	30% of Course
Assignments	40% of Course
Quizzes	20% of Course
Mentor Meetings	10% of Course

Grading scale will be as follows:

A	93-100	A-	90-92	B+	87-89
B	84-86	B-	80-83	C+	77-79
C	74-76	C-	70-73	D+	67-69
D	64-66	D-	60-63	F	0-59

Weekly Topics and Assignments

Module 1: Theology of Mission

DUE: April 6

VIRTUAL MEETING

Tuesday, April 1 at 7:00 pm Central

1.1 Welcome and Syllabus

LISTEN

1.2 Course Overview

1.3 Theology of Mission

READ

1.1 Syllabus

1.2 Course Overview

1.3 Theology of Mission

Leading Strategically (Ch.1)

DISCUSS

How do you discern direction and ministry decisions OR if you did a SWOT analysis, what did you learn?

QUIZ

Readings and lectures

ASSIGNMENT 1:

Theology of Mission

(50 points)

Create your own theology of mission with your population. Feel free to make use of the content from Pacific Youth's *Theology of Mission with the Incarcerated* *handout*. If additions or modifications are made to the Pacific Youth theology of mission document, **they must be in red**.

Module 2: Strategic Planning

DUE: April 13

LISTEN

2.1 Mission, Vision, and Environmental Needs Assessment

2.2 Vision, Beliefs, and Objectives

2.3 Strategic Planning

READ

2.1 Mission, Vision, and Environmental Needs Assessment

2.1a PY Strategic Plan (pages 1-17)

2.2 Values, Beliefs, and Objectives

2.3 Strategic Planning

Leading Strategically (Ch. 2-4)

Recommended *The Village of Juvenile Hall*

DISCUSS

Share your organization's vision and mission statement and critique for clarity.

QUIZ

Readings and lectures

Assignment 2:

Environmental Needs Assessment

(50 points)

Directions: Type answers under Part I -**OR**- Part II.

Part I

1. Number of correctional facilities (youth and adult) within a certain radius (your choice) of your local church (the "what" of your mission field).
2. Numbers of youth and numbers of adult incarcerated within each of these facilities (the "who" of your mission field).
3. Current operational ministry(s) (if any) within these facilities (what, if anything, is currently being done by others).

OR

Part II

1. Number of youth and adults returning to your community/county each year and from where (prison or jail)?
2. Where are they released? (bus stop, front gate, court)
3. What is available to meet their needs for the first 24 hours?

Assignment 3:

Mission and Vision Statement

(30 points)

Create your mission and vision statement.

Assignment 4:

Strategic Objectives

(30 points)

Identify your top three strategic objectives you consider to be of primary importance in fulfilling the mission and vision. State the strategic objectives as clearly and precisely as possible. Create one goal under each objective that specifies the first action step toward making the objective a reality.

Module 3: Implementing Evidence-Based Principles

DUE: April 20

LISTEN

3.1 Social Science and Evidence-based Practices

3.2 Enhancing Motivation

3.3 Target Interventions

READ

3.1 Social Science and Evidence-based Practices

3.2 Enhancing Motivation

3.3 Target Interventions

Implementing Evidence-based Principles in Community Corrections (pages 1-15)

DISCUSS

People we assist often do not change at the rate we hope for. How do you cope with the discrepancy between the change you hope to see in others and the change that actually occurs? As you apply EBP to your planning, what do you find to be the most challenging?

QUIZ

Readings and lectures

Assignment 5:

EBP1 and 2 as it applies to your target population

(30 points)

EBP 1: Assess Actuarial Risk/Needs:

1. What assessment risks/needs tools are used with your population? If none, go to question c.
2. Which of these tools are considered credible?
3. If tools do not exist, "How do you determine who needs intervention the most or, who is most at risk?"

EBP 2: Enhance Intrinsic Motivation:

1. What technique(s) might be employed that would help motivate your target population to want to change.
2. Give 3 questions you might ask someone who needs to be internally motivated for behavior change. For example, with the homeless, asking a question like "Where do you see yourself living one year from now? Possible answer, "Homeless". "How does being homeless, help you reach your goal to get custody of your children?" Possible answer, "It doesn't". "What steps will you need to take to make sure you are not living on the streets one year from now?"

Module 4: Policies and Procedures

DUE: April 27

LISTEN

4.1 Policy and Procedures

4.2 Key Institutional Policies

4.3 EBP 4 Skill Training with Directed Practice

READ

4.1 Policy and Procedures

4.2 Key Institutional Policies

4.3 EBP 4 Skill Training with Directed Practice

Implementing EBP in Community Corrections (page 13-17)

Orange County Protestant Chaplaincy Ministry Policy and Procedures Manual (Ch. 2, 3, 5).

DISCUSS

Describe one or two significant learning moments you experienced in the first four modules. For example, what topics were important to you and why? What readings/activities were most/least beneficial and Why? What unanswered questions remain?

QUIZ

Readings and lectures

ASSIGNMENT 6:

Policies and Procedures

(30 points)

Outline the policies and procedures that pertain to your ministry program/organization.

ASSIGNMENT 7:

EBP 3 and 4 as it applies to your target population

(50 points)

EBP #3: List the principles and identify how it relates to the population you will be serving.

1. **Risk Principle:** Identify which sub-population is most in need of attention. How did you determine this? Why do you think they are the highest risk?
2. **Need Principle:** Identify what needs cry out for attention most with your high-risk population. If you could only address one thing with one person in the high-risk group, what would that one thing be? List two other needs you would address.
3. **Responsivity Principle:** List the important/relevant characteristics of your target population that must be considered if effective service delivery is to occur. Use *The Village of Juvenile Hall* as an example of how to gain population awareness.
4. **Dosage:** For high risk individuals, what is the appropriate quantity of service, pro-social structure, and supervision that is recommended?
5. **Treatment Principle:** For your target group, what treatment(s) should continue post incarceration.

EBP #4: Skill Train with Directed Practice

List training provided by your ministry/organization that helps develop cognitive behavior treatment and social learning techniques. If none, what training would you recommend?

MENTOR MEETING

Meet with your mentor (if you haven't already met)

Module 5: Management

DUE: May 4

VIRTUAL MEETING

Tuesday April 29, 7:00 pm (Central) Zoom Call

LISTEN

5.1 Policies and Procedures: Skills Development Training

5.2 EBP 5 and 6

5.3 Managing Change

READ

5.1 Policies and Procedures: Skills Development Training

5.2 EBP 5 and 6

5.3 Managing Change

Leading Strategically (Ch. 6-8)

Orange County Protestant Chaplaincy Ministry Policy and Procedures Manual (Ch. 1, 2, 4)

QUIZ

Readings and lectures

ASSIGNMENT 8: EBP 5 & 6

(30 points)

EBP #5: Increase Positive Reinforcement: Answer the following questions:

1. How do you or your staff/volunteers model positive reinforcement techniques in day-to-day interactions with your co-workers?
2. How do you or your staff/volunteers understand and use the four-to-one theory in their interactions with your clients?

EBP #6: Engage On-going Support in Natural Communities: Answer the following questions:

1. What needs to be in place to continue your clients' growth and development after leaving your ministry/organization.

2. How do we engage community supports for clients as a regular part of case planning?
3. How do we evaluate our community network contacts as they relate to our target population?

Module 6: Program Design and Evaluation

DUE: May 11

LISTEN

- 6.1 Religious Saliency
- 6.2 EBP 7 and 8

READ

- 6.1 Religious Saliency
- 6.2 EBP 7 and 8

Implementing EBP in Community Corrections (pages 17-20)

Leading Strategically (Ch. 5)

DISCUSS

Critique the discipleship curriculum used by your ministry in light of the principles presented in the reading.

QUIZ

Readings and lectures

ASSIGNMENT 9:

Discipleship

(40 points)

What must a person *know* and *do* to grow in their Christian faith? Create a one-page outline of specific theological *truths* and action *steps* that would form the discipleship curriculum for those you serve in your ministry/organization.

ASSIGNMENT 10:

EBP 7 and 8

(30 points)

List the principles and identify how they relate to the population you will be serving:

1. **EBP 7: Measure Relevant Processes and Practices:** List methods of data collection made by your ministry/organization. Determine if it is an effective method and make recommended modification. If you do not have a method, then create one. You may use Pacific Youth's *Ministry Summary Sheet* as a template or as a springboard in creating your own data collection.
2. **EBP 8: Provide Measurement Feedback:** Describe how the data for your ministry/organization will be communicated.

Module 7: Volunteer Management

DUE: May 18

LISTEN

- 7.1 Volunteer I: Preparation and Recruitment
- 7.2 Volunteer II: Policies
- 7.3 Volunteer III: Training and Motivation

READ

- 7.1 Volunteer I: Preparation and Recruitment
- 7.2 Volunteer II: Policies
- 7.3 Volunteer III: Training and Motivation

DISCUSS

Describe a positive and negative volunteer experience you have had. Critique your volunteer program and describe what you have observed to be successful or unsuccessful.

QUIZ

Readings and lectures

ASSIGNMENT 11:

Volunteer Strategic Objectives

(50 points)

Develop one volunteer strategic objective for each of the following categories:

- 1. Recruitment**
- 2. Orientation**
- 3. Selecting (screening)**
- 4. Training**
- 5. Placing**
- 6. Ongoing tech-support**
- 7. Evaluation**

Module 8: Leadership and Evaluation

DUE: May 25

LISTEN

8.1 Organizational Leadership

8.2 Leading a Team

8.3 Evaluation

READ

8.1 Organizational Leadership

8.2 Leading a Team

8.3a Evaluation

8.3b Pacific Youth Program Evaluation

Evaluation Toolkit

DISCUSS

What areas does your ministry/organization evaluate? Describe the tools, process, etc. If your ministry/organization does not evaluate, what recommendations would you propose.

QUIZ

Readings and lectures

MENTOR MEETING

Submit your mentor meeting report.