USP 558  Planning Workshop  
Winter/Spring, 2018  
Mondays and Wednesdays, 4:00 - 6:30  
Urban Center 270

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Office Hours 3-4 PM M/W and by appointment

Prerequisite:  
Successful completion of ALL core courses required for the MURP degree except USP 559. **No exceptions.**

Course Description:  
This workshop is intended to serve four purposes:  
- It is the capstone for the MURP program and provides an opportunity for students to integrate the skills and perspectives of the core courses with individual interests;  
- It offers students the opportunity to experience a planning project from conceptualization to final product; and  
- It’s an opportunity to bring to life the AICP Code of Ethics https://www.planning.org/ethics/ethicscode.htm

Workshop is guided by these central principles:  

**Product is essential.** Each student will be expected to make significant contributions towards the development of a final, high quality product by the conclusion of the spring term.

**Your client is a critical partner.** You are creating a product for a client, and your task is to provide them with the product they want and need.

**This is an opportunity to engage in the kind of planning that made you want to be a planner.** As an entry-level planner, it may be some time before you have the opportunity to decide what kind of planning you’re engaged in, and planning problems you might pursue. Workshop is a chance to connect your motivation for being a planner to your practice.

**The Planning Process has reflection at its core.** Evidence of serious and careful “reflection in action” is expected of every student. At the heart of the Workshop experience is the opportunity to make choices, to experience the consequences of those choices, and to choose appropriate “next steps.”

**The mission for Planning Workshop is to develop planning products that will contribute to the achievement of local and regional goals for sustainability, enhanced quality of life, and social justice.** The Portland-Vancouver metropolitan region is our home and the context for Workshop projects. Projects elsewhere in Oregon or SW Washington may be considered, though consequent logistical issues need to be clearly understood and anticipated.
The Workshop is different than any other class you’ve ever taken. It is professional practice, you are here to meet the expectations of the profession and of your client, and your team depends on your commitment and accountability to the needs and goals of the project. Faculty act as mentors, coaches, and resources for group and project process and methods. Everything you hand in should be done as if for an employer, and as expected of a professional planner.

A Workshop group will consist of no fewer than four and no more than six students, no exceptions, and all students will be part of a group. Workshop instructors reserve the right to assign unaffiliated students to groups having between 4 and 6 members. Please Note: Team composition should anticipate the overall skills and abilities needed to successfully complete a Workshop project.

Every project must have a client. Draft work plans and Memoranda of Understanding developed with clients are due by February 1st, and will be presented to the Planning Workshop, faculty, and clients on or about February 10th. The final workshop product will be due at the end of spring term, according to the schedule below.

Course Mechanics:
Faculty and Workshop participants share responsibility for this course. We will organize our work through a combination of standing and, as needed, ad hoc committees.

- Room Maintenance Committee: We will have nearly exclusive use of Urban Center 270 during the two terms. The walls are ours to use. The furniture is ours to configure. The mess is ours to manage. The Room Maintenance Committee will take the lead in assigning space to groups, and for keeping our space comfortable and clean.
- Sustenance Committee: Since Workshop meets over the dinner hour and we will take one 10-minute break during each class meeting, the Sustenance Committee will coordinate volunteers to bring refreshments to each session. The instructors will provide refreshments for the first and last classes in each term.
- Communications Committee: This committee will establish and maintain processes for sharing information, publicizing Workshop activities and accomplishments, and will be responsible for inviting all faculty members to participate in reviews and presentations.
- Ad hoc Committees: Class members will volunteer to design and lead occasional sessions in response to needs identified as the course progresses.

Please contact an instructor should you have a documented disability requiring accommodation.

Winter Term Class Meeting Schedule:

Week 1: Jan 8 and 10
Introduction to Planning Workshop and the syllabus; Committee formation; Faculty expectations; Review current project ideas and Student interests/ Critique of projects and processes
TRB January 7-11

Week 2: Jan 15
MLK Birthday Holiday/No Class/PSU Closed
Jan 17  Continue review current project ideas and student interests / critique of projects and processes; Group formation and Project Selection

Week 3: Jan 22  Presentation: Preparing Work Plans; Group Formation and Project Selection continues...

Jan 24  Presentation: What makes a good client and good consultant? (Alma Flores – Confirmed)

Week 4: Jan 29  Group and Project Selection continues...

Jan 31  Presentation: Document design (Matthew Gebhardt – Confirmed); Group Formation and Project Selection continues

Week 5: Feb 5  Draft MOUs and work plans due./ MOU and work plan presentations to Class

Feb 7  Presentation: Survey Work (Lisa Bates- Confirmed)

Week 6: Feb 12  Feedback on MOUs and work plans

Feb 14  Refine MOU and Work Plan/prepare presentations for Feb 19.

Week 7: Feb 19  Present work plan to class, client, and TSUSP faculty (constructive criticism/feedback session); Students must invite clients and faculty to class

Feb 21  Debrief Presentations; Continue revisions on draft documents

Weeks 8/9  Complete work plan/MOU revisions; Continue project work

Week 10: March 12/14  First work plan assessment/progress report due; Discussion: Challenges and Issues Arising (group feedback to instructors)

Week 11: March 19/22  (Exam week) Self-assessment and peer assessments due; First Term Debrief Meetings with faculty; Time TBD

**Spring Term Class Meeting Schedule:**

Week 1: Apr 2  Weekly team check-ins with faculty about reflective practice-related issues

Apr 4  All Class Meeting Assembling the Story (Stein) No All Class Meeting *

Week 2: Apr 9  Weekly team check-ins with faculty about reflective practice-related issues

Apr 11  No All Class Meeting (PolicyLink Conference April 11-13)

Week 3: Apr 16  Weekly team check-ins with faculty about reflective practice-related issues

Apr 18  All Class Meeting

Week 4: Apr 23  Weekly team check-ins with faculty about reflective practice-related issues
Apr 25  No All Class Meeting (APA National Conference (April 21-24))

Week 5: Apr 30  Weekly team check-ins with faculty about reflective practice-related issues

May 2  All Class Meeting; Develop draft reports*

Week 6: May 7  Weekly team check-ins with faculty about reflective practice-related issues; Draft reports due to faculty on May 14

May 9  No All Class Meeting: Continue Develop draft reports

Week 7: May 14  Weekly team check-ins with faculty about reflective practice-related issues; Draft reports due to faculty on May 14

May 16  All class Meetings; Plan faculty presentation 6/6

Week 8: May 21  Weekly team check-ins with faculty about reflective practice-related issues

May 23  No all Class Meeting

Week 9: May 28  NO CLASS: Memorial Day Holiday, PSU Closed

May 30  All Class Meeting; Finalize faculty event 6/6

Week 10: June 4  Weekly team check-ins with faculty about reflective practice-related issues (Client presentations should be scheduled for June 1-June 12)

June 6  Faculty Presentation.* Peer Assessments due on June 8.

Week 11: June 12/14  (Exam week) Debriefing meetings with faculty (opportunity for final reflections on the workshop experience); Final Products submitted to faculty on June 11, including second work plan assessment. Reflection Memo due on June 15.

Performance Evaluation:

Completing all work by the stipulated deadlines and meeting faculty expectations regarding quality will earn a “P” grade (Passing). Individual and group work that fails to do so will be graded “NP” (No Pass). At the end of the winter quarter you will receive an "IP" ("In Progress") grade, which will be changed to a P/NP grade in June.

Peer and Self-Assessment: To assist us with our understanding of group processes and progress, all students will be assessed both by their group members and by themselves at the end of Winter and Spring terms. Forms will be provided for this purpose.

Group assessments will be based on the following considerations:

1) Work Plan Evaluation - Each group will be asked to evaluate its work plan at the end of Winter and Spring terms. We are interested in your evaluation of what worked and what didn’t in your project plan. You should keep a log of important decisions made during the course of both terms, as well as identify unanticipated events/actions that happened, how
you responded to them and what you learned in the process. Your work plan, critical choices made, and outcomes, will be the basis for group discussions with the instructors. Key issues to keep track of include (but are not limited to) scope and schedule, client relations, public involvement, work assignments, and ethical judgments.

2) Reflection Memo – Each group will be asked to respond, in writing, to the following:
   (a) Describe working with a client. Discuss initial expectations, and how, if at all, they changed over the course of the project.
   (b) Provide a key list of lessons learned for future MURP workshops.
   (c) Discuss your community participation work. What did you learn about participation? What, if anything, challenged assumptions or changed perceptions about this type of work? How did you try to engage with historically marginalized populations? Were these efforts effective? Why or why not?
   (d) Discuss how your experiences in the MURP core courses shaped your project. Consider what you learned (or not) from each of the courses and how you applied it (or not) as you worked on your projects. What training, skills, ways of thinking stand out to you at this stage as important to the development of your project? What training, skills, ways of thinking do you think could/should be included in the core courses to prepare you for Workshop?
   (e) Other reflections?

3) Final Product Evaluation Criteria

   The clarity and strength of the connections between the various kinds of data gathered and analyzed, including data produced by public involvement processes, and the recommendations given to the client in the Project documents.

   The thoughtfulness with which the group presentation to the faculty analyzes the major procedural and substantive issues you addressed, and illuminates the significance of the group’s contribution to the Workshop’s mission.

   *The effectiveness of your group process in dealing with internal and external challenges you confronted, particularly challenges associated with client relationships.*