COURSE NUMBER: SOW0517.959
COURSE TITLE: Planning for Social Work Interventions
TIMES/DATES: Spring 2014: Fridays 2:00am-4:50am (room TBD)
INSTRUCTOR: Lisa de Saxe Zerden, MSW PhD
OFFICE HOURS: Room 350- By appointment or schedule a phone call
OFFICE PHONE: 919-962-6430
EMAIL: Lzerden@email.unc.edu

COURSE DESCRIPTION:
Examines practice theories and models with individuals, families, groups, communities, organizations and human service systems. Identifies and builds evidence-based skills to create change in multiple levels of social work practice.

COURSE OBJECTIVES:
At the conclusion of this course students will be able to:
1. Critically evaluate and apply theories and models to use with client and organizational systems in a variety of practice settings.
2. Identify congruence or dissonance between practice theories and models and social work values and ethics
3. Describe and evaluate how models of practice apply to contemporary social work issues taking into account the diverse needs of intended populations.
4. Demonstrate beginning skill in utilizing evidence-based models in appropriate direct practice client situations (e.g. CBT, structural family therapy) in the context of the larger community.
5. Demonstrate beginning skill in organizational development and community-based human service system improvement (e.g. social planning, financial management) to better support individuals and families.

EXPANDED DESCRIPTION:
This course has two primary aims. The first is to help students see how social work practice is linked within the spheres of practice (macro, mezzo, direct), as well as to research and policy. The more integrated one’s practice is (regardless of the primary focus of that practice), the more efficient and effective it usually is for the client system. The second aim of the course is to expand and apply the foundation course skills set for students so that they are better prepared in field with stronger skills as they enter into their concentration year. The first half of the semester will focus on planning interventions with individuals and families. The second half will focus on planning interventions with organizations and communities. In both halves, the goal is to provide all students with critical practice skills that will be useful to them as they move in and out of different practice settings and take on different roles within the profession.
REQUIRED TEXTS/READINGS:

RELATED READINGS:
Other required readings will be posted on the Sakai site for this course.

OTHER USEFUL TEXTS FOR THIS COURSE AND FUTURE USE:

TEACHING METHODS:
I hope to develop a classroom environment that reflects the values of the social work profession. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. I will appreciate your contributions to making this a safe and respectful class for learning and growth.

ASSIGNMENTS OVERVIEW & DUE DATES (DETAILED DESCRIPTION OFFERED AT END OF SYLLABUS):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Case Scenario</td>
<td>10</td>
<td>Class #3: Jan 24</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>15</td>
<td>Class #5: Feb 7 (due Feb 8 5pm)</td>
</tr>
<tr>
<td>Application of EBP to Practice</td>
<td>20</td>
<td>Class #7: Feb 21 (due Feb 22 5pm)</td>
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<tr>
<td>Concept paper &amp; Interview reflection</td>
<td>15</td>
<td>Class #10: Mar 21 (due Mar 22 5pm)</td>
</tr>
<tr>
<td>Program Plan</td>
<td>30</td>
<td>Class #13: Apr 25 (NO EXTRA TIME)</td>
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<td>TOTAL</td>
<td>100</td>
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GRADING SYSTEM:
H = 94-100   P = 80-93   L = 70-79   F = 69 and below

EXPECTATIONS FOR WRITTEN ASSIGNMENTS:
Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, and/or spelling. Those who have difficulty writing are STRONGLY encouraged to use online resources of the campus Writing Center (http://www.unc.edu/depts/wcweb/) and/or seek assistance from Diane Wyant or Susan White in the School of Social Work. The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. All written assignments for this
course should be submitted in APA style. Exceptions to this requirement are that students are expected to format and present their written work based on 1) assignment instructions and 2) single spacing and any format the student desires for presenting bulleted and numbered lists, tables, charts and other in-text objects that results in a professional and attractive presentation expected by human service organizations. Information concerning APA style and writing resources are listed below:

- [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html) (APA Style for material in electronic formats)
- [http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html) (general information about documentation using APA style)
- [http://www.bartleby.com/141/](http://www.bartleby.com/141/) (electronic version of Strunk’s *The Elements of Style* which was originally published in 1918)
- [http://www.fas.harvard.edu/~wricntr/resources.html](http://www.fas.harvard.edu/~wricntr/resources.html) (The Writing Center, links to on-line reference material and many other useful sites for authors)

**Class Participation & Attendance Expectations:**

Participation will be judged by the degree to which students participate in class discussions, exercises, role plays and other learning activities. So, what does good class participation look like? It looks like someone who is interested, engaged in discussions, shares opinions and observations and asks questions. A student who rarely speaks will not receive full participation; nor will a student who is speaking too much. Students who are active participants, keep up with the readings, and are engaged in all sessions will do well.

Attendance will be recorded and unexplained absences and/or chronic tardiness will affect the student’s grade. Entering class late is a disruption to your professor and classmates.

**Policy on Incompletes and Late Assignments:**

It is expected that assignments will be completed at times noted in the syllabus. If you have a situation arise that may prohibit you from completing the assignment on time, any request for delay of an assignment/exam must be done in advance of the due date (at least 24 hours) on an assignment/exam. Approved delays are not common and will not affect the grade. Any unapproved delays or assignments completed after an approved delay date will begin to accrue a 10% reduction every 24 hours that the assignment is late. Papers are due at the start of class unless otherwise stipulated by the Instructor. If the student meets unavoidable obstacles to meeting the time frame, the student should discuss the circumstances with the instructor to determine if an initial grade of incomplete (INC) would be appropriate.

**Honor Code & Academic Dishonesty:**

The Student Honor Code is always in effect in this course. The Instrument of Student Judicial Governance ([http://instrument.unc.edu/](http://instrument.unc.edu/)) requires that you vouch for your compliance on all your written work. You must sign and date the following pledge in full on each document title page: “I have neither given nor received any unauthorized assistance on this assignment.” Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for resources on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. If reason exists that academic dishonesty has occurred, a referral to the Office of the Student Attorney General will be made and further action may be required.
**Policy on Accommodations for Students with Disabilities**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g. changes in instructional format, examination format) directly with the instructor.

**Policies on the Use of Electronic Devices in the Classroom**

Use of cell phones for conversation or texting and devices is prohibited during class. If family situations require access, a conversation with the Instructor is expected. Laptops are only to be used in conjunction with class activities. Students who distract colleagues, or are distracted from regular class activities will be asked to discontinue use. Your participation grade will suffer if you are on electronic devices irresponsibly during class session.

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**SoWo517: Spring 2013 Course Outline**

**Part 1: Direct Practice Focus**

**Class 1: Introduction to Course**
Friday, January 10, 2014

**Topics:**
1. Course Overview
2. Introduction to evidence-based practice (EBP): background and basic steps
3. Assessing familiarity with EBP in social work

Roberts & Yeager text:
Chapter 1. Roberts, A.R. & Yeager, K.R., Bridging evidence-based health care and social work (pgs. 5-8; 12-19)

**Class 2: Basic Skills in Planning Evidence Based Practice in Social Work**
Friday, January 17, 2014

**Guest speaker:** Angela Bardeen: Research Specialist & Instructional Services, Davis Library

**Topics:**
1. Review the five basic steps in the EBP process
2. Essential skills of EBP
3. Case formulation instructions
4. Identify sources of evidence (evidence-finding)
   - “When a Man Loves A Woman”: Whose got the problem? Case context
   - Choose modality that best suits situation (Remember all skills from SoWo540, applicable here)

**Required Readings:**
Roberts & Yeager text:
Chapter 2. Mullen, E. J. & Steiner, D.L., The evidence for and against evidence-based (pgs. 21-31)
Chapter 3. Thyer, B.A., What is Evidence-Based Practice? (pgs. 35-45)
Chapter 4: Yeager, K. R. & Roberts, A.R., A Practical Approach to Formulating Evidence-Based Questions in Social Work (pgs. 47-57)

Class 3: Using and Making Sense of the Evidence to Refine our Questions and Apply Case Formulation
Friday, January 24, 2014
**CASE STUDY DUE at START OF CLASS**
Topics:
1. Evaluating and making sense of the evidence—relevance and quality
2. Using the evidence to better assess the needs and circumstance of our client (Alice) and family system
3. Parallel process with your client
   • When a Man Loves a Woman con’t.
   • How to find and evaluate evidence to use when planning an intervention, What modality would be best? How is that decided? (ind/family/group and what are the contexts)

Required Readings:
Roberts & Yeager text:
   Chapter 5: Corcoran, K. & Vandiver, V.L., Implementing best practice and expert consensus (pgs. 59-65)

Recommended Reading: (Helpful in completing assignments)
Roberts & Yeager text:
   Directory of internet resources on evidence-based practice and research in health care and human services, pp. 349-360.

Class 4: Case formulation: Explaining the case using specific model language
Friday, January 31, 2014
Topics:
1. Completing a multidimensional assessment involving substance abuse
2. Use of standardized measures in assessments
3. Formulation of Alice case and identification of potential goals (as a class)

Required Readings:
(Read chapter 6: “Substance abuse and dependence,” pp.106 -113; skip or skim discussion of other drugs; begin again with multi-dimensional assessment, pp. 113.-125) (S)

**Recommended Readings:**

**Class 5: Selecting Appropriate and Effective Modalities and Interventions**
Friday, February 7, 2014

**Annotated Bibliography due Class #5 or Feb 8th at 5pm**

Class #5: Feb 7
(due Feb 8 at 5pm)

**Topics:**
1. Determine what’s shown to be effective
2. Matching strategies and interventions to the specific circumstances and characteristics of our client and their goals
3. Deciding a modality (individual vs. group)
4. Dialoguing with your client about a recommendation

**Required Readings:**

**Class 6: Cultural, Contextual and Ethical Considerations when Planning Interventions**
Friday, February 14, 2014

**Topics:**
1. Consider issues of co-morbidity; prioritizing problems
2. Consider models in light of cultural considerations and need for adaptations
3. Potential ethical/clinical dilemmas
4. Pros and cons of using EBP where does expertise come in
5. Wrap up and cover specifics for 3rd assignment.

**Required Readings:**
Roberts & Yeager text:
Chapter 13: Thomlison, B., Jacobs, R. J. “Developing a systematic evidence-based search plan for a client with co-occurring conditions” (pp. 163-180).


**Recommended Reading:**

**Class 7: Cultural, Contextual and Ethical Considerations Cont. & Work time for Plans**
Friday, February 21, 2014
**EBP PRACTICE PAPER DUE by Saturday 2/22 at 5pm via EMAIL**
**NO IN CLASS SESSION** STUDENTS STILL RESPONSIBLE FOR READINGS/CONTENT

**Topics:**
1. Moving to a larger system. Looking for gaps in service, something that is needed
2. Research agencies that might be appropriate to house/ oversee their idea/ program
3. Revisit the graphic (problem, assessment, intervention, outcome)

**Required Readings:**

**PART II: MACRO PRACTICE FOCUS**

**Class 8: Changing to Programs and Interventions with Larger Systems**
Friday, February 28, 2014
**Topics:**
1. Fit between an organization and the programs within it: Mission/ mission drift
2. Program development as a means of meeting needs

**Required Readings:**

**Recommended Readings:**
Class 9: Planning a Program or Intervention at the Macro Level
Friday, March 7, 2014

Topics:
1. Understand different models to help plan a program or intervention at macro level
2. Develop your proposed program or intervention’s intended outcomes & theory of change
   - What needs are you intending to meet?
   - What level change are you planning for?

Required Readings:
Chapter 6: Selecting the appropriate intervention strategy. (pp. 97-110).
Chapter 7: Selecting goals & objectives, (pp. 113-138).

NO CLASS MARCH 14, 2014: ENJOY YOUR SPRING BREAK

Class 10: Recruiting and Hiring Staff
Friday, March 21, 2014

**CONCEPT PAPER & INTERVIEW REFLECTION DUE today or 3/22 at 5pm**

Topics:
1. Understand how program structure and function affect the development of staffing plans
2. Identify methods to recruit a skilled/diverse staff appropriate for the program
3. Practice developing a job description that articulates the knowledge, skills and attitudes needed for a successful program
   - Compare with job descriptions already in the chosen agency
   - How will the current structure of the agency affect your program plans?
   - How diverse is the current agency?
   - Will current agency culture affect your plans?

Required Readings:
Bridgespan Group. (2008). Recruiting diverse talent (S)

To be viewed in class:
Pallotta, D. (2013). The way we think about charity is dead wrong [TED talk]:
http://www.ted.com/talks/dan_pallotta_the_way_we_think_about_charity_is_dead_wrong.html

Class 11: Supervising and Supporting Staff
Friday, March, 28, 2014

**Topics:**
1. Understand how program structure and agency culture affect supervision and management
2. What is the role/function of management in the agency chosen?
3. Methods for supporting and monitoring staff work

**Required Readings:**
   - Chapter 5: Supervision within the organization setting
   - Chapter 6: The work environment

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**Class 12: Creating a Program or Intervention Budget & Finding $$**

Friday, April 4, 2014

**Topics:**
1. Identify the challenges human service organizations face in financing their operations and how they are shaped by the political economies of different fields of practice
2. Describe full cost budgeting/recovery principles and practices
3. Create a full cost program budget and budget justification
4. Identify key sustainability principles for human service agencies
5. Articulate a strategy for financing a full cost program budget

**Required Readings:**
   - Chapter 10: Budgeting for control, management, and planning (pp. 207-219)

**Recommended Readings:**
Review the following North Carolina foundation websites to identify a) funding areas/priorities; b) application procedures and guidelines; and c) the type of organizations and programs that are getting funded: http://www.zsr.org/  http://www.mrbf.org/  http://www.kbr.org/  http://www.fundforsouth.org/

Class 13: Presentation of program plans and mock “awarding” of funds
Friday, April 11, 2014

NO CLASS APRIL 18, 2014: GOOD FRIDAY

Class 14: Presentation of program plans and mock “awarding” of funds cont.
Friday, April 25, 2014
**PROGRAM PLANS DUE APRIL 25TH NO EXTRA DAY/TIME**
Class wrap up

SOWO 517: Planning for Social Work Interventions Assignment Detailed Descriptions

Assignment 1: Case Study (10 points)
A 2-page summary of the case system you have chosen for planning your intervention. You will use either the biopsychosocial outline from 540 or the SEEMAP structure used in child welfare systems. Both formats are provided in the Resources Section of Sakai.

<table>
<thead>
<tr>
<th>Evaluation Criteria: Case Study</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline is utilized appropriately. Detail gives a comprehensive</td>
<td>4</td>
</tr>
<tr>
<td>picture of the client system;</td>
<td></td>
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<tr>
<td>Underlying family issues and challenges are described clearly</td>
<td>4</td>
</tr>
<tr>
<td>Writing is high caliber, free from errors, professional</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>10</td>
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Assignment 2: Annotated Bibliography Researching Model & Interventions (15 points)
Objective: The aim of this assignment is to gain experience in conducting the first two steps in the EBP process: (1) Developing a client-oriented question and (2) tracking down best evidence to answer the question. You will research a model and describe its interventions.

This assignment includes two parts: (1) you will devise one or two questions that will guide your research for part two. You may want to consult pages 51-53 in the text and class notes; (2) you will do a literature search leading to an annotated bibliography that focuses on the most effective therapeutic approach(es) for the client or client system summarized in the first assignment. Appropriate selections would include scholarly articles, book chapters,
treatment manuals, conference proceedings, or governmental reports. One item may be a website. No blogs or Wikipedia allowed. The annotated bibliography should include at least six cited articles that will answer your question(s). They should also help you to obtain:

- A detailed understanding of the kind of problem you and your client(s) are dealing with. This may include information such as etiology, common characteristics or symptoms, and risk and resiliency factors.
- Information about common client characteristics, e.g. gender and age distribution and other, common co-existing disorders, degree of impairment, general prognosis etc. For example, if your client is homeless, the literature may also indicate the likelihood of mental illness, substance etc.
- Standardized assessment or screening tools and other recommended kinds of data to gather, e.g. classroom observation, self-report measure.
- Preferred therapist characteristics, e.g. tolerance for conflict, ability and patience engaging clients, acceptance and knowledge of gender identity issues etc.
- Description of at least two EB intervention strategies (e.g. exposure therapy, anxiety management training, veterans’ peer support group)
- Sources of evidence and research that support the use of the therapeutic model/approach and specific interventions.

Each annotation should be between 150-300 words, and should be directly relevant to at least one of the bullets listed above. The completion of the final product will include a double-spaced paper using correct APA citations for the six items in the bibliography.

The following is an example of an annotated bibliography entry that discussed treatment options for the specific population of foster children. **NOTE: This annotation was completed by a previous student (who gave permissions), and does not ask for all the items you are expected to include for this task. Check to be sure you are including the items required of you.**


The authors utilize a systematic research synthesis, which features conceptual rather than statistical data integration, yielding what the authors call hypotheses or “promising hunches” (p. 288). Craven and Lee (2006) included 18 articles, each discussing a different intervention strategy. Nine articles focused on treatment while the other half aimed at prevention. The authors identified 6 strategies: 4 treatment and 2 preventive, which they identified as well-supported and efficacious. These are: Dina Dinosaur; Parent-Child Interaction Therapy, Multisystemic Therapy (MST), and Multidimensional Treatment Foster Care (MTFC) as the treatment methods, and Partners Intervention and Prenatal & Childhood Nurse Visitation as the preventive methods. Other articles in this bibliography also support the use of MTFC and MST for meeting foster youths’ mental health needs.

### Evaluation Criteria for Assignment Two: SoWo517

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Question(s) is clear, specific to your client situation, and facilitates your ability to obtain the information needed.</td>
<td>4</td>
</tr>
<tr>
<td>Six items are from appropriate resources; show effort at researching a specific model and particular client situation; leave the reader with a clear sense of what the chosen item was about. Bibliographic entries provide information that helps to answer your question(s) and provide relevant, up-to-date guidance on assessment and therapeutic approaches for the issue</td>
<td>8</td>
</tr>
</tbody>
</table>
Assignment 3: Application of EBP to Practice (20 points)

Objective: The aim of this paper is twofold: to integrate your findings with the specifics of your client’s circumstances, strengths, values, and culture, your own clinical expertise, and potential constraints of your organizational setting in order to develop an evidence-based supported intervention plan; and, to apply a research supported therapeutic approach to a case scenario drawn from one’s own experience.

Apply the therapeutic approach described in assignment one to an appropriate (as in evidence supported) client system (individual or family or group).

- Utilizing the additional information obtained from the review of literature in your annotated bibliography, write a brief case formulation explaining the client’s presenting problem (from assignment #1) in light of what you have learned and factors that are highlighted in the literature (assignment #2). This is short but quite difficult and is necessary to introduce your paper. Take your time here.
- Write out two primary goals of the case, (you may do this with bullets or grids). Be sure that the goals and objectives are consistent with the way in which you have now formulated the case and plan to intervene. For example, if you are working with an adolescent diagnosed with a Conduct Disorder and Alcohol Abuse along with his/her family, and are using an approach with a strong cognitive-behavioral component, you will be using terminology such as parenting management skills and problem-solving skills rather than attachment bonds and ego strength.
- Choose one intervention (this is what YOU as the practitioner do to facilitate the client’s success in achieving the goals). So you will choose ONE intervention to go with any one of the goals you have written above. What are the main assumptions or underlining principles of the therapeutic approach you are using. What does the literature say about his intervention and why is it an appropriate therapeutic approach/intervention for the client/case you described.
- Discuss any practical or ethical concerns you have about what your findings as well as disconfirming evidence that came to light during your searches. These might be gaps in the research or a lack of specificity to your client characteristics, (e.g. client is 65+ but EBP focuses on middle aged men specifically). Also, discuss any constraints that might exist in terms of using the intervention approach in your organization setting (Multiisystemic Therapy [MST] is seen as the best response for antisocial adolescents, but the training is expensive and your agency does not have resources to pay for training).
- Identify measures, scales, checklists or other forms of assessment might you use to support your conclusions or diagnosis.
Grading Criteria Assignment 3: SoWo517

<table>
<thead>
<tr>
<th>Case Formulation:</th>
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<tbody>
<tr>
<td>Your client situation is succinctly summarized and described utilizing the perspective of the evidence supported treatment approach. Aspects of the case that are relevant to the recommended treatment model are highlighted.</td>
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<table>
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<tr>
<th>Goals Interventions:</th>
<th>4</th>
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<tbody>
<tr>
<td>1. The student has correctly written 2 goals (that follow SMART goal guidelines) and are linked to the assessment and intervention.</td>
<td></td>
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<tr>
<td>2. The student has written about one intervention that fits with the case described (E.g. a multisystemic therapy approach is grounded in ecological theory and suggests the need to intervene with multiple systems such as family, peers, teachers, neighbors etc.)</td>
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<tr>
<td>• Discusses the main assumptions or underlining principles of the therapeutic approach. Explains what literature says about his intervention and why it is an appropriate choice.</td>
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<tr>
<th>Assessment:</th>
<th>3</th>
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<tr>
<td>Several forms of assessment are discussed. These might include standardized instruments and checklists, structured interviews, informal observations compared with other report evidence etc. These forms of assessment should be based on recommendations from the literature—go back to annotated bibliography for help finding ways to measure/assess topic.</td>
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<tr>
<th>Constraints/Concerns/Disconfirming evidence</th>
<th>4</th>
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<tbody>
<tr>
<td>Discuss any concerns (E.g.-ethics, clinician’s level of confidence), disconfirming evidence or anticipated organizational constraints that you have about implementing the assessment and interventions that you have found. Does your agency lend itself to these practices? Are there significant gaps or limitations?</td>
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| APA: APA format is used correctly throughout the paper | 2 |

| TOTAL | 20 |

Assignment 4: Concept Paper (15 points)

Agencies have to think about the needs of their consumers at the macro level. In SoWo570, you learned about ways to engage with a community or an organization to meet needs. This assignment focuses on the macro level planning process necessary to initiate a program designed by the student to meet a macro level social justice need of the target population, already identified in Assignments 1, 2 & 3. We will have to make the assumption that an appropriate needs assessment has already been completed.

If you are unclear how to determine what intervention is most appropriate for the target population consider the following questions:

• What are some broader needs of the target population you have chosen to write about the first three assignments? (NOT an individual or family).
• What are the most common points of frustration for clients and/or service providers? (think social justice issues here: areas of access, unequal service provision, discriminating policies, etc.)
• Are there specific community services that are lacking for this population?
• In your research for Assignments 1, 2 & 3, were there suggested interventions that are unavailable to certain parts of the population?

You will decide on one programmatic response to support or meet the needs of this population. You will choose a real location to initiate your new program such as Durham, Asheville, Pittsboro, or a specific county (Alamance, Buncombe, Anson). You will attach your new program to an actual standing organization that serves the community you have targeted and would be plausible to serve the population you have targeted. You will have to research the demographics and needs of the target population (if you have not already done so) as well as the organization in which you will house your program in order to complete this process.

**Part A:** First, write a concept paper (**absolutely no more than 2 pages**) about your plan— which should include:

- An overview of the issue under study (social justice issue involved)
- Detail about reasons for your idea, and some evidence to support it (why is this intervention important/needed)
- A short and long term objective to be accomplished by the intervention (remember objectives can be a change in knowledge, behavior, way of providing a service, increased accessibility for a population, increase in skills by providers, etc)

**Part B:** Conduct an interview with a key informant: e.g.: a manager/program coordinator/community organizer in the location, a funder in the area, possibly someone who works in the agency where your hypothetical program will be housed. The interview will ground your work and may offer alternative (possibly more realistic or more needed) suggestions or alterations to the intervention you have come up with. After the interview, a summary, including a synthesis of the interview, indicating if there is a need to alter the original plan, and how. Changing your plan is perfectly okay. This is what happens in real life situations.

**Products Due:**
- Two page concept paper
- Two page summary of interview and follow up discussion

<table>
<thead>
<tr>
<th>Grading Criterion Assignment 4: SoWo517</th>
<th>Points</th>
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<tr>
<td>The students chose an interviewee who either has experience with developing programs, is knowledgeable about the issue chosen, who works in the agency where the program would be housed, or who is a funder or contract provider.</td>
<td>2</td>
</tr>
<tr>
<td>Concept paper is concise but complete enough to clarify target population, short and long term objectives (SMART), and methodology for the intervention. The agency chosen to house the intervention is described well, with reasons for the choice, location of program.</td>
<td>6</td>
</tr>
<tr>
<td>The interview summary is clear, concise and is pertinent to the issue</td>
<td>4</td>
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The learning gained from the interview is described well, including aspects of the plan that were affirmed and changes that seem necessary, given the reaction of the interviewee and subsequent discussion.

Assignment 5: Final Program or Intervention Plan (30 points)

Purpose: This assignment offers the students an opportunity to develop skills needed in planning an actual program or intervention that addresses a community need.

A program is a coordinated set of ongoing services and/or activities aimed at achieving certain outcomes within a human services organization. Programs may be related to providing direct services, to increasing the capacity of a community to provide for its residents, such as education or advocacy activities. An intervention is an effort to change and improve an organization, service system or community using different practice models, such as community organizing, social planning and organizational development.

Product: A finished (8-12 page) program or intervention plan document describing the type of program and activities necessary to reach desired outcomes for a specific population. Included in the plan will be staffing and supervision needs, a budget, and resource development plan.

Students will briefly discuss their proposed plan during class, will receive feedback and finalize their work for submission. The final plan should look as much as possible like an actual business plan, and should include the following:

Grading Criteria Listed:

1. Title Page (APA Style with running head, title, name, and University Of North Carolina at Chapel Hill)

2. Executive Summary this will be a short (no more than 1-page summary) of the program proposed, with brief supporting documentation, staff needed, and bottom line of the budget anticipated. It is expected that much of the statement in the Executive Summary will be repeated in the longer version. (3 points)

3. Description of Intervention (8 points): What type of program or intervention are you proposing? Is this program a direct service program or an intervention?

Describe your proposed services and/or activities in detail. If you are proposing a new direct service program, indicate and justify the practice model you will use using theory and/or evidence, identify and describe the target population (needs, characteristics), outreach, screening, intake and assessment procedures, and the frequency, duration and intensity of services you will provide. If you are proposing an intervention, describe the activities and timeline. If it is a systems or community intervention, describe how different organizations, businesses and/or associations will participate. Sources are not limited to academic journals and can include government and foundation reports and individual program or community intervention evaluations. If a funder were reviewing this plan, it would be very clear what the agency (and its partners, if applicable) will do to achieve intended outcomes.
What are the particular strengths and limitations of your plan? What did you learn about the availability of models to use in this process? What did you learn about your own biases? What are some challenges to dialogue and action? What does this experience suggest that you need to do to prepare yourself as a social worker in practice? Does this discussion demonstrate an understanding of the gaps and strengths of the program or intervention plan? **Use a minimum of six sources.**

4. **Human Resources, Supervision and Management** *(7 points):* In order to answer this you will have to have an idea of the structure of the agency you have chosen.
   a. How many staff members will you need to hire to implement this program or intervention?
   b. What job titles from the agency seem to fit for these staff?
   c. Who will supervise them? What supervision style is currently used in the agency?
   d. Who will be responsible for overall management of the program or intervention, such as monitoring, implementation, evaluating results, solving problems and monitoring the budget?
   e. **One job description from the agency should be included in the appendix** that fits with the tasks the program calls for. Management of the program or intervention is well described, including processes for monitoring and evaluating implementation progress and outcomes that include different stakeholders, such as staff, consumers, and residents.

5. **Financial Management** *(8 points):* This section will include three parts:
   a. Full cost recovery budget in a tabular format for a program or project that you discuss in the "Description of the Organization" section;
   b. An accompanying budget justification narrative; and
   c. Resource development plan that outlines the strategies you would adopt to raise monetary and non-monetary resources needed for your program or project (i.e. individual or corporation donations, special events, grants, contracts), including identified prospective funding sources. You will need to have a basic understanding of the funding streams of the standing agency which will house your program.

   Full, expected and reasonable costs of the program are clearly identified in the budget. Budget is formatted, easy to read and understand. Major costs are well justified. The resource development plan contains reasonable assumptions about how the organization can fund the program or intervention with specific and well reasoned ideas for funding sources.

6. **Appendix:** This should contain clean, edited copies of your budget, and your organization’s structure. Points for these items are contained in other sections.

7. **References** *(4 points):* At a minimum, six sources are necessary for this assignment. Some sources may be the US Census or other surveys, but the majority of sources chosen must be from recognized scholarly journals and books. (WIKIPEDIA is not a scholarly source.) Texts from the course may be used but DO NOT count toward the eight source minimum requirement. APA Format is correct. This section also grades
the writing quality of the paper. You are strongly encouraged to consider giving your finalized product to the agency you have chosen to house your program. Make sure it looks worthy of all your hard work!