THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 517
COURSE TITLE: Planning for Social Work Interventions

TIMES & INSTRUCTORS
Mondays 2:00-4:50pm Spring Semester 2011 (two sections)
SECTION 1: Anne Jones/Josh Hinson
SECTION 2: Gina Chowa/Marty Weems

Tuesdays 9:00-11:50 am, Spring Semester (two sections)
SECTION 3: Michael Lambert/Travis Albritton
SECTION 4: Joanne Caye/Melissa Grady

OFFICE HOURS: Each instructor will provide individual office hours in class
COURSE WEBSITE: is available through http://blackboard.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 policies. The second aim is to expand the foundations skill set for students so that they are better prepared in the field and will have more skills as they enter into their second year, which can then deepen these foundation skills.
The course will be divided into two mini-semesters, and linked with the research foundation course in terms of the assignments required. The first half of the semester will be dedicated to direct practice content, and the second half will focus on macro content. In both halves, the goal is to provide all students with critical practice skills that will be useful to them throughout their careers as they move in and out of different practice settings and take on different roles, including leadership roles, within the profession, preparing them for the field, which requires an integrated practice approach.

**REQUIRED TEXTS/READINGS:**


**RELATED READINGS:**

Other required readings will be on the blackboard site for the course.

**TEACHING METHODS**

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. 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. We will appreciate your contributions to making this a safe and respectful class for learning and growth.

**CLASS ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Model of Practice Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Application of Model Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Interview &amp; Reflection paper</td>
<td>10%</td>
</tr>
<tr>
<td>Program Plan Description</td>
<td>35%</td>
</tr>
</tbody>
</table>

Please see the end of the syllabus for all assignment descriptions.

**Class Participation & Attendance (10 points)**

It is expected that students will be active members of the class. Even though absences may be unavoidable (illness, family commitments, work-related activities, etc.), they prevent students from participating in the learning process. Therefore, the following grading rubric will be used for class participation.

10 pts: No classes missed, active participation.
9 pts: One class missed, active participation.
8 pts: One class missed, inconsistent participation
7 pts: Two classes missed, active participation.
6 pts: Two classes missed, inconsistent participation.
Under 5 pts: Three or more classes missed, disengagement from class.

Participation will be judged by the degree to which students participate in class discussions, exercises, role plays and other learning activities.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, 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) for the funding proposal in assignment #3, 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.

Additional 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/~wrcnt/resources.html](http://www.fas.harvard.edu/~wrcnt/resources.html) (The Writing Center, links to on-line reference material and many other useful sites for authors)

**GRADING SYSTEM**

H = 94-100
P = 80-93
L = 70-79
F = 69 and below

**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 must be done in advance of the due date (at least 24 hours) for the assignment. Approved delays 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. Papers that are handed in after the beginning of class will be considered late and there is a 10% deduction for every 24-hour period past the due date/time of the paper. In other words, if the paper is due at 2:00, and turned in at 11:00 pm that night, there will be a 10% deduction. The clock begins at the start of class.

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. We prefer not to give an incomplete grade and will give incompletes only in compliance with University policy.

POLICY ON ACADEMIC DISHONESTY
Please refer to the APA Style Guide, The SSW Manual, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have not given or received unauthorized aid in preparing this written work". In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as 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
No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom.
## COURSE OUTLINE

### PART 1: DIRECT PRACTICE FOCUS

#### Class 1: Introduction to course

**Monday – January 10**  
**Tuesday – January 11**

Overview of course  
Discussion of where this course fits in with other courses in program.

**Required Readings:**  
None

**NOTE:** THERE IS A SKIPPED WEEK FOR THE TUESDAY SECTIONS

#### Class 2: Overview of different models

**Monday – January 24**  
**Tuesday – January 25**

Learning Objectives
- How to use a theory to organize your assessment, to create goals and develop interventions  
- Differentiate between theory vs. model vs. intervention  
- What is an explanatory theory vs. an intervention theory?  
- What is your theory of health/pathology and change?  
- How do you decide between modalities? Individual vs. group vs. family intervention?  
- Work with case to start process of using model guidelines to organize clinical material

**Required Readings:**


**Highly recommended:**

Assignment: Read the Case posted on blackboard

**Class 3: Introduction to Cognitive Behavioral Therapy**

*Monday – January 31*

*Tuesday – February 1*

**Learning Objectives**
- Major tenets of the model
- How to describe symptoms/presenting problems/strengths using model
- CBT strategies/skills
- Application to case material

**Required Readings:**


**Assignment: Personal Model Assignment Due**

**Class 4: Skill Building with Cognitive Behavioral Therapy**

*Monday – February 7*

*Tuesday – February 8*

**Learning Objectives**
- Role plays and films
- Practice moving from an assessment to an intervention plan – consistency between them – there is a clear link between the explanation/formulation of the problem and the strategies used to address them

**Required Readings:**
Class 5: Introduction to Structural Family Theory  
Monday – February 14  
Tuesday – February 15

Learning Objectives
- Major tenets of the model
- How to describe symptoms/presenting problems/strengths using the model
- Understanding the frame of family therapy compared to individual therapy

Required Readings:


Class 6: Skill Building with Structural Family Theory  
Monday – February 21  
Tuesday – February 22

Learning Objectives
- Role plays
- Practice moving from an assessment to an intervention plan – consistency between them – there is a clear link between the explanation/formulation of the problem and the strategies used to address them
- Application to case material
- Application of SFT theory to an ESI model - MST

Required Readings:

Class 7: Where to go Next?
Monday – February 28
Tuesday – March 1

Learning Objectives
- Where to go next – what’s next in the MSW program for building on this foundation?
- What do employers expect of a new MSW graduate? How can you best prepare yourself for those expectations?
- How to think about your classes, professional development in the future
- Answer questions from students regarding other models that they may have
- What does it mean to be eclectic?
- Are there certain models that lend themselves more to a particular modality?
- How does supervision fit in with this process?
- Revisit the graphic (problem, assessment, intervention, outcome)

Required Readings:

Assignment: Application of EBP to Practice Assignment Due

Happy Spring Break!

PART 2: MACRO PRACTICE FOCUS:

Class Structure
1. Intro lecture, Q&A
2. Teams meet (n=3) to work on guided activity consistent with assignment instructions
3. Teams consult with one another (A-B; C-D)
4. Report back: unanswered questions, points of feedback, etc.
5. Synthesis, wrap-up: instructions for assignment

Class 8: Understanding components of an organizations:
Monday – March 14
Tuesday – March 15

Topics: Mission, vision, organizational structure, and the fit between programs and the organization

Learning Objectives:
- Introduction of the Macro Practice section of the course
- Students choose groups for the Program Plan assignment
Identify basic components of an organization

Required Readings:
Chapter 2: Distinguishing features of organizations (pp. 32–43)

### Class 9: Planning a Program or Intervention

*Monday – March 21*
*Tuesday – March 22*

**Learning Objectives:**

- Understand different practice models to help plan a program or intervention
- Describe your proposed program or intervention’s intended outcomes & theory of change and identify the best suited practice model

**Required Readings:**

### Class 10: Recruiting & Hiring Staff

*Monday – March 28*
*Tuesday – March 29*

**Learning Objectives:**

- Understand how program structure and function affect the development of staffing plans
- Identify methods to recruit a skilled/ diverse staff appropriate for the program
- Practice developing a job description that articulates the knowledge, skills and attitudes needed for a successful program

**Required Readings:**
Bridgespan Group. (2008). Recruiting diverse talent (Blackboard)
Assignment: Concept Paper Due

Class 11: Supervising & Supporting Staff
Monday – April 4
Tuesday – April 5

Learning Objectives:
- Understand how program structure and function affect supervision
- Understand the functions of administrative supervision
- Identify the most effective supervisory style for the program being developed.
- Develop methods for monitoring staff

Required Readings:

  Chapter 5 Supervision within the organization setting
  Chapter 6: The work environment


Class 12: Creating a Program or Intervention Budget
Monday – April 11
Tuesday – April 12

Learning Objectives:
- 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
- Describe full cost budgeting/recovery principles and practices
- Create a full cost program budget and budget justification

Required Readings:


  Chapter 3: How organizations are financed

Optional:
- Chapter 9: The changing environment of organizations

Class 13: Resource Development: Grants

Monday – April 18
Tuesday – April 19

Learning Objectives:

- Identify key sustainability principles for human service organizations, including revenue diversification and operating reserves
- Understand the key differences between restricted and unrestricted sources of revenue and general application procedures for grants
- Articulate a strategy for financing a full cost program budget based on various resource development strategies

Required Readings:
Chapter 10: Internal sources of organizational change


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.mrbf.org/
http://www.zsr.org/
http://www.kbr.org/
http://www.fundforsouth.org/

Class 14: Presentation of Program Plans

Monday – April 25
Tuesday – April 26
Assignment 1: Personal Model of Practice

Objective: To help students to begin to identify their own assumptions and beliefs about how clients’ problems and strengths develop, what the goals of interventions should be, and what factors are needed for change to occur in an intervention.

Description: Throughout your MSW studies, you will be exposed to a variety of theories that are aimed at either helping to explain a situation or provide guidelines as to how to change such a situation or both. As you go through the program and develop as a practitioner, you will find that there are some models that are a better fit for you than others. This assignment is designed to help you begin to identify and outline the factors that you feel are critical, in your own language, in both the creation of pathology and health in individuals and families, as well as the necessary ingredients for making changes within those individuals or groups or family systems, as these are the assumptions that you may use when you assess and work with clients. It is also an opportunity to pull from and integrate content from your Human Development classes.

It is not necessary for you to have identified a specific preferred model for this assignment. The purpose is simply for you to begin to identify factors that you may be drawn to as you learn more about various practice models in your MSW and beyond.

Answer the questions below for the assignment. As you think about these questions, consider what you tend to do when a client, a friend or a family member comes to you with a problem or something with which s/he is struggling.

1. When you think about the bio-psycho-social perspective, what do you think are the most influential factors that contribute to a healthy individual within each of the three realms (e.g. biological factors might include genetics, temperament; psychological factors might include thinking patterns, attachment relationships, individual strengths; social factors might include strong spiritual connection, privilege)?

2. For each of the three realms, what do you think are the most influential factors that contribute to dysfunction or atypical trajectories (see previous question but those are only a partial list)?

3. When you think about the bio-psycho-social perspective, in which of the three realms do you tend to believe that the origins of most mental health/interpersonal problems arise (e.g. depression, anxiety, conflicted relationships)? In other words, do you believe most mental illnesses are biologically based? If so, you lean more towards the biological realm.

4. When you consider the lists you have made in the previous questions, what do you tend to start with, recognizing that for each problem for each individual there may be one factor that plays a more significant role. In other words, when someone comes to you with a problem, which of the factors (list 3 or 4) do you tend to spend the most time exploring with them as you listen to the problem?

5. Given your tendencies towards weighting those factors listed in the questions above, what skills and/or knowledge do you think are most important for a social worker to possess in order to ameliorate mental health and/or interpersonal problems?
Grading Criteria for Assignment 1:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Pts.</th>
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<tbody>
<tr>
<td>The questions were answered thoroughly and address all aspects of the</td>
<td>10</td>
</tr>
<tr>
<td>questions. (2pts. per question)</td>
<td></td>
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<tr>
<td>The answers to the questions were thoughtful and demonstrate a high level</td>
<td>5</td>
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<tr>
<td>of self-reflection and insight. (1 pt. per question)</td>
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<tr>
<td>The paper was clearly written. Thoughts were clearly articulated and</td>
<td>5</td>
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<tr>
<td>organized. There were very few or no errors.</td>
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<tr>
<td>Total</td>
<td>20</td>
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<tr>
<td>Comments</td>
<td></td>
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Assignment 2: Application of EBP to Practice

Objective: The aim of this paper is to have students begin to apply a model of assessment and link their assessment to the model of intervention.

Description: For this assignment you will need to think about a case from field, a previous volunteer case or a case from your 500/505 course. This paper is designed to help students begin to practice applying a model of practice to case material, as has been practiced in the course. The student is to briefly summarize the case and then pick either CBT or SFT and apply that model to the case, following the outline below. In addition to the case application, you will need to research evidence to either support or dissuade your application of this model to the case. In addition, you should consider how well the evidence supports the application of this model to the specific needs/characteristics of your case.

Grading Criteria for Assignment 2:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Pts.</th>
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<tbody>
<tr>
<td>Case Summary:</td>
<td>10</td>
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<tr>
<td>A 1-2 page summary of the case using the outline posted on blackboard under course assignments is provided</td>
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<tr>
<td>Assumptions:</td>
<td>15</td>
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<tr>
<td>In approximately 3 paragraphs, the main assumptions or underlying principles of the model you are using are clearly summarized.</td>
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<tr>
<td>Formulation:</td>
<td>15</td>
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<tr>
<td>The presenting problem is discussed using language that is consistent with the model (how does the theory explain the etiology of the problem, e.g. negative cognitions, or a weak family structure between various subsystems). This section should be no more than 1 page.</td>
<td></td>
</tr>
<tr>
<td>Goals and Objectives</td>
<td>20</td>
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<tr>
<td>- The student has correctly written 2 goals (that follow SMART goal guidelines) that are linked to the assessment and reflect the model that is being used. (10 points)</td>
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<tr>
<td>- Each goal is accompanied by at least two clearly written objectives (short term steps) that will lead to goals being met. (10 points)</td>
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<tr>
<td>Interventions:</td>
<td>10</td>
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<tr>
<td>Under each set of goals and objectives, at least two interventions that reflect your chosen framework are clearly delineated.</td>
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<tr>
<td>Rationale/Support for Model:</td>
<td>10</td>
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<tr>
<td>Research on the model is used to provide support for or demonstrate caution or limitations in applying this model for this particular client/family and his/her/their needs.</td>
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<tr>
<td>Client specific Issues:</td>
<td>10</td>
</tr>
<tr>
<td>To what degree does the model address issues related to the diverse needs of the client, such as the client’s culture, sexual orientation, gender identity, spiritual beliefs, age, and disability, as well as ecological issues.</td>
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<tr>
<td>Writing: The paper is clearly written clearly with NO errors.</td>
<td>5</td>
</tr>
<tr>
<td>APA: APA format is used correctly throughout the paper</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Comment [a1]: These first few are written in the active; just making them consistent.

Comment [a2]: I think trying to to write key assumptions in only 2 paragraphs is very challenging. I would rather have this area more thoroughly done, especially if its worth 15 points.

Comment [a3]: Students reported that it was hard to find nearly as much support for SFT than for CBT which I can readily understand.
Assignment 3: Concept Paper

Objective: Martin (2009) describes why it is important to assess the need and market for your program or intervention idea. This includes soliciting input from potential funders and those who are in decision making positions in the community or who may be involved in or affected by the program or intervention.

Description: Students will form groups of three. Each team will select a social justice issue from the list provided in Assignment 4, and will prepare a brief (one page maximum) concept paper that: 1) describes the team’s preliminary assessment of the issue and its impact on a specific community or population; and 2) outlines the need for and desired outcomes of a new program or intervention. The team will then interview a person in a decision making capacity in their community. Examples of such persons might include: County commissioners; agency directors or program administrators; human resource managers; board members of relevant agencies; grant writers or administrators; United Way board members; foundation grantees or project officers, or others with expertise germane to the issue the students have chosen. Students should prepare questions in advance of their interview and make sure the person whom they interview receives the concept paper at least three days in advance of the scheduled interview.

After the interview, students will synthesize what they heard and indicate whether they need to alter their original plans. Students will co-write a two page paper to outline who was interviewed, why that person was chosen, a brief summary of the discussion, and how the process affected their plans for the new program (or didn’t) and why.

Citations are not necessary unless direct quotes are added from the literature.

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

Grading Criteria for Assignment 3:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Pts.</th>
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</thead>
<tbody>
<tr>
<td>Concept paper is concise but complete enough to clarify target population, desired outcomes, and methodology.</td>
<td>15</td>
</tr>
<tr>
<td>The students chose an interviewee who either has experience with developing programs, is knowledgeable about the issue chosen, or who is a funder or contract provider.</td>
<td>5</td>
</tr>
<tr>
<td>The interview summary is clear, concise and is pertinent to the issue chosen, or the process of developing programs.</td>
<td>15</td>
</tr>
<tr>
<td>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.</td>
<td>10</td>
</tr>
<tr>
<td>Reflection is well written with few grammatical errors.</td>
<td>5</td>
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<tr>
<td>Total = 50 points</td>
<td></td>
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</tbody>
</table>
Assignment 4: Final Program or Intervention Plan

Objective: This assignment offers the students an opportunity to develop skills in planning a program or intervention that addresses a social justice issue. Social justice issues chosen should come from one of these areas:

- Homelessness
- Unemployment
- Access to health care
- Access to mental health care
- Lack of health insurance
- Lack of safe affordable housing
- Immigrant rights
- Racial disparities in public education (resources)
- Racial disparities in child welfare
- GLBT issues in schools, specifically bullying and discrimination,
- Domestic violence
- Access to substance abuse services (especially women w/ children)

A program is a coordinated set of ongoing services and/or activities aimed at achieving certain outcomes within a human services organization. Programs typically relate to providing direct services or to increasing the capacity of a community to provide for its residents. 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 (12-15 page) program or intervention plan describing the type of program, model, 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. Each student is responsible for completing a self- and team-assessment that will be factored into the group assignment grading.

Description: Students will form groups of three to develop a program or intervention plan. The idea with this assignment is that student teams are planning a new program within an existing community-based nonprofit organization or an intervention that this nonprofit organization will coordinate. Background will be given to students concerning the nonprofit family service agency within which the proposed program or intervention will be hosted. Family service agencies have been around since the early 1900s and are involved in both direct services and community practice interventions. If students choose to plan an intervention, it will be necessary to discuss both the coordinating role of the family service agency and the role of other organizations, if applicable. For example, an intervention to increase access to health care services for uninsured persons or summer and part time employment opportunities for lower income youth would necessarily involve other nonprofits, local businesses, local government, faith communities, civic groups, etc.

The macro practice-related classes that begin in Class 8 are structured so that each week students will learn the concepts necessary to complete each step of this process and
actually spend class time with their team developing their assignment ideas and receiving feedback from other teams. Students will also have opportunities in class to ask questions from faculty consultants about planning steps that are confusing or are missing in their plan.

Teams will present their proposed plan during the last class, will receive feedback and finalize their work for submission.

**Final Program Plans are due FOR ALL CLASSES at 9am on Monday, May 2nd, 2011.**

The final plan completed by the team should include the following:

1. **Title Page** (APA Style with running head, title, last names of team members, and University Of North Carolina at Chapel Hill)
2. **Executive Summary**
3. **Issue Overview**
   Summarize the selected social justice issue and why it is important for your organization to address it. Use at least eight scholarly sources that describe the scope/impact of the issue. Scholarly sources can include government reports and statistics, foundation program evaluation reports, think tank reports, etc. in addition to academic journals. This is a greatly abbreviated needs assessment.
4. **Outcome Objectives**
   Using the SMART criteria, list the short and long term outcomes you hope to achieve. Outcomes are changes in the knowledge, behavior, skills and/or circumstances of the group of people you are trying to help that represent quality of life improvements.
5. **Description of Program or Intervention**
   What type of program or intervention are you proposing? Is this program a direct service program or an intervention? An example of a direct program would be a financial literacy class while an intervention would be a neighborhood organizing effort. If it is a direct service program, justify how it is well aligned with the mission of PFCS. If it is a macro level intervention, indicate the practice model you are using from the list provided in the Weil/Gamble chapter.
6. **Program or Intervention Plan**
   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. Use theory and/or evidence to support your intervention selection. Sources are not limited to academic journals and can include government and foundation reports and individual program or community intervention evaluations.
7. **Human Resources, Supervision and Management.**
   How many staff members will you need to hire to implement this program or intervention? What will be their job titles and key responsibilities? Who will supervise them? What supervision style and strategies will be used? Why did you choose these? Who will be responsible for overall management of the program or intervention, such as monitoring implementation, evaluating results, solving problems and monitoring the budget?

8. **Financial Management.**
   This section will include three parts: 1) a full cost recovery budget in a tabular format for a program or project that you discuss in the "Description of the Organization" section; 2) an accompanying budget justification narrative; and 3) a 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.

9. **Strengths and Limitations**
   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?

10. **Appendix**
    This should contain clean, edited copies of your budget, and your organization structure.

11. **References** At a minimum, **eight sources** are necessary to describe the scope and impact of your chosen social justice issue. Additional sources should be used to support the program your team has developed, i.e. sources that provide at least some evidence that the type of intervention or program you have conceptualized will work – achieve the stated outcome objectives. 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.

12. **Self-/Team-assessment (each student completes separately via Blackboard)**
    Each team member is asked to complete an online assessment of his/her own personal contributions and those of other team members at the end of the process. The survey will be available on blackboard. Self-assessments will be graded on comprehensive answers that show thoughtfulness.

**Grading Criteria for Assignment 4:**

1. **Executive Summary:** gives the reader a good summary of the proposed program or intervention and its purpose (10 pts.)

2. **Social Justice Issue:** The issue is compelling, supported by research into its effect on a particular population (5 pts.)
3. Program or Intervention Plan: Program or intervention services and/or activities are well described and supported by theory and/or evidence. If a funder were reviewing this plan, it would be very clear what the family service agency (and its partners, if applicable) will do to achieve intended outcomes. Outcome objectives follow SMART criteria and are well aligned with the social justice issue under consideration. (25 pts.)

4. Human Resources, Supervision, and Staffing Plan: The staff needed to implement the program or interventions are sufficient and well described in relation to the plan. The job description completed is congruent with expectations for the employees' duties and responsibility. Supervision styles and strategies are identified and justified using literature. 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. (20pts.)

5. Financial Management: Full, expected and reasonable costs of the program are clearly identified in the budget. The budget is well formatted and easy to read and understand. Major costs are well explained and 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. (20pts.)

6. Strengths and Limitations: Demonstrates an understanding of the gaps and strengths of the program or intervention plan. Clearly communicates lessons learned to prepare group members for practice. (10 pts.)

7. Writing: The Organizational Plan is creative, written clearly without errors. All items of the assignment have been included. (5 pts.)

8. APA: APA format is used correctly throughout the paper. (5 pts.)

9. Individual grading adjustments: The grade for the team’s plan will constitute the base grade for each team member. However, individual student grades may be adjusted up or downward based on the relative contribution that she or he made on the assignment. This means that a student who contributed less than other members will receive a lower individual grade and that a student who contributed more than other members will receive a higher individual grade. If it is apparent that team members gave equal effort, no adjustment will be made.