

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

COURSE NUMBER:	SOWO 517
COURSE TITLE:	Integrated Social Work Practice
TIMES & INSTRUCTORS	<p>Mondays 2:00- 4:50pm Spring Semester (two sections)</p> <p>SECTION 1: ANNE JONES/ JOANNE CAYE SECTION 2: MELISSA GRADY/ MAT DESPARD</p> <p>Tuesdays 9:00-11:50 am, Spring Semester (two sections)</p> <p>SECTION 1: VANESSA HODGES/ JOANNE CAYE SECTION 4: MELISSA GRADY/ GINA CHOWA</p>
OFFICE HOURS:	For Melissa Grady: Mondays 12-2 and Tuesdays 1-3 and by appointment
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 them 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 the 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

will 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:

Walsh, J. (2006). *Theories for direct social work practice*. Belmont, CA: Thompson Brooks/Cole.

Gibelman, M. & Furman, R. (2008). *Navigating human service organizations*. Chicago, IL: Lyceum Books, Inc.

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. I will appreciate your contributions to making this a safe and respectful class for learning and growth.

CLASS ASSIGNMENTS

Class Participation	10%
Personal Model of Practice Paper	15%
Application of Model Paper	30%
Social Justice Paper	45%

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

GRADING SYSTEM

This section should articulate agreed-upon point equivalency for letter grades. Faculty can add + or - nuances if they wish, though only the letter grades are reported and recorded.

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/exam must be done *in advance* of the due date (at least 24 hours) on an assignment/exam. 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 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. I 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

DIRECT PRACTICE FOCUS

Class 1: Introduction to course

Monday – January 12

Tuesday – January 13

- What is a theory vs. model vs. intervention?
- What is an explanatory theory vs. an intervention theory?
- Why use a theory when planning an intervention?
- How does a theory drive an assessment?
- How does an assessment drive an intervention plan?
- Making links between a theory, an assessment/formulation and a treatment plan.

Required Readings:

None

Class 2: Overview of different models

Monday – January 26

Tuesday – January 20

- How to use a theory to organize your assessment, to create goals and develop interventions?
- 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:

Hopps, J. G. (1999). A mandate for groups. In *Group work with overwhelmed clients: How the power of groups can help people transform their lives* (pp. 1-6). New York, NY: The Free Press.

MacDonald, D., & Webb, M. (2006). Toward conceptual clarity with psychotherapeutic theories. *Journal of Psychology and Christianity*, 25(1), 3-16.

Walsh, J. (2006). Thinking about theory. In *Theories for direct social work practice* (pp. 1-15). Belmont, CA: Thompson Brooks/Cole.

Walsh, J. (2006). A social work perspective on clinical theory and practice. In *Theories for direct social work practice* (pp. 16-27). Belmont, CA: Thompson Brooks/Cole.

Highly recommended:

Hopps, J. G. (1999). A conceptual framework for group intervention with overwhelmed clients. In *Group work with overwhelmed clients: How the power of groups can help people transform their lives* (pp. 7-39). New York, NY: The Free Press.

Read the Case posted on blackboard

Personal Model Assignment Due

Class 3: Introduction to CBT

Monday – February 2

Tuesday – January 27

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

Required Readings:

Ronen, T. (2007). Clinical social work and its commonalities with cognitive behavior therapy. In T. Ronen & A. Freeman, (Eds.) *Cognitive behavior therapy in clinical social work practice* (pp. 3-24). New York, NY: Springer Publishing Company, LLC.

Walsh, J. (2006). Cognitive theory. In *Theories for direct social work practice* (pp. 107-130). Belmont, CA: Thompson Brooks/Cole.

Walsh, J. (2006). Behavior theory. In *Theories for direct social work practice* (pp. 131-158). Belmont, CA: Thompson Brooks/Cole.

Class 4: Skill Building with CBT

Monday – February 9

Tuesday – February 3

- 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:

MacLaren, C., & Freeman, A. (2007). Cognitive behavior therapy model and techniques. In T. Ronen & A. Freeman, (Eds.) *Cognitive behavior therapy in clinical social work practice* (pp. 25-44). New York, NY: Springer Publishing Company, LLC.

Ronen, T. (2007). Cognitive behavior therapy with children and adolescents. In T. Ronen & A. Freeman, (Eds.) *Cognitive behavior therapy in clinical social work practice* (pp. 189-211). New York, NY: Springer Publishing Company, LLC.

Rose, S. (2004). Cognitive-behavioral group work. In C. Garvin, M. Galinsky & L. Gutierrez (Eds.) *Handbook of social work with groups* (pp. 111-135). New York: The Guilford Press.

Class 5: Introduction to MST

Monday – February 16

Tuesday – February 10

- Major tenets of the model
- How to describe symptoms/presenting problems/strengths using model
- Role of the team

Required Readings:

Henggeler, S.W., & Lee, T. (2003). Multisystemic treatment of serious clinical problems. In A.E. Kazin & J.R. Weisz (Eds.) *Evidence-based psychotherapies for children and adolescents* (pp. 301-322). New York, NY: Guilford Press.

Sheidow, A.J., & Woodford, M.S. (2003). Multisystemic therapy: An empirically supported home-based family therapy approach. *The Family Journal: Counseling and Therapy for Couples Families*, 11(3), 257-263.

Class 6: Skill Building with MST

Monday – February 23

Tuesday – February 17

- 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

Required Readings:

Randall, J., Swenson, C.C., & Henggeler, S.W. (1999). Neighborhood solutions for neighborhood problems: An empirically-based violence prevention collaboration. *Health, Education, and Behavior*, 26, 806-820.

Shoenwald, S.K., Henggeler, S.W., Brondino, M.J., & Rowland, M.D. (2000). Multisystemic therapy: Monitoring treatment fidelity. *Family Process*, 39(1), 83-103.

Schoenwald, S.K., Brown, T.L., & Henggeler, S.W. (2000). Inside Multisystemic therapy: Therapists, supervisory, and program practices. *Journal of Emotional and Behavioral Disorders*, 8(2), 113-127.

Class 7: Where to go Next?

Monday – March 2

Tuesday – February 24

- 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 myself 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:

Goin, M.K. 92005). A current perspective on the psychotherapies. *Psychiatric Services*, 56(3), 255-257.

Application of EBP to Practice Assignment Due

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

SOWO 517 – Organizational Planning and Development Module Dr. Chowa

Monday March 16; Monday March 23;

Tuesday March 3 Tuesday, March 17

Class 8: Organizational Development: Planning the Mission and Vision of an Organization

Learning Objectives:

1. Introduce the Macro Practice section of the course (All students and Instructors will be present for this class)
2. Group assignment of students to class project of developing social justice agencies
3. Identify the different orientations for developing a mission statement.
4. Understand the process of mission statement development and the different components that comprise it.
5. Develop a mission statement for the class project.

Readings:

Baetz, M.C. & Bart, C.K. (1996). Developing mission statements which work. *Long Range Planning*, 29(4), 526-533.

Gibelman, M. & Furman, R. (2008). *Navigating human service organizations* (2nd ed.). Chicago: Lyceum. Chapter 2: Distinguishing features of Organizations (pp. 32–43)

Class 9: Operational Development: Planning for Programs

Learning Objectives:

1. Identify key programs and staffing for the organization.
2. Develop an organizational structure
3. Using the different perspectives (social planning, community organizing, social action, coalitions) develop programs for the class projects
4. Articulate a strategy for implementing these programs

Readings:

Weil M., & Gamble D.N., (2005). Evolution, models, and the changing context of community practice. In M. Weil (Ed.), *The handbook of community practice* (pp. 117-143). Thousand Oaks: Sage Publications.

Class 10 & 11 Administrative Supervision Professor Caye

**Monday March 30; Monday April 6;
Tuesday March 24 Tuesday March 31**

Learning Objectives:

1. Identify the functions of an administrative supervisor, and describe how agency context affects the supervisory process
 - a. Finding appropriate staff
 - b. Determining best supervisory style for function/ structure of organization
2. Outline strategies for monitoring work of supervisees.
3. Develop a strengths based evaluation process for staff and agency as a whole.

Required Readings:

Gibelman, M. & Furman, R. (2008). *Navigating human service organizations* (2nd ed.). Chicago: Lyceum.
Chapter 5 Supervision within the organization setting
Chapter 6-The work environment

Kadushin, A., & Harkness, D. (2002). Administrative Supervision. In *Supervision in Social Work* (pp. 45-77). New York: Columbia University Press.

Kadushin, A., & Harkness, D. (2002). Administrative supervision: Problems in implementation. In *Supervision in Social Work* (pp. 79-127). New York: Columbia University Press.

Class 12 & 13 Financial Management Professor Despard

**Monday April 13; Monday April 20;
Tuesday April 7 Tuesday April 14**

Class 12: Financial Management Principles & BudgetingLearning Objectives:

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.

Readings:

Despard, M. (2008). *Introduction to budgeting*. Chapel Hill, NC: University of North Carolina School of Social Work. (**Blackboard**)

Gibelman, M. & Furman, R. (2008). *Navigating human service organizations* (2nd ed.). Chicago: Lyceum.
Chapter 3: How organizations are financed
Chapter 9: The changing environment of organizations

W.K. Kellogg Foundation. (2006). *Budget development and financial guidelines*. Retrieved December 19, 2008 from <http://www.wkkf.org/> (also on **Blackboard**)

Class 13: Resource Development: Grants and Contracts

Learning Objectives:

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

Readings:

Gibelman, M. & Furman, R. (2008). *Navigating human service organizations* (2nd ed.). Chicago: Lyceum.
Chapter 10: Internal sources of organizational change

Mecklenburg County Area MH/DD/SAS. (2008). *Request for proposals – child/adolescent behavioral respite services*. (Read the request for proposals document following the instructions, both of which are posted on **Blackboard**).

North Carolina Coalition Against Domestic Violence. (n.d.). *Wise women's favorite fundraising strategies*. Retrieved December 19, 2008 from http://www.nccadv.org/pdf/Wise%20Women's%20Favorite%20Fundraising%20Strategies_b.pdf (also on Blackboard)

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 agencies

Monday, April 27

Tuesday, April 21

**SOWO 517: Integrated Practice
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 are the factors needed for change to occur in an intervention.

Description: Throughout your MSW, you will be exposed to a variety of models 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 more 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 what are the necessary ingredients for making changes within those individuals or groups or family systems.

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 want to consider as you learn more about various practice models in your MSW and beyond.

Answer the questions below and turn in completed assignment in class 2. The student will be graded on the effort made to thoughtfully answer each question and provide a rationale for each response.

1. What do you believe is needed for an individual to develop a healthy self concept? (10 pts.)
2. What factors cause an individual to develop pathology or problems? In other words, what is the nature or cause of many human problems (interpersonal, community based, environmental, family difficulties, lack of social skills, biological, for example)? (10 pts.)
3. Briefly describe the knowledge/skills/strategies needed to manage, reduce or eliminate those problems? (10 pts.)
4. What characteristics or skills enable a practitioner to help someone resolve their problems or enhance their strengths? (10 pts.)
5. What is the nature of the client's level of involvement? What does the client need to do to work towards resolution or development of coping strategies for the problem? (10 pts.)
6. What is the nature of the client-worker relationship? (10 pts.)
7. There are several sections to this question. (Each part is worth 5 pts. = 20 pts.)
 - a. Select one of the casual factors from question #2, identify a problem, as an example, that is likely to be caused by that factor and discuss your goal(s) to change the problem?
 - b. How would you achieve the change(s)? In other words, what interventions would you use?
 - c. What are the desired outcomes?
 - d. How would you evaluate the helpfulness or success of the intervention?
8. What is the client's contribution to resolving the problem or developing coping skills to manage the problem? (10 pts.)

Additional item graded:

1. The writing was clear with no typos or grammatical errors (10 pts.)

SOWO 517: Integrated Practice
Assignment 2: Application of EBP to Practice

Objective: The aim of this paper is to have student begin to practice thinking through a model of assessment and link their assessment to the model of intervention.

Description: This paper is in combination with the first assignment in Research Methods (SOWO 510). This paper is designed to help students understand and begin to practice applying an evidence based practice model into a practice situation with the client/family presented used throughout the course. Students are to take the EBP that they have researched from their research class and *individually* write a separate paper that describes the problem using the language and frame of the EBP. Once the student has described the problem using the language of the model, the student will describe an intervention plan that is consistent with and based on the formulation of the case. In addition, based on the research conducted for the Research class, the student should use that information to determine whether the chosen model is an appropriate fit for that client/family and the client's/family's presenting problem. This final section may have some overlap with the Conclusions section for the 510 paper.

You should NOT use CBT or MST for this paper.

Grading Criteria:

1. Assumptions: In 2-3 paragraphs, please describe the main assumptions or underlying principles of the model you are using (10 pts.)
2. Formulation: Describe the presenting problem 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. (20 pts.)
3. Goals: The student has correctly written 2 goals with 2-3 objectives for each goal that are measureable and consistent with the EBP model used for the assessment. (10 pts.)
4. Intervention Plan:
 - a. The student has described an intervention plan that is consistent with the EBP model used in the assessment. (20 pts.)
 - b. The intervention model describes 3-4 specific interventions that could be used with the client that are directly linked to the theoretical assumptions, assessment and goals and objectives written above (10 pts.)
5. Rationale/Support for Model: Research on the model is used to support for or demonstrate caution or limitations in applying this model for this particular client/family and his/her/their needs. (10 pts.)
6. Client specific Issues: 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. (10 pts.)
7. Writing: The paper is written clearly with NO errors. (5 pts.)
8. APA: APA format is used correctly throughout the paper. (5 pts.)

SOWO 517: Integrated Practice
Assignment 3: Developing a Social Justice Organization

Objective: This assignment offers the students an opportunity to utilize the macro skills necessary to plan and develop an organization that will deal with a social justice issue.

Product: A finished (12-15 page) organizational plan describing the mission, vision, goals, structure, budget and resource development plan for the proposed organization. The plan should cover all of the items listed below. Students are encouraged to be creative in their proposal development and consider it similar to a funding proposal. In addition, each student is responsible for completing a self- and team-assessment that will be factored into assignment grading.

Description: Students will form groups of three to develop a comprehensive organizational plan for addressing a social justice-related issue, such as a lack of affordable housing, lack of access to quality, affordable health care, social exclusion of persons living with mental illnesses, threats of violent crime in neighborhoods or among vulnerable population groups, etc. Students are encouraged to consider their cases for Assignment 1 (Application of EBP to Practice) and think about the issues confronting the client/family that should be addressed at the community level, i.e. because they affect whole groups of people, not just an individual client/family.

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 organizations during the last week of class.

Final Organization Plans are due FOR ALL CLASSES at 9am on Monday, May 4th, 2009.

The final plan completed by the team (paper to turn in on 5/4/09) 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 issue and why it is important for your organization to address this particular social justice issue. Present findings from academic research that demonstrates the scope/impact of the issue.

4. Description of Organization.

What is the name, mission, vision, values and goals of the organization? What particular program(s) will you put in place to address the issue? Is this program an indirect or direct service program? An example of an indirect program would be a neighborhood organizing effort, an example of a direct program would be a financial literacy class. Upon which social work practice model are you basing your program? (refer back to practice models covered in SOWO 570). Discuss the organization structure you are proposing for your organization (Attach organization structure in the appendix).

5. Supervision and Management. What is your plan for the supervision style for your organization? Why did you choose this style? Present models in literature that your organization could use and what management strategies are used with this model.
6. Monitoring and Evaluation: What processes will your organization use to monitor progress toward completing goals? How will consumers be involved in that process? How will staff and volunteers (if any) be evaluated for quality work and adherence to agency mission and vision? [utilize processes learned in SOWO 510, Research Methods Class]
7. 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.
8. Strengths and Limitations
What were 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?
9. Appendix
This should contain clean, edited copies of your budget, and your organization structure.
10. References
11. 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:

1. Executive Summary: gives the reader a good summary of the organization and its purpose (5pts.)
2. Social Justice Issue: The issue is compelling, supported by research into its effect on a particular population (5 pts)
3. Organization Name, Vision, & Mission & Goals: Team decisions for the purpose, goals and structure of the agency are understandable, based on problem solving, the population to be served and the best evidence available. Goals are specific, measurable, and geared toward the social justice issue under consideration. (25 pts)
4. Supervision, Management, & Evaluation: The team uses best evidence available to determine what style of management fits with the organization they are developing. The plan contains strategies to find the staff with the necessary qualifications. Steps to include consumers in program and staff evaluation are clear and reasonable. (25pts)
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 finance the program and specific and well reasoned ideas for funding

sources. The resource development plan also reflects an understanding of revenue diversification and restricted/unrestricted funding concepts. (25pts)

6. Strengths and Limitations: Demonstrates an understanding of the gaps and strengths of the organizational development plan. Clearly communicates lessons learnt to prepare group members for practice. (5 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.