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

COURSE NUMBER: SOWO 517
COURSE TITLE: Integrated Social Work Practice

TIMES & INSTRUCTORS
Mondays 2:00-4:50pm Spring Semester 2010 (two sections)
SECTION 1: Joanne Caye/Vanessa Hodges
SECTION 2: Gina Chowa/Marty Weems

Tuesdays 9:00-11:50 am, Spring Semester (two sections)
SECTION 3: Mat Despard/Melissa Grady
SECTION 4: Gina Chowa/Anne Jones

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 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:**


**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%
- Concept Paper 10%
- Program Plan Description 35%

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 11
Tuesday – January 12

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 25
Tuesday – January 26

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:

Read the Case posted on blackboard
Class 3: Introduction to CBT

Monday – February 1
Tuesday – February 2

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:


Personal Model Assignment Due

Class 4: Skill Building with CBT

Monday – February 8
Tuesday – February 9

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 SFT
Monday – February 15
Tuesday – February 16

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

Required Readings:


Class 6:  Skill Building with SFT
Monday – February 22
Tuesday – February 23

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 – March 1
Tuesday – March 2

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 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:

Application of EBP to Practice Assignment Due

Happy Spring Break!
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 15*
*Tuesday March 16*

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:


Class 9: Operational Development: Planning for Programs

*Monday–March 22*
*Tuesday – March 23*

Learning Objectives:

- Identify key programs and staffing for the organization.
- Understand different models of macro work-(social planning, community organizing, social action, coalitions).
- Understand why a particular model may be the most appropriate one for the program being developed for the class project.
- Articulate a beginning strategy for implementing these programs

Required Readings:

Class 10  Administrative structure; supervisory style; program staffing

Monday March 29
Tuesday March 30

Learning Objectives:
- Understand how program structure and function affect staffing plans
- Describe different management styles-X,Y, Situational Management
- Identify the functions of a supervisor, (administrative, education, clinical)
  - Determining best supervisory style for function/structure of program
  - Determining best supervisory style for the skill and experience of staff
- Describe how agency context affects the supervisory process

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


Class 11  Marketing, Recruitment & Hiring Plan

Monday April 5
Tuesday April 6

Required Readings:


Class 12:  Financial Management Principles & Budgeting

Monday April 12
Tuesday April 13

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:


Class 13: Resource Development: Grants

Monday April 19
Tuesday April 20

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:


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 26
Tuesday, April 27
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, as these are the assumptions that you may use when you assess and work with clients.

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, think about 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 questions 4 more in general, what skills and/or knowledge would you say a social worker would need to have to help address most mental health and/or interpersonal problems?

Grading Criteria for Assignment 1:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student answered all of the questions thoroughly (2 pts. per question)</td>
<td>10</td>
</tr>
<tr>
<td>The student provided thoughtful answers to all of the questions (1 pt. per question)</td>
<td>5</td>
</tr>
<tr>
<td>The writing was clear and the paper was organized well with no errors</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
</tr>
</tbody>
</table>
SOWO 517: Integrated Practice
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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Total Pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Summary: Provide a 1-2 page summary of the case using the outline posted on blackboard under course assignments</td>
<td>5</td>
</tr>
<tr>
<td>Assumptions: In 2-3 paragraphs, please describe the main assumptions or underlying principles of the model you are using</td>
<td>15</td>
</tr>
<tr>
<td>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.</td>
<td>15</td>
</tr>
<tr>
<td>Goals:</td>
<td></td>
</tr>
<tr>
<td>1. The student has correctly written 2 goals with 2-3 objectives for each goal that follow SMART goal guidelines</td>
<td>5</td>
</tr>
<tr>
<td>2. The goals and interventions are consistent with the model used (consistent language and follow the principles of the model)</td>
<td>10</td>
</tr>
<tr>
<td>3. The goals and objectives fit and are linked with the assessment of the presenting problem</td>
<td>10</td>
</tr>
<tr>
<td>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.</td>
<td>15</td>
</tr>
<tr>
<td>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.</td>
<td>15</td>
</tr>
<tr>
<td>Writing: The paper is 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>
SOWO 517: Integrated Practice
Assignment 3: Concept Paper

Objective: In the process of developing ideas about a possible new program, a social worker is wise to gather reactions from potential funders and those who are in decision making positions in the community or who may be involved or affected by the program. It is important to collaborate with the community as the program takes shape. This assignment simulates that check-in process.

Description: At the very beginning of the program development process, as each group of students chooses the social justice issue they will focus on, it is important to get feedback from someone in the community familiar with that issue or with program development generally. Each group will prepare a brief (one page maximum) concept paper describing their preliminary ideas regarding the target population, need for and desired outcomes of a new program. The group will contact a person in a decision making capacity in their community, who is willing to discuss the social justice issue specifically, or program development generally. 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 are expected to give this person a copy of their concept paper, and have a relatively brief interview with this individual to discuss both needs of the population under consideration, and the process of developing new programs. It is recommended that students have planned questions prior to the interview, although those questions are not part of the written reflection.

After the interview, students will synthesize what they heard, and if their original plans need alteration or change. 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 criterion: 10% of grade

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<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>Concept paper is concise but complete enough to clarify target population, desired outcomes, and methodology.</td>
<td>15</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>
</tr>
<tr>
<td>Total = 50 points</td>
<td></td>
</tr>
</tbody>
</table>
Objective: This assignment offers the students an opportunity to utilize the macro skills necessary to plan a program or intervention that will deal with a social justice issue that they have noticed in their field placements; read about or discussed in other classes, or which became apparent while learning and writing about the practice models for this class.

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 (specially 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 related 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. 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 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 finalized plan during the last class.

*Final Organization Plans are due FOR ALL CLASSES at 9am on Monday, May 3rd, 2010.*

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 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. **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 the family service agency. If it is an 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 an organizational development plan, describe how different staff and Board members from the organizational chart will participate. 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.
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? Justify your responses to this section with academic literature.
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**

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:**

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.

10.