

University of Texas at Austin - School of Social Work

SW312: Generalist Social Work Practice: Knowledge, Values, and Skills  
(Required Course: BSW Program)

COURSE NUMBER: SW312  
UNIQUE NUMBER: 62385  
SEMESTER: SPRING 2011  
MEETING DAYS: TUES/THU  
MEETING TIME: 11:00-12:30  
MEETING PLACE: SWB 2.118

INSTRUCTOR: CLAYTON T. SHORKEY, PHD, LCSW  
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12:30 – 1:30PM  
OR BY APPT.

TA:  
CONTACT:  
OFFICE HOURS:



I. Standardized Course Description

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a **45-hour volunteer component** in which students have direct client contact.

II. Standardized Course Objectives

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

III. Teaching Methods

Although a variety of teaching methods will be employed (e.g., lecture, discussion, and group projects), experiential learning (e.g., volunteering, conducting oral histories, and practice interviewing with video feedback) is emphasized in this course.

This course will use an electronic Blackboard site. Blackboard will be used for communication between students, the instructor, and the TA. Some materials, grades, and attendance will also be posted online. To reach your class site on Blackboard, please go to <http://courses.utexas.edu> or go to the Social Work web page and click on Blackboard. To access the course website, you must have an internet connection and computer access. You will need a UT EID and password. The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) can assist you with your computer and blackboard questions. You can also call them at 475-9400. Additionally, the Learning Resource Center at the SSW has computers and computer assistance.

#### IV. Required & Recommended Texts & Materials

##### ***Required texts:***

Cournoyer, B. (2011). *The social work skills workbook* (6th Ed.). Pacific Grove, CA: Brooks/Cole.

##### ***Recommended texts:***

Kirst-Ashman, K. & Hull, Grafton Jr. (2006) *Generalist practice with organizations & communities*. Pacific Grove, CA: Brooks/Cole.

Kirst-Ashman, K. & Hull, G. H. Jr. (2009) *Understanding generalist practice*. Pacific Grove: Brooks/Cole.

Johnson, L.C. (2007) *Social work practice: A generalist approach*. (9th Ed.) Boston, MA: Allyn & Bacon Publishers.

Meenaghann, T., & Gibbons, W. (2000), *Generalist practice in larger settings: Knowledge & skill concepts*. Chicago: Lyceum.

Miley, K., O'Melia, M, & DuBois, B. (2009) *Generalist social work practice: An empowering approach*. (6th Ed.) Needham Heights, MA: Allyn & Bacon.

Poulin, J. & Contributors (2005). *Collaborative social work: strengths-based generalist practice*. Itasca, IL: F.E. Peacock.

Rivas, R.F. & Hull, G. H. Jr. (2004). *Case studies in generalist practice*. Belmont, CA. Thomson & Wadsworth.

Scales, T.L. & Wolfer, T.A. (2006). *Decision cases for generalist social work practice*. Belmont, CA: Thompson Higher Education, Brooks/Cole.

Walsh, J. (2009). *Generalist social work practice: Intervention methods*. Belmont, CA: Brooks/Cole.

#### V. Course Requirements & Assignments

Students are expected to attend class sessions regularly and participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to regularly attend the class and demonstrate through discussions that one comprehends the readings will be considered in assigning the final grade.

Assignments	Points	Due Date
Agency Selection Form	C/I	2/1
Ecomap/Question #3	10	2/3
Education Contract	10	2/8
Reflection Paper 1	35	2/10
Cultural Profile & Genogram	20	2/17
Ethics Workbook Assignment	10	2/22
Ethics Group Presentation	10	2/24
Listening Skills Assignment	10	3/3
Videotape Worksheet 1	10	3/8
Reflection Paper 2	35	3/24
Oral History Paper	10	3/29
At-Risk Population Presentation	15	3/31-4/5
Reflection Paper 3	35	4/12
Videotape Worksheets 2 & 3	10	4/21
Community Assignment	30	4/21-5/3
Volunteer Hour Log Sheet	C/I	4/28
Volunteer Evaluation Form	C/I	4/28
TOTAL		250

Grade Points:
233 – 250 = A
225 – 232 = A-
216 – 224 = B+
208 – 215 = B
200 – 207 = B-
191 – 199 = C+
183 – 190 = C
175 – 182 = C-
167 – 174 = D+
159 – 166 = D
150 – 158 = D-
000 – 149 = F

## Assignments

### 1. **Community/Volunteer Experience**

- Students must complete 45 hours of volunteer work in an agency of their choice.  
**[NOTE: Only 5 hours of training can be used toward the 45 hour requirement.]**  
 If you are concurrently enrolled in SW310, you only have to complete 70 volunteer hours (instead of 90).
- You may locate an agency that interests you on the web through UT's Volunteer & Service Learning Center (<http://www.utexas.edu/diversity/ddce/vslc/>), the SSW Dinitto Career Center Volunteer List ([www.utexas.edu/ssw/dccs/spotvol.php](http://www.utexas.edu/ssw/dccs/spotvol.php)), or Central Texas 211 (<http://www.211centraltexas.org>).
- Volunteer Agency Selection Form (Required for course credit)  
 Indicate the agency selected for volunteer work, location, supervisor, and scheduled volunteer hours.
- Volunteer Hour Log Sheet (Required for course credit)  
 Each student must turn in a log documenting all hours completed during the semester. A log sheet will be handed out as the beginning of the semester.
- Volunteer Evaluation Form (Required for course credit)  
 Students will submit an evaluation of their performance in their volunteer placement by their agency volunteer supervisor.

- Reflection Papers (35 points each)  
These papers will reflect on topics discussed in class and incorporate classroom and volunteer knowledge to discuss your learning and experiences in a 5-page paper. Papers should include a combination of content related to class topics, assigned questions, and personal insight and experience to be considered complete. You will receive a list of the topics for each paper in advance. Appropriate APA formatting and grammar will also be included in grading. APA style is considered the standard for assignments in the School of Social Work. Information is available in the latest addition of the Publication Manual of the American Psychological Association on reserve in the LRC.
- Education Contract (10 points)  
The education contract is a format for organizing your personal learning objectives for accomplishment at your volunteer agency with specific activities designed to help you meet those objectives. This contract also illustrates the type of contracts useful when working with clients. You will receive specific instructions for the format of this assignment.

## 2. Other Assignments

- Workbooks  
Students are expected to complete selected exercises in the Cournoyer workbook by the dates assigned in the course outline. **Workbook assignments should be typed, not handwritten, and stapled to the workbook page.** Staplers are available in the Social Work Learning Resource Center. Work will be collected and reviewed for completion and quality of work.
  - Ecomap/Question #3 (10 points)
  - Cultural Profile & Genogram (20 points)
  - Ethics Questions (10 points)
  - Listening Skills (10 points)
- Oral History Assignment (10 points)  
Students will complete a 15-20 minute oral history interview of a selected community member. We will meet as a class at an agreed upon location and conduct interviews. The focus is on using interviewing skills, listening and exploratory skills and a strengths-based approach with the individual in conversation. Each student will be expected to submit a **1-2 page report on the interview/experience and give a brief report in class.** You will receive specific instructions for this assignment.
- Ethics Group Presentation (10 points)  
Small groups will be formed, and each group will receive a list of ethical scenarios that involve one or more ethical dilemmas. Groups will choose two cases to analyze, and present in class. Class time will be provided (additional time outside of class is often necessary), and a summary report will be made for each case and turned in during the class presentation.

Presentations should include: a reading of the case, outlining of the relevant legal

duties and social work ethical principles, a listing of relevant stake holders (persons with an interest in the case), a discussion of possible courses of action and implications of each, and a discussion of the course of action chosen by the group. Presentations should be done in 10-15 minutes followed by questions/discussion from the class.

- Videotaping (10 points for worksheets for each session)  
Students will complete two videotaped assignments during the semester in the video studies in the Social Work Learning Resource Center. Students will work in pairs and focus on listening skills and use of listening and exploratory responses. Attendance at this lab is necessary to receive credit for the assignment. A second videotape recording will be made in pairs in the LRC to demonstrate your progress in developing your exploratory skills.

Additional instructions will be handed out in class. **Each student must purchase one blank VHS videotape prior to the first taping and submit their interviews on their own tape.** You may want to purchase a package of tapes to share with classmates since they are often only available in packages of three to seven tapes.

- At-Risk Population Presentation (15 points)  
Students will work in groups of four to research and prepare a PowerPoint presentation discussing a selected at-risk population. A person is determined to be at-risk when they are included in a group that significantly affects their individual experiences, perspectives, and increases risk factors for exposure to discrimination, deprivation, or oppression. Students will research the history, characteristics, incidence, current resources, continuing existing needs, and potential services. Class time will be provided for groups, although additional out of class time may be necessary. Further information will be given in class.
- Community Assignment (30 points)  
Students will work in small groups and be asked to choose one neighborhood/community system for the project. Students will research the needs and problems of this system and select two problems or needs and develop an action plan. The plan should include: (1) identified goals, (2) tasks needed, (3) a timeline, and (4) identification of specific members in the action system completing coordinated tasks. Research topics for the community must include, among other things, history, census data, crime statistics, interviews with neighborhood leaders, special characteristics, etc.

Each group will be assigned a wall panel in the LRC to display their project. The poster will include: photos, charts, graphs, census data, maps, and summary data related to goals and tasks. Additional data and photos are appropriate for the presentation, but all required information should be included on the display poster. [NOTE: Do not use products that you cannot leave on display in the LRC.] Since this assignment is due at the end of the semester, an “unsatisfactory” presentation or product cannot be resubmitted. Therefore, students may want to pre-

submit materials to the professor. Points for individual participation will be determined by team member ratings which will be turned in at the time of the presentation.

### **Instructions for Formatting Papers and Assignments**

Assignments should be typed, double-spaced on letter size paper, 1" margins, 12 point font in Times New Roman. Papers must meet the minimum page requirement; for example, at least 5 full pages are required for Reflection Papers. If you do not have a personal computer, computer are available for use at the Learning Resource Center (LRC) and undergraduate Library Computer Facility (FAC) during business hours. Handwritten or unstapled reports will receive no credit. Papers that are incorrectly formatted will receive a grade reduction.

Exceptions to these requirements apply to the following assignments, which may be neatly handwritten: Volunteer Agency Selection Form, Group Member Evaluation Form, Videotaping Assignment Review Papers, and the Final Evaluation Form.

### **VI. Class Policies**

**Assignments:** Except in the case of extreme emergencies, which should be reported to the professor immediately, late assignments will not be accepted without penalty. Students are expected to **turn in all required assignments on the agreed upon due date at the beginning of class.** Assignments turned in after class begins will be considered late. If accepted, **late assignments will be assessed point penalties at the rate of two points each day late.** Any adjustments in due dates MUST be requested in written form and discussed with the instructor at least one class session PRIOR to the regularly scheduled date.

**Attendance:** Students who fail to attend class on a regular basis (**missing more than three classes** without a valid excuse or medical documentation) **will receive a letter grade lower** than their final grade as indicated above. More than five absences will result in an increased grade reduction as determined by the instructor. It is the student's responsibility for ensuring that he/she has signed the daily attendance sheet for the class. There is a limit of four days of medically documented excused absences; beyond the four medically excused absences, the student must make special arrangements with the instructor to complete the course. Similarly, the instructor reserves the right to raise a student's grade at the end of the semester based on class participation. Students who arrive to class more than 15 minutes late or leave class more than 15 minutes early will receive ½ attendance credit for that class.

**Participation:** In addition to regular class attendance, the instructor expects all students to actively participate in class discussion and be a contributing member to group assignments. The instructor reserves the right to reduce the grade up to one point for lack of class participation.

Students requesting an incomplete for the class for medical problems or family emergencies must fill out the required form available from the BSW office and discuss their request with the instructor.

**Scholastic/Professional integrity:** Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism, violates social work values and will result in recommendation against admission to the BSW program and a referral to the Dean of Student's Office.

Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you can not assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against admission to the BSW program.

Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Part of professional accountability includes treating others with respect and courtesy. Within this class, this means you will be expected to listen to the opinions and concerns of others with openness, to offer suggestions and ideas in a positive and respectful manner and to be willing to promote group cohesiveness in order to create a safe learning environment.

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Service for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

VII. Course Schedule

Date	Description	Readings
Session 1 – January 18	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Overview</li> </ul>	
Session 2 – January 20	<ul style="list-style-type: none"> <li>• Volunteer Opportunities</li> <li>• Student Introductions</li> </ul>	Cournoyer: Ch. 1 Introduction, pp. 3-20  Handouts: <ul style="list-style-type: none"> <li>• Social Work Basics</li> <li>• Social Work Roles</li> <li>• Volunteer Agency Packet</li> </ul>
Module I	<p><i>Course Objective 1:</i> Major dimensions of Generalist Social Work Practice and the “planned change”/problem solving process.</p> <p><i>Course Objective 2:</i> Apply Social Work “knowledge,” values, and “skills” to their participation in the learning environment.</p>	
Session 3 – January 25	<ul style="list-style-type: none"> <li>• Four basic systems in social work practice and social work roles</li> <li>• Presentation (Howard Jones) Salvation Army Adult Rehabilitation</li> </ul>	Handouts on Generalist Practice, Pincus & Minihan Ch. 3 & 4: <ul style="list-style-type: none"> <li>• Social Work Systems</li> <li>• Relationships Among Social Work Systems</li> </ul>
Session 4 – January 27	Broad range of Social Work Agencies <ul style="list-style-type: none"> <li>• 211 Presentation (Jerry Ronquillo)</li> </ul>	Handouts: <ul style="list-style-type: none"> <li>• 211</li> <li>• Ecomap</li> </ul>
Session 5 – February 1	<ul style="list-style-type: none"> <li>• Agency Educational Contract</li> <li>• Ecological Assessment</li> <li>• Ecomap</li> </ul>	<p><b>Due: Agency Selection Form</b></p> Cournoyer: Ch. 2, pp. 37-39; Question 3, pp 43-44.



Module II	<p><i>Course Objective 1:</i> Explain the major dimensions of generalist social work practice and the “planned change”/problem-solving process. Focus on client contact through beginning assessment procedures.</p> <p><i>Course Objective 4:</i> Ability to adapt basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.</p> <p>Cultural competence according to NASW’s Standards begins with self awareness followed by increased other awareness. Students will explore self and family using genograms, ecomaps, and learn from each other through sharing this content.</p> <p>Introduction to the psychosocial assessment process adds content related to historical as well as current information pertaining to the individual, family and community origins, deepening awareness of diversity and development of basic assessment skills. Self/other understanding: family background and environmental influences and psychosocial assessment.</p>	
Session 6 – February 3	<p>Discuss Ecosystems/Societal influence/eco-maps</p> <ul style="list-style-type: none"> <li>• Class Present/Discuss Ecomaps</li> </ul>	<p><b>Due: Ecomap/Question 3, pp. 43-44</b></p> <p>Cournoyer: Ch. 2 Professionalism, pp. 36-38 and Ch. 8 Assessing, pp. 297-334</p>
Session 7 – February 8	<p>Discussion on genograms &amp; culture</p> <ul style="list-style-type: none"> <li>• Genogram example</li> </ul>	<p><b>Due: Education Contract</b></p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Cultural Profile assignment</li> <li>• Culturally Competent Practice Standards</li> </ul>
Session 8 – February 10	<p>Presentation (Sonia Castellanos)</p> <ul style="list-style-type: none"> <li>• Mexican-American Families</li> </ul>	<p><b>Due: Reflection Paper 1</b></p> <p>Handout: Considerations for work with Mexican- American clients and their families</p>

Session 9 – February 15	Presentation (Emmit Hayes) • African-American Families	Handout: Considerations for work with African-American clients and their families
Module III	<p><i>Course Objective 5:</i> Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing the importance of human diversity and social justice in the ethical practice of social work.</p> <p><i>Course Objective 4:</i> Demonstrate the ability to adapt basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.</p> <p>In this module students learn and apply basic social work values. This includes the NASW Code of Ethics, the Standards for Cultural Competence in Social Work Practice, and their volunteer placement through log entries and class discussion. Diversity and social justice issues related to agency services and policies are highlighted.</p>	
Session 10 – February 17	Class Presentations & Discussion of Genograms/Cultural Profiles	<p><b>Due: Cultural Profile &amp; Genogram, Questions 1 &amp; 2 p. 42</b></p> <ul style="list-style-type: none"> <li>• See example genogram on p. 38</li> <li>• Follow Cultural Profile instructions in hand out</li> </ul>
Session 11 – February 22	In class preparation for Ethics Group Presentations	<p>Cournoyer: Ch. 5 Ethical decision making, pp. 125-167</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Case presentations for Ethics Group presentations</li> <li>• Presentation format</li> </ul>
Session 12 – February 24	In class Ethics Group Presentations & Reports	<b>Due: Ethics Group Assignment</b>

Session 13 – March 1	<p>Discuss basic concept of interviewing</p> <ul style="list-style-type: none"> <li>• Non-verbal communication exercise</li> </ul> <p>Sign up for partners for video lab</p>	<p><b>Due: Ethics Workbook Assignment, pp. 161-164 Questions 1-8.</b></p> <p>Cournoyer: Ch. 6 Talking and listening: Basic interpersonal skills pp.171-201</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Oral History Assignment Instructions</li> <li>• Interviewing Skills</li> </ul>
Module IV	<p><i>Course Objective 3:</i> Demonstrate skills in observation, communication, interviewing, assessment and problem solving.</p> <p><i>Course Objective 4:</i> Demonstrate the ability to adapt basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.</p> <p>Students will conduct oral histories and develop listening skills and ability to appreciate others with special emphasis on diverse characteristics.</p> <p>This module builds student’s knowledge and skills related to observation and communication skills for social work interviewing and basic counseling.</p>	
Session 14 – March 3	<p><b>No regular class meeting.</b></p> <ul style="list-style-type: none"> <li>• Videotape Interview 1</li> </ul> <p><b>Bring your own VHS tape.</b> Meet in LRC for Individual Lab Sessions at your scheduled time.</p>	
Session 15 – March 8	Interviewing Skills I	<p><b>Due: Videotape Worksheet 1</b></p> <p>Handout: At Risk Population Assignment Instructions</p>
Session 16 – March 10	Interviewing Skills II	

Session 17 – March 22	In Class Preparation for At-Risk/Social Justice Group Presentations	<b>Due: Listening Skills Workbook Assignment, Exercise 6.4, pp. 196-197</b>
Session 18 – March 24	Class Fieldtrip for Oral History Interview	<b>Due: Reflection Paper 2</b>
Module V	<p>Generalist practice: process of planned change/problem solving, diversity, populations at risk, and social and economic justice</p> <p><i>Course Objective 1:</i> Explain the major dimensions of generalist social work practice and the “planned change”/problem-solving process</p> <p><i>Course Objective 2:</i> Apply Social Work “knowledge,” values, and “skills” to their participation in the learning environment</p> <p><i>Course Objective 3:</i> Demonstrate skills in observation, communication, interviewing, assessment, and problem solving</p> <p><i>Course Objective 4:</i> Demonstrate the ability to adapt basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.</p> <p><i>Course Objective 5:</i> Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing the importance of human diversity and social justice in the ethical practice of social work.</p> <ol style="list-style-type: none"> <li>1) Preparation for client contact, Ch. 7       <ol style="list-style-type: none"> <li>a. Oral History Interview Report</li> <li>b. Workbook: Chapter Exercises           <ol style="list-style-type: none"> <li>i. 7-1: Preparatory reviewing</li> <li>ii. 7-2: Preparatory exploring</li> <li>iii. 7-3: Preparatory consulting</li> <li>iv. 7-4: Preparatory arranging</li> <li>v. 7-8: Preliminary planning &amp; recording</li> </ol> </li> <li>c. Community Project Group Assignment</li> </ol> </li> </ol> <p>The readings, exercises and group project related to this module gives students first-hand experience using the generalist practice “planned change”/problem solving process with a macro-level system. (Details are found in the assignment handout.) This module allows students the</p>	

	<p>opportunity to choose a socially/culturally/economically diverse neighborhood to adapt social work skills to reflect the needs of the residents of this area. Group presentations allow sharing of information with other class members related to the selected neighborhoods. Students have an opportunity to use basic interviewing skills, identify issues related to social work values and social justice as well as integrate social work “knowledge,” values, and “skills” into a real community system.</p> <p>2) Beginning: introductions, statements of purpose, client roles, policy, ethical factors, and seeking feedback</p>	
Session 19 – March 29	<ul style="list-style-type: none"> <li>• Presentations and Feedback on oral history interviews</li> <li>• Introduction to community assignment &amp; sign up for community assignment groups</li> </ul>	<p><b>Due: Oral History Paper</b></p> <p>Handout: Community Assignment Package</p>
Session 20 – March 31	At-risk/Social Justice Group In-class Presentations	
Session 21 – April 5	At-Risk/Social Justice Project In-class Presentations	
Session 22 – April 7	<p>Discuss planned change/ problem solving process</p> <ul style="list-style-type: none"> <li>• Emphasis on strengths perspective</li> <li>• Research-informed practice</li> </ul>	<p>Handouts:</p> <ul style="list-style-type: none"> <li>• Planned change</li> <li>• Problem Solving</li> <li>• Strengths Perspective</li> <li>• Evidence-Based Practice</li> </ul>
Session 23 – April 12	<p>Discuss problem solving process</p> <ul style="list-style-type: none"> <li>• Problem solving exercise</li> <li>• Brainstorming exercise</li> </ul>	<p><b>Due: Reflection Paper 3</b></p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Problem-solving</li> <li>• Brainstorming</li> </ul>
Session 24 – April 14	<p>Discuss goal specification</p> <ul style="list-style-type: none"> <li>• Tangible and intangible goals</li> <li>• Decision making</li> <li>• Task development/</li> </ul>	<p>Cournoyer: Ch. 4 Contracting, pp. 342-377</p> <p>Handouts:</p> <ul style="list-style-type: none"> <li>• Goal Specification</li> </ul>

	<ul style="list-style-type: none"> <li>• timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making</li> </ul>
Session 25 – April 19	<p><b>No regular class meeting.</b></p> <ul style="list-style-type: none"> <li>• Meet in LRC for Individual Lab: Videotape Interview 2</li> </ul>	
Session 26 – April 21	<ul style="list-style-type: none"> <li>• Community Assignment Presentations</li> </ul>	<b>Due: Videotape Worksheet 2</b>
Session 27 – April 26	<ul style="list-style-type: none"> <li>• Community Assignment Presentations</li> </ul>	
Session 28 – April 28	<ul style="list-style-type: none"> <li>• Community Assignment Presentations</li> </ul>	<b>Due: Volunteer Hour Log Sheet &amp; Volunteer Evaluation Form</b>
Session 29 – May 3	<ul style="list-style-type: none"> <li>• Community Assignment Presentations</li> </ul>	
Session 30 – May 5	<ul style="list-style-type: none"> <li>• Wrap-up</li> <li>• Course Evaluations</li> </ul>	