

Department of Social Work
University of North Carolina -Wilmington
SWK 496: SEMINAR FOR SOCIAL WORK PRACTICUM I
Fall, 2009

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Course Description:

This seminar is the first in a two-semester sequence which is taken concurrently with the field practicum. Designed to draw upon and enhance the field experience, the seminar provides opportunities for students to integrate beginning generalist theory and practice, discuss issues and concerns, and share new insights regarding self and practice. Providing a forum for students to identify and discuss the diverse mission statements and services addressed within the different field placement settings, the seminar will also provide opportunities for students to discuss diverse styles of management and administration while exploring the appropriate use of supervision within the respective placement sites. Students will explore the importance of effective communication, professional boundaries essential for effective practice, fundamentals of case management, alternative practice techniques, and ethical dilemmas encountered in the various practice settings, all essential for beginning generalist social work practice. By listening respectfully, and reflecting on the information or experiences shared, the students will utilize the group technique of mutual aid to learn about alternatives that enhance practice while gaining experience in collaborating with peers.

The field seminar meets weekly for two hours. Each student is asked to attend the seminar that he/she is registered for in order to establish continuity and confidentiality within the discussion group. The seminar provides a forum where students can discuss practice questions, feelings about practice, and engage in support and mutual aid to strengthen their professional identities. Attendance is expected in order to effectively utilize the seminar and develop a safe environment for sharing and discussion. Confidentiality is essential as it pertains to agency practice, case discussions, and student concerns.

Effective student performance depends on successful completion of seminar assignments as well as a positive evaluation of the student's learning in the practicum experience. Seminar assignments include signing a confidentiality statement, preparing a learning contract, maintaining a journal, presenting or writing an agency profile, completing a process recording with an active client, reading the appropriate articles for seminar, and participating in seminar exercises. Student field performance is assessed collaboratively by the agency field instructor, the student, and the faculty liaison when completing the performance evaluation. Emphasis is placed on a strengths perspective, while articulating areas requiring further growth.

Course Objectives:

Upon completion of two semesters of Field Practicum Coursework (consisting of both the practicum and the seminar), the student is expected to exhibit knowledge, skills, and attitudes that are consistent with beginning generalist practice. The student should be able to:

Knowledge:

1. articulate techniques for engaging client systems of differing sizes, especially individuals, families, and groups (communities and organizations will be addressed second semester when students enroll in SWK 443: Social Work Practice with Communities and Organizations); Program Objectives: 1, 2, 4, 6.
2. identify alternative techniques for data gathering, assessment, and documentation; Program Objectives: 1, 2, 7.
3. identify biological, psychological, sociological, spiritual, political, and economic theories which apply to the assessment of specific client needs for delivery of agency services: Program Objectives: 1, 2, 4, 6.

4. identify issues of oppression and racism as they impact the lives of those with whom the student is working, both clients and staff; Program Objectives: 1, 2, 3, 6.
5. recognize personal values and beliefs and their congruence with the cultural, socioeconomic, and political views of the clients served, the agency, and the prevailing culture. Program Objectives: 1, 2, 5.
6. articulate agency mission, goals, policies, and procedures. Program Objectives: 1, 2, 6.

Skills:

7. assume personal responsibility for successfully engaging in the learning process; Program Objectives: 1, 2, 5.
8. use basic relationship skills to develop empowering working relationships; Program Objectives: 1, 2, 6.
9. develop a working relationship with the field instructor to facilitate the discussion of basic elements of beginning practice and build confidence to enhance the learning process; Program Objectives: 1, 2, 5, 6.
10. identify the concerns and ordeals confronted by clients, using the generalist strengths perspective in assessment, planning and goal setting, interventions, and evaluation; Program Objectives: 1, 2, 3, 4, 7.
11. participate in the creation of a safe environment which fosters honest, yet respectful expression of perspectives, concerns, and questions; Program Objectives: 1, 2, 3, 4, 5.
12. perform as a change agent, utilizing appropriate supervision, addressing the complexity of social problems and concerns for oppressed populations; Program Objectives: 1, 2, 3.
13. identify the agency's techniques for evaluating practice, program, and policy effectiveness; Program Objectives: 1, 2, 7.
14. recognize one's own biases and values that impact practice effectiveness and gain insight into one's own practice effectiveness; Program Objectives: 2, 5.
15. gain self-confidence in presenting and discussing case material in a confidential manner in order to facilitate professional peer consultation; Program Objectives: 1, 2, 3, 5.
16. write measurable criteria to facilitate learning and evaluate the development of practice skills; demonstrating the ability to manage time and workload; Program Objectives: 1, 2, 5.
17. follow professional standards of competent, ethical behavior, as set forth in the NASW Code of Ethics; Program Objectives: 2, 5.

Attitudes:

18. recognize the diversity of ethnic, racial, gender, and cultural perspectives impacting practice; Program Objectives: 2, 3, 5.
19. respond professionally and personally with sensitivity to client and staff views and concerns; Program Objectives: 1, 2, 4, 6.
20. recognize the importance of contributing to the knowledge base that guides practice and contributes to the general welfare of society; Program Objectives: 1, 2, 5, 7.

21. recognize the importance of collaboration and consultation as mechanisms to facilitate effective practice;
Program Objectives: 1, 2, 5.
22. demonstrate sensitivity for cultural diversity among seminar participants, clients, and agency personnel,
demonstrating an appreciation for diverse viewpoints and concerns; Program Objectives: 2, 3, 5.

STUDENT PROFICIENCY IN MEETING THESE OBJECTIVES WILL BE REFLECTED IN THE LEARNING CONTRACT PERFORMANCE EVALUATION FORM.

Prerequisites: SWK 235 Introduction to the Social Welfare System
SWK 240 Basic Working Relationship Skills
SWK 320 & 321 Human Behavior and the Social Environment I & II
SWK 341 Generalist Social Work Practice with Individuals and Families
SWK 355 Issues in Diversity for Generalist Practice
SWK 396 Pre-field Seminar
SWK 435 Social Welfare Policies

Co-requisites: SWK 406 Research Methods for Social Work Practice I
SWK 442 Generalist Social Work Practice with Groups

Required Texts, Materials, and Websites:

Berg-Weger, M. & Birkenmaier, J. (2000) *The practicum companion for social work: Integrating class and field work*. Needham Heights, MA: Allyn & Bacon.

Denny, J. (2007) *BSW Social Work Field Education Manual*, Department of Social Work, University of North Carolina at Wilmington.

Grobman, L. (2002) *The field placement survival guide*. Harrisburg, PA: White Hat Communications. (text from pre-field)

NASW Code of Ethics (1996 Revision) www.naswdc.org

NASW North Carolina Website: www.naswnc.org

Assignments:

The confidentiality of clients and of this seminar must be respected at all times. No identifying client information should be disclosed in class discussion or in written assignments. Nothing discussed in class should be discussed outside of class. Failure to respect the privacy of clients and seminar participants will be considered a violation of the NASW Code of Ethics.

Student Journal:

Each student is expected to maintain a journal for both semesters. A journal entry should be made **each day you work at your agency**. Entries should include a summary of the day's activities, your reflections (with professional candor) about these events and activities, new insights, concerns, questions, and feelings about practice and placement procedures. Please do not spend your valuable time writing about details such as paperwork or going to lunch. This journal should be kept in a binder or folder so that you only hand in the new entries. Each journal entry must be **at least one page, typed and written in first person**.

All information included in your journal will be read by your faculty liaison and kept confidential. Your faculty liaison will write comments to assist you in your learning process. Comments might include: issues that need to be discussed with your field instructor, additional resources that might be helpful, affirmations of insight, validation of practice techniques, etc. This assignment is intended to heighten self-awareness and foster dialogue between you and your faculty liaison. Each student is also expected to include plans for the forthcoming weeks in placement. Your journal entries are due every week as indicated on your syllabus.

A grade will be assigned to each week's journal based on the following criteria:

25% = “**who & what**”

Describe who you are working with and what you are doing. Without using identifying information, choose 1-2 clients to focus on and paint a picture for me about what they were like and how you engaged them.

25% = “**thoughts & feelings**”

Reflect upon what you are feeling and thinking. Example: “I was nervous to meet with a new client today.”

25% = “**self-reflection**”

Reflect upon yourself and your growth over time; Think of this as stepping outside of yourself and telling me what you see that is different than before. Example: “When I met a new client today, I noticed I felt more comfortable asking personal questions than when I started at my internship. I took the time to establish a relationship before getting into more difficult questions.

25% = “**spelling & grammar**”

Your journals are a communication with your instructor, not a personal diary. Please use complete sentences, and proofread for typing errors. If you write as if you are writing an email, you will lose points on this assignment. Please do not cheat yourself of this opportunity to hone your writing skills.

Course Objectives: 1, 2, 3, 4, 5, 9, 10, 11, 14, 15, 17, 18, 19, 21, 22.

Learning Contract:

The quality of your field education experience depends upon the clarity of your focus and your effective use of time management as you engage in the learning process. Consequently, you are required to develop a learning contract that addresses the goals and objectives that you want to address to demonstrate competency for beginning generalist practice. There are eleven goals with designated objectives that are applicable to all practicum settings; these reflect the objectives for BSW field education. You are also required to identify at least one additional learning goal that addresses a specific area of practice interest or special learning opportunity that may be available at your placement site. In other words, your contract should reflect what you **need** to know (program goals) as well as what you **want** to learn (personal goals) from your practice experience. There will be a workshop that you and your field instructor will attend to begin the articulation of the learning tasks and evaluation criteria.

To focus the learning needed to achieve identified goals and objectives, you will need to identify learning strategies that will assist you in meeting your objectives, the standards for measuring successful mastery of your objectives, and identified time frames. The contract must be written in **measurable terms**. This assignment, while challenging, will serve as a map to guide you through the field placement and will provide beginning experience in the evaluation of your own practice. In addition, it will assist you in learning to write measurable goals and objectives, which is essential for writing client care plans, grants, and program evaluations.

Grading will be based on the following:

1. specific and measurable activities and criteria (75%)
2. correct spelling, Excel formatting and grammar (20%)
3. complete target dates (5%) – this does not include “ongoing” or “complete”
4. timeliness (**learning contracts without signatures will not be accepted** and will be penalized as late)

Using a past learning contract as a guide is acceptable. Copying a past learning contract and handing it in as your own work is NOT acceptable. Two students at the same placements may have some similarities on their learning contract, but should not have identical learning contracts. The specific format of the learning contract will be discussed further in seminar as well as in the workshop with your field instructor. Course Objectives: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22.

Agency Profile Powerpoint Presentation:

Understanding the agency mission, policy, and procedures is essential for service delivery as these elements help to focus agency services and set boundaries for your practice responsibilities. Resources to explore to help you become better acquainted with your agency (which is critical for effective practice as well as the successful completion of this assignment) can include interviewing your supervisor, interviewing other staff members, shadowing staff as they deliver services, attending unit team meetings, attending managerial and Board meetings, reading policy manuals, reviewing organizational charts, etc. After collecting this data, organize your thoughts into a 15 minute presentation that describes your agency for someone unfamiliar with it.

The presentation will be graded as follows:

Content = 60%
 Delivery = 20%
 Slides = 20%

Content: Be sure that your presentation articulates the following information

- a brief history of the agency, including when it began, how it has grown/evolved, etc. (10 points)
- a brief description of the agency's mission or mandate for service and a summary of the services provided (this should also include whether services are consistent with the mission) (10 points)
- a brief description of the agency's setting that includes location, accessibility for clients, number of workers, target population(s), number of clients served, community perceptions of the agency and the client population(s), etc. (10 points)
- the value base of the services provided by the agency and how it is demonstrated (10 points)
- the agency's methods of evaluating the effectiveness of service delivery, both client satisfaction and service outcomes (10 points)
- the agency's funding source(s) (10 points)

Delivery: Please be mindful of the following points to increase the effectiveness of your presentation and maximize your grade.

- Make eye contact with your audience. (5 points)
- Speak clearly and loudly enough for everyone to hear. Minimize distracting speech habits, such as “um” and “you know”. (5 points)
- Speak directly to your audience, rather than reading from the slide. Use the slide as a **guide** for what you are going to tell us. (5 points)
- Be relaxed but use good posture. (5 points)

Slides:

- Slides should be clear and easily readable. Avoid putting too much information on the slide, as your audience will have to divide their attention between the slide and you! (10 points)
- Use your creativity and incorporate some color and/or graphics into your slides. If you choose to utilize animation or sound, be careful not to overdo it. (10 points)

Please hand in a printout of your slides (6-9 per page) on the date indicated on the syllabus. If you would like to write a paper instead of a presentation, please discuss this with the instructor.

Course Objectives: 6, 7, 8, 11, 13, 15, 17, 18, 21, 22.

Process Recording:

This assignment and the grading rubric will be discussed in class on Nov 4.

One process recording is required for this semester of field seminar; however, some of your field instructors may require additional process recordings. If this is the case, you may use one of the process recordings you submit to your field instructor to meet the requirements of this assignment (you may NOT submit a process recording completed for a previous Social Work Methods course). A process recording provides an opportunity to reflect on a specific interview or purposeful exchange with your client by analyzing the flow of the interview, reflection on the techniques used in the interview, the theory or rationale behind the selection of specific techniques, and your feelings encountered in the exchange.

When used constructively, a process recording is a valuable learning tool. In addition to providing an opportunity to enhance listening skills and reflect on client issues and concerns, the recording can provide insight into your own style and effectiveness in the interview and help you focus on techniques of intervention while fostering self-awareness. While you may want to attempt this assignment several times to enhance your learning, you only need to select one interview session with an individual, family, or group (with clients or staff) for this assignment.

Since you will need to document the actual exchange (often called a verbatim), before beginning your analysis, consider the use of an audio or video recorder to accurately and objectively record the interview. While the use of a recording device is allowed, it is not required to complete this assignment. Generally the first interview with a client is not conducive to taping, although it can provide material for a constructive process recording. Be sure to identify agency policy about taping before approaching your client. If agency policy permits taping, be sure to obtain signed informed consent from your client before taping begins.

After documenting the factual exchange, identify feelings encountered in the interview process and analyze your interview/discussion technique for strengths and limitations. If you feel there were areas that could be improved, be sure to include strategies for conducting the session differently if you had the opportunity to redo the session. You will want to consider such questions as:

- What was the purpose of this interview/exchange?
- How many interviews/contacts have you had with this client?
- How well did you engage the client?
- What were the significant transitions in the interview process?
- What strengths did you identify with the client?
- What issues and concerns did you identify with the client?
- Were your interview questions open or closed? What was most beneficial? Why?
- What techniques did you use at various times in the interview to guide the helping process?
- What theories guided your choice of techniques?
- What would you like to do differently in this interview if you had an opportunity to redo it?
- What will you address in the next interview with this client system?

Be sure to draw from the theories discussed in your practice courses as you analyze your work. You will be graded on your ability to **analyze** the interview process. Course Objectives: 1, 7, 8, 10, 11, 14, 15, 17, 18, 19, 21, 22.

Reading Assignments:

Each student will be responsible for the assigned course readings found under the specific units of study (see list of assignments). Readings may vary as the course progresses and if so students will be advised of changes in time to prepare for class discussions. Assigned readings are available on electronic reserve at the UNCW Library and can be accessed from your home when proper library procedures are followed. These readings will assist you with issues that arise in placement as well as prepare you for discussion of practice issues and concerns so be sure to review these reading assignments to enhance class participation.

For each week's reading, students must hand in one of the following:

1. three points that you can relate to your internship experience OR
2. three points that you feel are important (explain why they are important) OR
3. a one-page reflection

Course Objectives: 2, 7, 9, 11, 14, 15, 17, 19, 20.

Class Participation:

Each student is expected to contribute to class discussion and participate in class activities. The seminar format provides a practice arena where the student can begin to demonstrate the skills necessary for professional interaction. Through participation you will gain confidence in articulating your position on specific issues, learn to critically examine practice techniques, and explore appropriate alternatives for practice. In order to effectively participate, attendance is essential and indicative of your commitment to the professional learning process. Special emphasis will be placed on the importance of confidentiality and each student will be required to sign a confidentiality statement. Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22.

Time Sheets:

You will be required to record your work hours for each week and maintain a cumulative record of your field hours. You are required to **have your field instructor sign off weekly** on your time sheet to minimize any confusion between you and your field instructor as to the exact number of hours worked for the semester. Hours completed by attending the weekly field seminar are **not** included in your minimum total of 225 hours for the semester. Your time sheet is due at the last seminar session for the semester. Any exceptions must be negotiated with the faculty liaison prior to the last day of seminar. Course Objectives: 16, 17.

Grades:

The grade for the practicum is a combination of the student's work in the field practicum and the seminar and is determined through collaboration and discussion involving the student, the field instructor, and the faculty liaison. All seminar assignments are evaluated for quality and timeliness and must be completed for course credit. The seminar performance is evaluated by the faculty liaison. Both you and your agency field instructor will collaboratively evaluate your field practice performance, utilizing the evaluation criteria established on your learning contract. Upon completion of the practice evaluation, each student will meet with the field instructor and the faculty liaison to participate in an evaluative conference which will evaluate current field performance and identify areas for focus for spring semester. Hence, each student is expected to evaluate her/his practicum performance along with the field instructor, in order to enhance self-awareness and encourage clear assertive communication surrounding the evaluation process. These two components are combined to develop a comprehensive grade for field performance. The practicum grade is at the discretion of the faculty liaison, and is reached through feedback from all parties.

- practicum = 50% (based on evaluation criteria on the Learning Contract)
- seminar = 50%
 - journals = 25%
 - learning contract = 25%
 - agency profile presentation = 15%
 - process recording = 20%
 - class participation/reading assignments = 15%

The following scale will be used to convert numerical grades into letter grades.

93-100%	= A
90-92%	= A-
87-89%	= B+
83-86%	= B
80-82%	= B-
77-79%	= C+
73-76%	= C
70-72%	= C-
65-69%	= D
0-64%	= F

Guidelines for Success

1. Hand in assignments **on time** for full credit – late assignments will be penalized up to 10% per week.
2. **All** assignments must be completed in order to receive a passing grade in the course.
3. **Proofread** your work for spelling and grammar – The world’s most brilliant insights are lost if they are buried in a muck of spelling errors and sentence structure is incorrect.
4. Remember the difference between written and spoken language. What may be acceptable in an email is not necessarily correct grammatically.
5. Review the syllabus carefully to make sure your assignment covers all the required elements. Using **headings** helps tremendously!
6. Be sure that your **learning contract** is **signed** by you and your Field Instructor before turning it in. If not, I will hand it back to you and it will be penalized as late.
7. Students must receive a grade of **C or better** in field in order to pass the course, regardless of the seminar grade.
8. If you are unsure as to how to cite a particular source, ask! **FAILURE TO PROPERLY CITE YOUR SOURCES IS A VIOLATION OF THE UNCW HONOR CODE AND THE SOCIAL WORK CODE OF ETHICS.** This could result in failure of the course and a report to the Dean of Student’s Office.
9. All assignments should be **typed** and turned in during class or to the instructor’s mailbox prior to class. **Emailed assignments** will not be accepted without prior permission from the instructor. Please keep a copy of all assignments that you hand in.
10. Participate in class by giving and receiving/accepting feedback. Ask questions, read assignments and attend class.

Designing the Learning Contract

DATE & TIME TBA

Students and field instructors to attend together

(This REQUIRED workshop counts for field hour credit)

Schedule of Assignments

1. August 20: Overview of Seminar

- student confidentiality forms
- structure of weekly meetings and ground rules for discussion
- review of syllabus, assignments and due dates
- feelings about placement and what you want from seminar
- small groups: What do you expect of your field instructor? What do you believe they should expect of an intern?

DUE: PROOF OF LIABILITY INSURANCE

2. August 27: Shared Leadership and Mutual Aid in Learning

- Q & A with panel of former interns
- Survival skills for BSW interns – Is self-care all that important?
- group collaboration and peer consultation
- commitments to self-care

Berg-Weger & Birkenmaier, chapter 1: Getting Started on Your Social Work Practice Career.

DUE: JOURNAL

At least 3 questions in writing for student panel (refer to reading)

3. September 3: Building Effective Working Relationships

- agency communication
- engaging coworkers and clients
- using self-awareness of learning and conflict styles
- use of supervision -- “Things I could never imagine telling my supervisor”

Berg-Weger & Birkenmaier, chapter 2: Socialization into the Social Work Profession.

Drake (1994) "Relationship Competencies in Child Welfare Services." *Social Work*, 39, 5, 595-602.
(This is a very important article!)

DUE: JOURNAL

3 points or one-page reflection on reading

4. September 10: Getting to Know Your Agency Setting: the Context of Practice

- mission, goals, services and funding
- work environment
- community environment
- schedule presentations

Berg-Weger & Birkenmaier, chapter 5: Organizational Issues.

DUE: JOURNAL

Slide printout of AGENCY PROFILE PRESENTATION

3 points or one-page reflection on reading

Annual BSW Field Luncheon
Friday, September 18
Students, field instructors and faculty attend
Warwick Ballroom 12:00pm (parking provided)

5. September 17: Taking Responsibility for Learning

- developing a road map
- learning objectives
- small groups: writing measurable activities and criteria

Program Objectives from UNCW Social Work Field Manual

Review Berg-Weger & Birkenmaier, The Learning Plan section of chapter 1: Getting Started on Your Social Work Practice Career, pp. 9-13.

DUE: JOURNAL

3 points or one-page reflection on reading
Bring blank copy of learning contract for in class assignment

6. September 24: Managing the Workload

- telephone etiquette and organizational skills
- assertiveness (how to identify and address situations that make you nervous)
- setting boundaries with your time (“But I like to work through lunch”)

Berg-Weger & Birkenmaier, chapter 6: Micro Social Work Practice in the Field.

"Put First Things First." *The 7 Habits of Highly Effective People*. New York: Simon and Shuster, 1990, 145-182.

DUE: JOURNAL

3 points or one-page reflection on reading
Mid-term evaluation

7. October 1: Confidentiality

- basic concepts and common violations
- When might confidentiality be difficult to maintain?
- Mid-term evaluation of seminar and faculty liaison

Berg-Weger & Birkenmaier, chapter 9: Social Work Practice and the Legal System.

Gothard (1995) "Legal Issues: Confidentiality and Privileged Communication." *Encyclopedia of Social Work, 19th ed., vol. 2*. Washington, D.C.: NASW Press, 1579-1584.

Optional: Barker and Branson (1993). "Presenting Testimony as an Expert Witness." *Forensic Social Work, Legal Aspects of Professional Practice*. New York: The Haworth Press, 13-24.

DUE: JOURNAL

3 points or one-page reflection on reading

Learning Contract (with signatures)

8. October 8: Safety

- personal safety guidelines and considerations for home visits
- de-escalating client anxiety and hostility

Berg-Weger & Birkenmaier, chapter 3: Safety in Social Work Settings.

DUE: JOURNAL

3 points or one-page reflection on reading

9. October 15: Do your Learning Contract need fine-tuning? -- Work Session

DUE: JOURNAL

10. October 22: The Nature of Professional Relationships and Practice

- defining professional relationships
- setting personal boundaries with clients
- process recording: self-awareness and analysis of technique

Kagle and Giebelhausen (1994). "Dual Relationships and Professional Boundaries." *Social Work*, v. 39, n. 2, 213-220.

DUE: JOURNAL

3 points or one-page reflection on reading

11. October 29: Performance Evaluation

- purpose of evaluation
- collaborative process
- what to expect at the site visit and how to prepare for it

Rogers, Collins, Barlow, & Grinnell (2000). "Evaluation Time." *Guide to the Social Work Practicum, A Team Approach*. Itasca, IL: F.E. Peacock, Inc., 97-108.

DUE: JOURNAL

3 points or one-page reflection on reading

12. November 5: Child Protective Services

- definitions
- who do you discuss your concerns with
- reporting requirements and how to do it

Mason (1996). "Conditions Defined: Neglect, Abuse, Dependency, and Maltreatment." *Reporting Child Abuse and Neglect in North Carolina*. Chapel Hill: Institute of Government, 17-23.

Mason (1996). "Responsibilities and Rights." *Reporting Child Abuse and Neglect in North Carolina*. Chapel Hill: Institute of Government, 27-43.

DUE: JOURNAL

3 points or one-page reflection on reading

13. November 12 : Supervision

- changes since the beginning of the semester
- revisiting “Things I could never tell my supervisor”
- the role of learning and conflict styles

DUE: JOURNAL & PROCESS RECORDING

14. November 19: Discussion and wrap-up

- things that went well in seminar and internship
- goals for next semester

DUE: TIME SHEET & JOURNAL