

**The University of North Carolina at Chapel Hill  
School of Social Work**

<b>Course No.</b>	<b>SOWO 770, Section 001</b> (Monday, 2pm – 4:50pm)
<b>Course Title</b>	<b>Implementing Evidence-Informed Practice with Organizations &amp; Communities</b>
<b>Instructor</b>	<b>Robin Sansing, MSW, LCSW</b> School of Social Work Robin_Sansing@unc.edu
<b>Office Hours</b>	Mondays and Tuesdays 12pm - 2pm <i>Students are encouraged to request apt. during these hours.</i>

**Course description**

This course provides an introduction to evidence-informed and best practices for program development. Focus is on building effective organizational and community practice skills in implementing new programs and interventions.

**Course objectives**

This course will focus on developing new programs and interventions to meet the needs of underserved communities. The course will offer students the opportunity to build on projects they began in *Social Work Practice with Organizations and Communities* (SOWO 570) by researching best practices, evidence-based practices, and promising practices necessary to achieve the outcomes students propose for a target population. Students will then create a program development plan in which they identify personnel needs, create job descriptions, delineate a budget, and recommend funding sources. Students will have the option to deliver the finished program development plan to their field placement or another organization with the capacity to assess practical considerations for implementation.

At the conclusion of this course students will be able to:

1. Critically evaluate and apply theories and models to use with client, community, 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. Learn how to find and implement best practices, evidence-based practices, and promising practices necessary to achieve the outcomes students propose for a target population.
4. Specifically, create a program development plan in which they identify personnel needs, create job descriptions, delineate a budget, and recommend funding sources.
5. Students will have the option to deliver the finished program development plan to their field placement or another organization with the capacity to assess practical considerations for implementation.
6. Demonstrate skill in organizational and community development and community-based human service system improvement (e.g. social planning, financial management) to better support interventions.

**Expanded description**

This course focuses on developing practical knowledge and skills in key areas of macro social work practice. Students will work with a fictional intervention located in a fictional nonprofit that impacts the local community. Based on in-class skill building, they will address a variety of challenges and unexpected changes to the project that require new and creative steps for achieving successful outcomes in intervention, implementation, and program development. By developing a body of concrete skills in SoWo 770, students will enhance their understanding of macro social work, preparing them for their specialization year studies and ultimately creating real macro-level change in the world.

**Resources**

All course lectures, syllabus, assignment information, and external links to web sites will be available on our course site on Sakai, at <http://sakai.unc.edu>.

### Required texts and readings

There is no required text book for this course, but there are required readings, which are available on the Sakai course site, unless otherwise noted.

### Teaching methods

We will use Zoom and Sakai as our primary platforms for this course. You will be required to review all required material before the start of class, including recorded lectures (if applicable), readings, videos, or other posted material. Our class time on Zoom will be focused on discussion and application of the material and students will be graded based on participation, preparation, and engagement in those discussions.

In addition, each student will be assigned to a project group and students will remain with these groups throughout the semester. In their project groups, students will: (1) discuss and answer questions about readings; (2) engage in classroom activities pertaining to class objectives; and (3) discuss progress and obtain feedback on assignments. Students are expected to engage with the full class for activities, videos, interactive presentations, and group discussion. Lecture will be used to introduce a topic, present key concepts, offer practice examples, and/or review research findings. Students' active participation is critical not only to their own success in the course, but to the formation of a critical and supportive learning community.

### Class assignments

Student performance will be evaluated based on the following assignments. All assignment descriptions are posted on Sakai.

Requirement	Due Date	Percent
Class Attendance & Participation	Throughout	15
Assignment 1: Project Plan	Class 6	25
Assignment 2: Group Facilitation	Class 7-9	15
Assignment 3: Key Informant Interview	Class 10	20
Assignment 4: Annual Report	Class 14	25

All written assignments should be submitted electronically on Sakai via the Submissions tab by the start of class time on the due date.

**Attendance and participation (15 points).** This is a course that depends on a high level of engagement and critical thinking by students. My goal is to make the course content as practical as possible. To that end, this class will incorporate the use of synchronous and asynchronous learning methodologies. Both modalities are integrated to provide a cohesive learning experience for students. Students will engage with new material and one another synchronously via Zoom as well as asynchronously in Sakai. Structured application of course material will occur using active learning strategies to promote problem solving and critical thinking. To this end, students' active participation is vital.

To be an active member of the class, students are expected to be fully present during synchronous sessions and to join with audio and video enabled. However, if joining with video presents significant challenges, students should contact the instructor in advance of the class. Participation will be judged by attendance to the degree to which students are prepared and fully participate in synchronous and asynchronous discussions, exercises, role plays, and other learning activities. Full credit will only be awarded to students who are punctual with attendance, remain engaged

for the entire duration of the class, are prepared for each class session (e.g. complete readings, prepare for discussion, provide active and thoughtful contributions to the class, participate in learning activities) and demonstrate that they have completed all assigned asynchronous tasks.

I take attendance at the start of each class and monitor participation throughout class as well as in Sakai. Quantity and quality are both important considerations when it comes to participation. Quality means adding something of substance to the discussion — your perspectives and ideas, examples from your work or life experience, or other relevant questions. A response that says simply, “I agree,” for example, would not constitute participation since it does not add anything of substance to the discussion. Points will be deducted from your attendance grade if you miss more than one class and/or have a pattern of logging in late or leaving early, or do not fully engage in the class sessions

**Assignment 1: Project Plan (25 Points)\***

The first assignment will be comprised of topics covered in Unit 1. This will include an updated logic model, budget, evaluation plan, and timeline for the project.

**Assignment 2: Group Facilitation (15 Points)\***

Students will have the opportunity to sign up for a class session where they will facilitate the application of a specific macro skill (consensus-based decision making, SWOT analysis, conflict resolution). Peers and instructor will provide feedback to build and improve overall facilitation skills.

**Assignment 3: Key Informant Interview (20 Points)\***

Students will demonstrate the ability to identify, conduct, and report on key informant interview to demonstrate engagements skills as well as increased understanding of targeted areas of program management.

**Assignment 4: Annual Report (25 Points)\***

Students will demonstrate the ability to create an annual report that summarizes work completed, evaluates progress toward goals, and communicates this to stakeholders and other constituents in a meaningful way.

\*Detailed instructions and grading guides for each of these assignments are available on Sakai in the Assignments and Rubrics tabs.

**Grading System and Philosophy**

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). The numerical values of these grades are:

H: 94-100; P: 74-93; L: 70-73; F: 69 and lower

A grade of P is considered entirely satisfactory. The grade of Honors (“H”) — which only a limited number of students attain – signifies that the work is clearly excellent in all respects.

Grading rubrics are included with detailed instructions for each assignment. Criteria that reflect the learning objectives for each assignment are described and used as the basis for awarding points. Different ranges of points are awarded for each criterion to reflect “excellent”, “good”, and “fair” work. Most students are expected to receive most of their assignment criteria points in the “good” range, which will result in an assignment score in the P range. “Good” criteria reflect standard assignment requirements. “Excellent” criteria reflect work *above and beyond* standard requirements, both in the amount and quality of work. Students must receive most if not all of their points in the “excellent” category to receive an assignment score in the H range. “Fair” criteria reflect below standard

requirements. Scores that fall mostly in this range will result in an assignment score in the L range, while criteria scores that do not achieve the “fair” standard will result in an assignment score in the F range.

The purpose of this system of grading system reflects a simple contract between you, the student, and I, the instructor. I will:

1. Provide detailed instructions for each assignment.
2. Make my grading standards as clear as possible.
3. Spend time in class answering questions students have about the assignment.
4. Assign readings and facilitate classroom learning exercises that prepare students to complete each assignment.

In return, I ask that each student carefully review assignment instructions and grading guides, ask for clarification if needed, and exert an effort on assignments that reflects their goal for achieving an H or P in the course.

### **Expectations for Written Assignments**

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. **All written assignments for this course should be submitted in APA style**, unless assignment instructions indicate otherwise. Information concerning APA style and writing resources are listed below:

American Psychological Association. (2019). *Publication manual of the American Psychological Association, 7<sup>th</sup> Edition*. American Psychological Association.

### **Writing Support**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com). In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

### **Policy on late submissions**

An assignment is considered late if it is submitted any later than the start of class on the day it is due. The grade for late assignments will be reduced 10% per day, including weekends. That is, if an assignment is turned in any later than the start of class, the grade will be reduced by 10% if turned in within the next 24 hours, 20% if turned in within 48 hours, 30% if turned in within 72 hours, etc. A grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g. family crisis, serious illness. It is the student’s responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

### **Policy on Academic Dishonesty**

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will include the following pledge on the first page of all written assignments: **“I have not given or received unauthorized aid in preparing this written work.” Credit will not be awarded for unpledged work.** 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. 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.

### **Accessibility and Resource Services**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

### **A Note on Course Content**

All participants in this class should be aware that we will be discussing topics such as harassment, violence, bias, and discrimination. Certain readings and discussions may be difficult for those who have been impacted by these types of conduct. Any person who has experienced discrimination, harassment, interpersonal (relationship) violence, sexual assault, sexual exploitation, or stalking is encouraged to seek resources as needed on campus or in the community. You can seek assistance from confidential resources such as the Gender Violence Services Coordinator in the Carolina Women's Center at (919) 962-1343 or Counseling and Psychological Services (CAPS) in Campus Health Services at (919) 966-3658. You can also contact the Equal Opportunity and Compliance Office at (919) 966-3576 to report an incident and/or seek interim protective measures. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **Policy on Discrimination, Harassment, and Violence**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu). <https://safe.unc.edu/create-change/faculty-staff-opportunities/>

### **Community Standards in Our Course and Mask Use**

In the event of having to meet in person this spring semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me -- as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct. At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>

### Class Schedule & Reading Assignments

#### Week 1 Introduction to 770 and Evidence-Informed Practice 01/11/21

##### Objectives

1. Introductions and grounding in how class is organized
2. Course overview and syllabus review
3. Introduction of evidence-based vs evidence-informed practice

##### Readings

Gauchat, G. (2015). The political context of science in the United States: The public acceptance of evidence-based policy and science funding. *Social Forces*, 94(2), pp. 723-746.

Rubin, R. (2018). At “crisis pregnancy centers,” critics say, ideology trumps evidence. *Journal of American Medical Association*, 320(5), pp. 425-427.

#### 01/18/21 NO CLASS – MLK Day

#### UNIT 1: Project Management

#### Week 2 Project Management Introduction 01/25/21

##### Objectives

1. Identify common elements of project management
2. Apply learning of evidence-based vs evidence informed programming using real-life examples from national and international sexual health policy and practice
3. Understand the similarities and differences in US-based and international social programs

##### Required Readings

Radzikowska, M., Roberts-Smith, J., Zhou, X., & Ruecker, S. (2019). A speculative feminist approach to project management. *Strategic Design Research Journal*, 12(1), 94-113.

youth.gov (n.d.) *Selecting evidence-based programs*. <https://youth.gov/evidence-innovation/selecting-programs>

##### Recommended Readings

Weber, B. A. (2012). Social work and the challenges of the green economy. *Advances in Social Work*, 13(2), 391-407.

Child Trends (2016). Six steps to implementing an evidence-based program. <https://www.childtrends.org/blog/six-steps-to-implementing-an-evidence-based-program>

#### Week 3 Budgets 02/01/21

##### Objectives

1. Learn how to read and understand basic budgets
2. Recognize the challenges and opportunities of budgeting for a 501c3

##### Readings

Gibelman, M., & Furman, R. (2008). Chapter 3: How organizations are financed. In *Navigating human service organizations*. Lyceum Books.

Souders, T. (2020) *How to prepare a human service program budget*.

**Week 4**                      **Project Monitoring**  
**02/08/21**

**Objectives**

1. Describe the mechanics of Project Monitoring
2. Demonstrate a practical understanding of how to create and use project timelines

**Readings**

Lumen Learning. (n.d.) *Gantt and PERT Charts*. <https://courses.lumenlearning.com/baycollege-introbusiness/chapter/reading-graphical-tools-pert-and-gantt-charts/#:~:text=A%20Gantt%20chart%20is%20an,in%20the%20most%20efficient%20sequence>.

Visual Paradigm. (n.d.). *What is the difference between a Gantt and PERT chart?* <https://www.visual-paradigm.com/project-management/gantt-chart-vs-pert-chart/>

**02/15/21 NO CLASS – Wellness Day**

**Week 5**                      **Evaluation (Formative)**  
**02/22/21**

**Objectives**

1. Learn the fundamental elements of Program Evaluation
2. Understand how to Make Data-Driven Decisions when evaluating programs along the way (formative)

**Readings**

Fox, A.M., Himmelstein, G.H., Khalid, H., & Howell, E. (2019). Funding for abstinence-only education and adolescent pregnancy prevention: Does state ideology affect outcomes? *American Journal of Public Health, 109*(3), pp. 497-504.

Hafford-Letchfield, T. Simpson, P., Willis, P.B., & Almack, K. (2017). Developing inclusive residential care for older lesbian, gay, bisexual and trans (LGBT) people: An evaluation of the Care Home Challenge action research project. *Health and Social Care in the Community, 26*, pp. 312-320.

**Recommended Readings**

Beatriz, E.D., Lincoln, A.k., Alder, J., Daley, N., Simmons, F., Ibeh, K., Figueroa, C., & Molnar, B.E. (2018). *Journal of Family Violence, 33*, pp. 563-578.

Ault, S.M. (2017). *Queens speak - A youth participatory action research project: Exploring critical post-traumatic growth among black girls within the school to prison pipeline*. (Publication No. 348) [Doctoral Dissertation, University of San Francisco]. USF Scholarship, <https://repository.usfca.edu/diss>.

**UNIT 2: Collaboration/Partnership**

**Week 6**                      **Facilitation and Key Informant Interviews**

**03/01/21 DUE: Assignment 1 – Project Plan****Objectives**

1. Learn techniques and strategies for conducting effective meetings, facilitating work groups, and leading group discussions
2. Understand purpose of key informant interviews
3. Apply KII knowledge through identify key informants and developing and interview questions

**Required Readings**

Seeds for Change. (2019). *Facilitating meetings: A guide to making your meetings effective, inclusive, and enjoyable* (3<sup>rd</sup> ed.) [Pdf Format]. [www.seedsforchange.org.uk](http://www.seedsforchange.org.uk) – Read pages 13-23

UCLA Center for Health Policy Research (n.d.). *Section 4: Key informant interviews*.  
[http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw\\_cba23.pdf](http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba23.pdf)

**Recommended Readings**

Anti-Oppression Resource and Training Alliance. (n.d.) *Facilitation in motion* [Pdf Format].  
[www.aortacollective.org](http://www.aortacollective.org)

Training for Change. (n.d.). *Meeting facilitation: The no-magic method* [Pdf Format].  
[www.trainingforchange.org](http://www.trainingforchange.org)

**03/03/21 NASW Advocacy Day**

<b>Week 7</b>	<b>Decision Making</b>
<b>03/08/21</b>	Group Facilitation – Consensus-based Decision Making

**Objectives**

1. Apply facilitation skills
2. Understand variety of ways group decisions are made
3. Apply practice of consensus-based decision making

**Required Readings**

Center for Community Health and Development. (2020). Chapter 14, Section 9. *Making decisions*.  
University of Kansas. <https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/make-decisions/main>

Seeds for Change. (2020). *Consensus decision making: A guide to collaborative decision-making for activist co-ops and communities* [Pdf Format]. [www.seedsforchange.org.uk](http://www.seedsforchange.org.uk) – Read pp.14-31

**Recommended Readings**

Savio, G. (2015). Coordination outside formal organization: Consensus-based decision-making and occupation in the Occupy Wall Street movement. *Contemporary Justice Review*, 18(1), pp. 42-54.

Flower, N.R., Muoio, A., & Garris, R. (2013). *Gather: The art and science of effective convening*.  
Monitor Institute. <https://www.rockefellerfoundation.org/report/gather-the-art-and-science-of-effective-convening/>

**03/11-03/12 – Wellness Days**

<b>Week 8</b>	<b>Conducting a SWOT Analysis</b>
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**03/15/21****Objectives**

1. Apply facilitation skills
2. Understand purpose and practice of strategic planning
3. Apply practice of SWOT (strengths, weaknesses, opportunities, threats) analysis

**Readings**

Bryson, J. M. (2018). *Strategic planning for public and nonprofit organizations : A guide to strengthening and sustaining organizational achievement*. Jossey-Bass.

*The strategic planning process*. (2012). Adapted from Mosaica. Coalitions Work.  
<http://coalitionswork.com/resources/tools/>

Center for Community Health and Development. (2020). Chapter 3, Section 14. *SWOT analysis: Strengths, weaknesses, opportunities, and threats*. University of Kansas.  
<https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

**Week 9                      Crucial Conversations**  
**03/22/21****Objectives**

1. Apply facilitation skills
2. Understand and explore what is meant by crucial conversations
3. Apply practice of conflict resolution

**Readings**

Gates, L. (2018). *Conflict resolution foundations* [Video file]. LinkedIn Learning.  
<https://www.linkedin.com/learning/conflict-resolution-foundations-4/bringing-resolution-to-your-conflicts?contextUrn=urn%3Ali%3AlyndaLearningPath%3A5eb1e4d0498e3c5050f723a4&u=42563596> – Complete units 2 and 3

Christian, K. (2020). *Difficult conversations: Talking about race at work* [Video file]. LinkedIn Learning.  
<https://www.linkedin.com/learning/difficult-conversations-talking-about-race-at-work/common-mistakes-to-avoid-when-talking-about-race?u=42563596> – Complete introduction and unit 1

**UNIT 3: Evolution and Sustainability****Week 10                      Advocacy**  
**03/29/21                      DUE: Assignment 3 – Key Informant Interview****Objectives**

1. Compare and contrast advocacy strategies
2. Review and identify common elements in advocacy action briefs
3. Practice writing a letter to the editor

**Readings**

National Association of Social Workers. (2017). *NASW code of ethics*.  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> - Read preamble, 6.02, and 6.04

Center for Community Health and Development. (2020). Chapter 33, Section 2. *Writing letters to elected officials*. University of Kansas. <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-elected-officials/main>

Center for Community Health and Development. (2020). Chapter 33, Section 2. *Writing letters to editors*. University of Kansas. <https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-editor/main>

General Assembly of North Carolina. (2009). House Bill 88.

**04/01/21 – Wellness Day**

**04/02/21 – Holiday**

**Week 11                      Continuous Quality Improvement (CQI)**  
**04/05/21**

**Objectives**

1. Understand difference between Quality Assurance & Quality Improvement
2. explore CQI frameworks, emphasis on PDSA (plan-do-study-act)
3. Summarize steps to implement CQI plan

**Readings**

McCabe, B.K., Potash, D., Omohundro, E., & Taylor, C.R. (2012). Design and implementation of an integrated, continuous evaluation, and quality improvement system for a state-based home-visiting program. *Maternal and Child Health Journal*, 16, pp. 1385-1400.

National Implementation Research Network. (n.d.) *Module 5: Improvement cycles*.  
<https://nirn.fpg.unc.edu/module-5>

**Week 12                      Evaluation (Summative)**  
**04/12/21**

**Objectives**

1. Explore differences between formative and summative evaluation
2. Evaluate data to assess whether goals or benchmarks have been achieved
3. Understand components of an annual report

**Readings**

Shander, B. (2020). *Data visualization: Storytelling* [Video file]. LinkedIn Learning.  
<https://www.linkedin.com/learning/data-visualization-storytelling/the-art-of-storytelling?u=42563596>

Nonprofit Marketing Guide. (n.d.). *Nonprofit annual report examples*.  
<https://www.nonprofitmarketingguide.com/resources/nonprofit-annual-report-examples/>

**Week 13                      Consultation**  
**04/19/21**

**Objectives**

1. Provide professional consultation
2. Review annual report

## 3. Practice share out

**Readings**

Schein, Edgar H. (2016). *Humble Consulting: How to Provide Real Help Faster*, Berrett-Koehler Publishers, Incorporated. *ProQuest Ebook Central*, <https://ebookcentral-proquest-com.libproxy.lib.unc.edu/lib/unc/detail.action?docID=4406033>. (p. 1-26) Read chapters 1 & 2.

**Recommended Readings:**

Block, P. (2000). *Flawless Consulting: A Guide to Getting Your Expertise Used: Vol. 2nd ed.* John Wiley & Sons, Inc.

Verlander, E.G. (2012). A model for professional consulting. *In The Practice of Professional Consulting*, Chapter 3, Center for Creative Leadership (p. 38-52).

<b>Week 14</b>	<b>Final Class</b>
<b>04/26/21</b>	<b>DUE: Assignment 4 – Annual Report</b>

**Objectives**

1. Conduct share-out of annual report
2. Identify new skills practiced during the semester
3. Review semester

**Readings**

None