PSYC 319: COMMUNITY INTERVENTIONS:
SERVICE LEARNING: DOMESTIC VIOLENCE II
Spring, 2018

PROFESSOR: Karen M. O'Brien, Ph.D.
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EMAIL ADDRESS: kmobrien@umd.edu
COURSE HOURS: Monday, Wednesday 8:00-9:15; PLS 1172

COURSE OVERVIEW:
This course is the second class in a two-semester course sequence whose purpose is to assist students in developing the knowledge base and skills necessary to be effective advocates for women and children who have experienced intimate partner violence. The first semester involved didactic and experiential learning that addressed the dynamics and effects of domestic violence, and identified community resources available for victims of domestic violence. In addition, students studied theoretical writings and research findings regarding the effects of gender, culture, race/ethnicity and socioeconomic status on the experiences of domestic violence survivors.

The second semester will focus on working with children living in a shelter for abused women and their children. During this semester, students will be assigned to work in an agency that serves women and children in crisis for one shift per week (four hours each week) for 15 weeks. The students also will participate in a seminar that teaches basic helping skills, addresses issues of violence against women, and provides a forum to discuss the students' experiences of working in the community.

COURSE OBJECTIVES:
The course objectives are consistent with the learning goals of the Department of Psychology at the University of Maryland (i.e., understand content related to psychology, advance knowledge regarding research methods, think critically, follow ethical practices, understand socio-cultural influences and multicultural concepts, and communicate effectively). At the completion of the second semester, students will:
(a) understand the factors contributing to intimate partner violence and the interventions used to address this societal problem;
(b) apply knowledge gained from research and literature in this field to the experience of working with victims of intimate partner violence;
(c) think critically about community interventions and social problems, and provide a thoughtful analysis of one’s work in the community;
(d) exhibit proficiency with communicating basic helping skills while working with women and children in a community agency and develop a comprehensive understanding of the agency’s operations;
(e) build effective relationships with agency staff and clients, and fulfill the service requirements identified by the shelter staff; and
(f) articulate ethical and multicultural issues of importance when intervening with women and children in crisis.
**PREREQUISITES:**
Students must have permission from the instructor to enroll in this course. Students enrolled in this course must have completed PSYC318D (Community Interventions: Domestic Violence I) successfully. NO EXCEPTIONS WILL BE MADE!

**INSTRUCTION METHOD:**
Students will meet with the professor twice a week in class. During this time, students will discuss their community service experiences and the assigned readings. Students are expected to attend class on time and participate in course discussions. Students must complete the assigned readings PRIOR to coming to class and to be prepared to discuss the readings in class. The participation of each class member is encouraged to make the course an interesting and informative experience for everyone. If students are uncomfortable with participating in class discussions, they should consider dropping this course. Finally, students will be required to think critically and apply acquired knowledge to their shelter service experiences.

**COURSE SERVICE REQUIREMENTS:**
Students will be assigned to work in a community agency that serves abused women and their children for 4 hours per week (usually the 4:30pm until 8:30pm shift unless the staff requests a different time). They also may be required to attend a training session given by the agency staff (outside of class hours). The shelter may require a valid id, background check and alcohol/drug testing. In addition, students are asked to complete the Strong Interest Inventory through the University of Maryland Counseling Center.

**SHELTER WORK:**
(1) The students will work in small groups with children in shelter for “Special Friend Time.” During this time, students may assist the children with homework, talk, or play games. The goal of these interactions is to develop a helpful relationship with the children, provide support to the children, and give the mothers time to pursue their goals. Students are NOT trained to provide therapy or counseling, only support. (2) Students are expected to assist with the facilitation of support groups each week. In addition, students must plan and facilitate two groups in shelter (a team leader will be present to observe/assist). Students must hand in an outline for their group to Dr. O’Brien prior to the group session (see Group Session Outline Form). In addition, students should ask the team leader to complete an evaluation form at the end of each group (see Evaluation Form). These forms should be submitted to Dr. O’Brien prior to the class following the group session. (3) In addition to the above, students should provide additional services while in shelter as determined by the staff.

**SUPERVISION:**
Students will receive supervision during class by the professor. They will be supervised on site by the shelter staff. Any problems must be reported to both the professor and the shelter staff. If students become aware of unsafe situations (e.g., child abuse), they are mandated to speak to the professor and the shelter staff immediately.

**UMD SUPERVISOR:**
Dr. Karen O’Brien, Professor, Department of Psychology, 301.455.4024

**SHELTER SUPERVISORS:**
Toshira Monroe, My Sister’s Place, Shelter Program Manager, 202.540.1060
Crismeily Maloney, My Sister’s Place, Family Care Coordinator, 202.540.1049
INSTRUCTOR NOTE:
Because of the nature of this course, the professor retains the right to provide alternative assignments to students if the safety of the student, other students, the professor, agency staff or the women and children with whom students work may be compromised. Students who violate the agency code of ethics and professional conduct may be asked to complete alternative assignments and end their service to the community agency.

EVALUATION CRITERIA:
Although students are expected to perform their community service in a responsible and ethical manner, it is critical to note that learning, not service, is graded in this course. The course is graded A+ to F. Late papers, exams and projects will be lowered one grade for every day they are late (weekend days also count). All assignments must be handed in at the start of the class or they will be considered late (NO EXCEPTIONS!). Poorly written papers, exams or projects will receive lower grades regardless of the content.

In accordance with the undergraduate catalog, a grade of I (incomplete) is assigned only for work that has been of a passing quality through the academic term but which, for good reason and with approval of the instructor, cannot be completed within the semester. Students for whom special circumstances may warrant an I must discuss this matter with the instructor before the last day of class.

As noted in the Undergraduate Catalog, in some classes, attendance and in-class participation are ongoing requirements and an integral part of the work of the course. Students enrolled in this course are expected to attend (and be on time for) class and their weekly shifts at the agency. Because this course includes an experiential component, those students who miss more than three classes may have their grade lowered. Letters of recommendation will reflect grades, attendance and tardiness records.

Repeated tardiness to class or to the community agency will result in a lowered grade. In addition, the professor (and the shelter supervisor) must be notified if a student has to miss a shift at the agency and all shifts that are missed at the agency must be made up at a time that is determined by the professor. Please note that students who miss shifts may inconvenience other students, agency staff, and the women and children in crisis. Rescheduling more than one shift may result in a lowered grade. In addition, students are not to leave the shelter during their shift (except in the case of an emergency). To assess whether the service is provided in an ethical and responsible manner, the team leader will communicate regularly with the professor and complete final evaluations of the students.

Finally, confidentiality (with regard to information shared in class, the location of the shelter, and the work with women and children) is an absolute requirement for this class. All information obtained in shelter or shared in class must remain confidential (i.e., only discussed with the professor, team leaders, class members, and shelter staff in a responsible manner). Disregard of this confidentiality policy could result in failure of this course.

In addition to regular and timely attendance in class and at the community agency, confidentiality, and informed class participation, course grades will be based on the following:
(a) Service Analysis Papers 40%    A+ (100-97)  A (96-93) A- (92-90)
(b) Group Session Outlines 20%    B+ (89-87)  B(86-83) B- (82-80)
(c) Final Exam Paper 40%    C+ (79-77)  C (76-73) C- (72-70)
                                      D+ (69-67)  D (66-63) D- (62-60)  F < 60
Please note that it would be in your best interest NOT to miss a deadline. In an attempt to be fair to all students, only EXTREME circumstances (e.g., death in the family, severe illness with a doctor's excuse) will result in excused absences from tests or delayed deadlines for papers. Computer problems DO NOT qualify as an extreme circumstance. If students miss the final exam without a reason that is approved in advance and in writing by the professor, they will receive an F (0 points) for that exam.

Please refer to the following for University of Maryland policies regarding undergraduate courses. [http://www.ugst.umd.edu/courselatedpolicies.html](http://www.ugst.umd.edu/courselatedpolicies.html)

**SERVICE ANALYSIS PAPERS AND GROUP OUTLINES:**
Students are required to complete weekly service analysis papers and two group outlines (see attached guidelines). All papers should be written in APA style. All students must have access to the latest edition of the publication manual of the American Psychological Association (2010).

**FINAL EXAM PAPER:**
See the attached guidelines for a description of the final exam paper.

**GRADING DISPUTES:**
After the return of any paper, project, or exam, students have TWO weeks to check the grade with the professor.

**ACADEMIC DISHONESTY:**
Academic dishonesty is defined in the undergraduate catalog as cheating, fabrication, facilitation of academic dishonesty, and/or plagiarism. Misrepresentation of work at the community agency will be considered academic dishonesty. All instances of academic dishonesty will be reported to the Office of Judicial Programs. Please note that there will be NO warnings. At the very least, students who engage in academic dishonesty on a test or assignment in this class will receive an F (0 points) for that exercise and may receive an XF in this class.

**STATEMENT ON RELIGIOUS OBSERVANCES:**
Students will not be penalized because of observances of religious beliefs. It is the students’ responsibility to notify the professor in writing regarding any missed absences for religious observances within the first three weeks of class.

**STATEMENT ON DISABILITIES:**
Students who have a documented disability and wish to discuss accommodations should contact the professor before the third week of the semester.

**COMPUTERS IN CLASS:**
Given that this class is facilitated in a seminar learning style, computers and phones will not be needed and should not be used during class or while in shelter. Grades will be lowered for disregard of this policy.

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**IMPORTANT NOTE:**
Working with victims of domestic violence may bring up issues and concerns for some students. Any students who experience personal distress as a result of this course should arrange to be seen at the University of Maryland Counseling Center (301.314.7651).

**SCHEDULE OF CLASSES:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS DUE</th>
<th>THINK/CRITIQUE EXERCISE ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24</td>
<td>Introduction to the Course and Community Service; What is Service Learning?</td>
<td></td>
<td>Ice Breaker T/C: Reflections</td>
</tr>
<tr>
<td>1/31</td>
<td>Strategies for Working Effectively with Children</td>
<td>Peterson; Service Learning Papers</td>
<td>*Begin Work in Shelter T/C: Practice Introductions 2/2: SERVICE ANALYSIS PAPER: DESCRIBE YOUR HOPES AND FEARS FOR YOUR WORK IN SHELTER. IDENTIFY YOUR STRENGTHS AND AREAS OF CHALLENGE RELATED TO YOUR WORK IN SHELTER.</td>
</tr>
<tr>
<td>2/5</td>
<td>Introduction to Helping Skills and Basic Helping Skills: Restatements</td>
<td>Schewe; Helpful Hints Papers from Previous Students</td>
<td>T/C: Practice Restatements</td>
</tr>
<tr>
<td>2/7</td>
<td>Basic Helping Skills: Open Questions</td>
<td>Stephens et al.</td>
<td>T/C: Practice Open Questions 2/9: SERVICE ANALYSIS PAPER</td>
</tr>
<tr>
<td>2/12</td>
<td>Basic Helping Skills: Reflections of Feelings</td>
<td>Goodman, Smyth, &amp; Banyard</td>
<td>T/C: Practice Reflections SII FEES DUE</td>
</tr>
<tr>
<td>2/14</td>
<td>Group Work I: Foundations of Group Interventions</td>
<td>Ogawa</td>
<td>T/C: Brainstorming Groups 2/16: SERVICE ANALYSIS PAPER</td>
</tr>
<tr>
<td>2/19</td>
<td>Group Work II: Play Therapy</td>
<td>Fals-Stewart &amp; Kennedy</td>
<td>T/C: Play Therapy</td>
</tr>
<tr>
<td>2/21</td>
<td>GROUP OUTLINE PREPARATION – NO IN CLASS MEETING</td>
<td></td>
<td>2/23: GROUP OUTLINE 1</td>
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<tr>
<td>2/26</td>
<td>Group Work III: Enhancing the Effectiveness of Group Therapy</td>
<td>Delucia-Waack (8)</td>
<td>T/C: Improving Groups COMPLETE SII</td>
</tr>
<tr>
<td>3/5</td>
<td>Trauma-Focused Cognitive Behavioral Therapy: The Impact of Trauma and Grief on Children and Families and Assessment Strategies for Traumatized Children</td>
<td>Cohen et al. (Part I: 1, 3)</td>
<td>T/C: Video Examples Students begin leading their Group I in shelter.</td>
</tr>
<tr>
<td>3/7</td>
<td>Trauma-Focused Cognitive Behavioral</td>
<td>Cohen et al. (Part II: 2,</td>
<td>T/C: Role Plays</td>
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<tr>
<td>Date</td>
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<td>Presenter(s)</td>
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<td>3/12</td>
<td>Referring Suicidal Individuals for Help</td>
<td>Devries et al.</td>
<td>T/C: Practicing Assessment</td>
</tr>
<tr>
<td>3/14</td>
<td>Dealing with Stress and Burnout as Volunteers</td>
<td>Slattery &amp; Goodman</td>
<td>T/C: Mindfulness Meditation</td>
</tr>
<tr>
<td>3/16</td>
<td>The Intersection of Domestic Violence and Poverty</td>
<td>Goodman, Smyth, Borges, &amp; Singer; Smith</td>
<td>T/C: Poverty Exercises</td>
</tr>
<tr>
<td>3/19</td>
<td>SPRING BREAK – no class, no shelter</td>
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<tr>
<td>3/26</td>
<td>GROUP OUTLINE PREPARATION – NO IN CLASS MEETING</td>
<td></td>
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<tr>
<td>4/2</td>
<td>Distancing From the Poor</td>
<td>Lott</td>
<td>T/C: Discuss:</td>
</tr>
<tr>
<td>4/4</td>
<td>Race and Multicultural Counseling Training</td>
<td>Chao et al.</td>
<td>4/6: SERVICE ANALYSIS</td>
</tr>
<tr>
<td>4/9</td>
<td>Loss and Grief in Children Who Experience Domestic Violence</td>
<td>Worden (2)</td>
<td>T/C: Facilitating Grieving</td>
</tr>
<tr>
<td>4/11</td>
<td>Complicated Grief in Children Who Experience Domestic Violence</td>
<td>Dyregrov &amp; Dyregrov</td>
<td>T/C: Facilitating Grieving</td>
</tr>
<tr>
<td>4/16</td>
<td>Termination – How to End Helping Relationships Effectively</td>
<td>Staggs &amp; Schewe (12)</td>
<td>T/C: Termination Planning</td>
</tr>
<tr>
<td>4/18</td>
<td>Innovative Interventions for Children Experiencing Domestic Violence: Camp HOPE</td>
<td>Hellman &amp; Gwinn</td>
<td>4/20: SERVICE ANALYSIS</td>
</tr>
<tr>
<td>4/23</td>
<td>Joys and Challenges of Shelter Work</td>
<td>Iliffe &amp; Steed</td>
<td>T/C: Evaluation of Service Learning Sites</td>
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</tbody>
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**Therapy: How Does the Model Work?**

3, 4) **3/9: SERVICE ANALYSIS PAPER**

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**Notes:**

- 3/12 and 3/14: Course materials for practicing assessment.
- 3/26: Course focuses on poverty exercises.
- 3/28: Course outlines for preparation and нет класса, no shelter.
- 4/2: Course delves into distancing from the poor.
- 4/4: Course covers race and multicultural counseling training.
- 4/16: Course discusses termination planning.
- 4/18: Course looks at innovative interventions for children experiencing domestic violence.
- 4/23: Course addresses joys and challenges of shelter work.
- 4/25: Course plans for the end-of-the semester shelter celebration and no class meeting.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors</th>
<th>Terms/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/30</td>
<td>Career Paths I: Interpreting Your Strong Interest Inventory</td>
<td>Rothman et al.</td>
<td>T/C: SII Interpretation Bring laptops. Previously completed SII's should be brought to class today.</td>
</tr>
<tr>
<td>5/2</td>
<td>Career Paths II: Dreaming Future Possibilities</td>
<td>Wettersten et al.</td>
<td>T/C: Career Aspiration Scale 5/4: SERVICE ANALYSIS PAPER: HELPFUL HINTS</td>
</tr>
<tr>
<td>5/7</td>
<td>Preventing Intimate Partner Violence: How Can We End Violence against Women and Children? Termination Session with Leaders</td>
<td>Koss et al. (13)</td>
<td>T/C: Ending Domestic Violence</td>
</tr>
<tr>
<td>5/9</td>
<td>Celebration and Reflections on the Course and Service Learning Experience</td>
<td></td>
<td><em><strong>ALL CLASS TERMINATION CELEBRATION IN SHELTER</strong></em></td>
</tr>
<tr>
<td>5/12</td>
<td>FINAL EXAM 10:30am</td>
<td></td>
<td>5/12: FINAL EXAM</td>
</tr>
</tbody>
</table>

**REQUIRED READINGS:**


SERVICE ANALYSIS PAPERS:

Learning can be enhanced if students reflect on their experiences. Each week, students will be asked to write a thoughtful analysis of their service experience that incorporates readings related to their work. These analyses should include two double-spaced, typewritten pages with references in APA style. Each paper will be worth 3 points and should include at least one reference and the same reference should not be used repeatedly. Students may drop ONE of their grades on the service analysis papers.

The papers must go beyond a reporting of what occurred during the service experience. Only one paragraph with 5 to 10 sentences should be used to describe what happened at the shelter. The remainder of the paper should be a thoughtful critique of your experience and the readings in this course. It is appropriate for students to describe their feelings about the experience, but the paper should also include critical thoughts about how their service experience relates to materials in the course. Following is a list of topics that could be addressed in a service analysis paper. Please note that students should vary the topics that they address and the articles that are cited. Every paper MUST include a citation to an external source.

What did I learn about working with women or children in crisis from my experience this week? How does what I learned fit with the readings from this or last semester? What about my experience is inconsistent with what I learned in this course? How do I feel about this inconsistency?

How am I developing as a helper in my work with women or children in crisis? How do I feel about my progress? What did I do well this week and what could I have improved upon?

How does culture/race/socioeconomic status influence my service work? What am I learning about my culture/race/socioeconomic status and what am I learning about the culture/race/socioeconomic status of the women and children in crisis? How are crosscultural issues addressed in the agency? How might I address crosscultural issues if I were the director of the agency?

GRADING

3 Exceptional, thoughtful critique that truly integrated course concepts and research into an analysis of the experience, well-written, follows APA style
2 Very good, thoughtful critique that applies course concepts and research
1 Average to below average analysis, does not integrate course concepts and research in a thorough manner, does not include a reference, less than 2 pages in length, includes typographical or grammatical errors, not in APA format
0 Did not complete the assignment or address the points required

HELPFUL HINTS

- Include a cover sheet with only your university identification number.
- Use 1-inch margins and 12 point font.
- Use APA style for the cover page, reference list, and citations in the text.
- For helpful information regarding APA style, see http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx - this site includes sample papers.
PROCEDURES FOR RUNNING GROUPS IN SHELTER

TIMELINE
Weeks 2 and 3 – Team leaders facilitate groups
Weeks 4 through 6 – Students co-lead groups with team leaders
Weeks 7 through 11 – (week 9 is Spring Break) Students lead their first groups (after receiving approval from Dr. O’Brien) under the supervision of the team leaders
Weeks 12 through 15 - Students lead their second groups (after receiving approval from Dr. O’Brien) under the supervision of the team leaders
Week 16 – Students and team leaders co-facilitate termination groups

Note – All group outlines must be shared with the team the week prior to the group being run.
Note – Students must have received approval from Dr. O’Brien on their group outline prior to facilitating the group.

GROUP OUTLINE ASSIGNMENT
The purpose of this assignment is to assist you in preparing for the groups that you will facilitate in shelter. You are expected to assist in the facilitation of groups each week. In addition, you will plan and facilitate two groups (under the supervision of a supervisor). By completing the following group session outline for the two groups that you will facilitate, you will prepare for your group sessions and provide two possible groups that students can use in the future.

All groups must be approved by Dr. O’Brien. Students are expected to incorporate feedback received from Dr. O’Brien to improve the group session. Approved groups must be shared with the team leaders and other students one week in advance of running the group.

GROUP OUTLINE FORMAT
NAME OF STUDENT FACILITATOR

TITLE OF GROUP SESSION

AGE RANGE FOR GROUP (OLDER [10 and up] OR YOUNGER [5 to 9] CHILDREN)

CORRESPONDING MAIN THEME

PURPOSE OF THE GROUP SESSION

MAIN GOALS

INTRODUCTION Outline group activities.

WARM UP Identify plans for check ins or ice breaker.

ACTIVITY Provide a thorough description of the group activity including introduction, speaker, and handouts. Clearly state how the group members will be ACTIVELY involved in the group. Groups work best if the children are actively involved and if movement is included. Be creative!
BACK UP ACTIVITY Include back-up plans/activities.

REFLECTION Clearly identify how the activity will be connected to the purpose of the group for the residents and help them apply what they learned to their lives outside of the group.

CONCLUSION Describe plans to conclude group and reiterate the messages.

MATERIALS Attach all materials that will be used for the group (including books, handouts, etc.).

REFLECTION ON...IF NEEDED, HOW WOULD YOU CHANGE THIS GROUP TO MAKE IT APPROPRIATE FOR THE OTHER AGE GROUP OF CHILDREN? Indicate specific changes to the group that you would make if you needed to run this group for older or younger children who were not the focus of the intended group.

EVALUATION Submit evaluation form provided by Dr. O’Brien (including what did the facilitator do well, how could the group be improved, and additional comments). After facilitation of the group, complete an evaluation yourself and ask your team leader to complete the evaluation. Submit evaluations prior to the next class meeting after facilitating the group.

PROCESS WITH CO-LEADER/SUPERVISOR. Describe how/when you will discuss the strengths and limitations of the group with your team leader.

Remember: Be Prepared, Be Flexible, Communicate Core Message, Involve Group Members, Evaluate, Apply What You Learned to the Next Group Session, Incorporate Physical Activity

NOTE: Students must use this exact format for the assignment. Include each heading listed above.

PROCEDURE FOR APPROVAL
Submit group assignment on due date on syllabus.

Dr. O’Brien will provide feedback and indicate if the group was approved or not.

If approved, incorporate feedback and share the group outline with your team one week prior to facilitating the group.

If not approved, make changes and submit revised assignment to Dr. O’Brien.

Dr. O’Brien will provide feedback and indicate if the group was approved or not.

If approved, incorporate feedback and share the group outline with your team one week prior to facilitating the group. If not approved after the second submission, schedule a time to meet with Dr. O’Brien.
PHILOSOPHY OF HELPING WOMEN AND/OR CHILDREN IN CRISIS (15 points)
- Describe the helping approach you would use with women and/or children in crisis (include references).
- Identify what you perceive as the necessary skills and characteristics of a helper who works effectively with women and/or children in crisis (include references).
- How has your approach changed as a result of working with women and/or children in crisis in the community?

ANALYSIS OF YOUR WORK WITH THE SHELTER (30 points)
- Outline your responsibilities with the shelter.
- Identify at least two of your general areas of strengths as a helper/volunteer.
- Also identify three of the most helpful things that you did during your service to the shelter, and provide a rationale for why they were helpful.
- Describe at least two of the general areas in which you need improvement.
- Critique the groups that you led. What went well? Identify three ideas for how you can improve the groups; describe specifically what you would do differently.

INFLUENCE OF ROLE OF CULTURE (15 points)
- Discuss how your culture and the culture of the women and/or children in crisis influenced your work. Provide specific references to your work.

LEARNING EXPERIENCES (15 points)
- What did you learn about yourself this semester? What did you learn about volunteering in the community this semester? Generally, what were the most important things that you learned from your experiences this semester? (Do not replicate your earlier responses).
- Describe what you learned in detail.
- How have you changed as a result of your work?
- How have your experiences influenced your future career plans or future volunteer plans?

CONCLUSION AND GOAL IDENTIFICATION (10 points)
- Identify three specific goals that relate to what you have learned this semester.
- Describe at least three ways in which you might use what you have learned in the future.

ORGANIZATION, APA STYLE AND REFERENCE LIST (15 points)
- Use APA style on your title, page, when citing references, and in a reference list at the end of your paper. Be sure to include a header and page numbers in APA style.

HELPFUL HINTS
**Use headings and be sure to address each question in your paper in paragraph form. DO NOT replicate the questions in the text of your paper.
**Poorly written papers will receive lower grades regardless of the content. Always check spelling, grammar, and punctuation. If you have difficulty with writing, please consult with a staff member at the Learning Assistance Center (314-7693).
**Place your university identification number on your paper. DO NOT place name on this assignment.
**Including a title page and reference list, your paper should be 12 to 15 pages.