School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

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<thead>
<tr>
<th>YEAR/TERM:</th>
<th>Fall and Winter, 2014 - 15</th>
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</thead>
<tbody>
<tr>
<td>COURSE TITLE:</td>
<td>SOWK 502 – Social Work Practice (6 credits)</td>
</tr>
<tr>
<td>COURSE SCHEDULE:</td>
<td>Thursdays, 9:00 a.m. – 12:00 p.m., Term I &amp; II</td>
</tr>
<tr>
<td>LOCATIONS:</td>
<td>Room 200 - Jack Bell Building (School of Social Work)</td>
</tr>
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<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office</th>
<th>Phone</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie Clark</td>
<td>Room 229</td>
<td>604-822-5290</td>
<td><a href="mailto:natalie.clark@ubc.ca">natalie.clark@ubc.ca</a></td>
</tr>
<tr>
<td>Grant Charles</td>
<td>Room 337</td>
<td>604-822-3804</td>
<td><a href="mailto:grant.charles@ubc.ca">grant.charles@ubc.ca</a></td>
</tr>
<tr>
<td>Kelly Allison</td>
<td>TBA</td>
<td>604 626 8834</td>
<td><a href="mailto:kelly.allison@telus.net">kelly.allison@telus.net</a></td>
</tr>
</tbody>
</table>

Each instructor will indicate office hours on the first day of class.

Social work is a practice profession. It is based on a foundation of social values, which include: a commitment to social justice, equity, respect for diversity and for critical thinking. Social workers work with individuals, families, groups and communities to realize their potential to enjoy full, active and creative lives. Social workers assist in dealing with loss and change, as well as creating social and environmental conditions to enhance the quality of people's lives. Social workers are advocates, policy analysts, administrators, activists, counsellors, facilitators, mediators, organizers, educators and researchers. They help people obtain services, assist people in understanding the social contexts within which they live, and work for social change, consistent with the values of the profession.
COURSE DESCRIPTION:

Social Work 502 is a required course and is open only to students accepted to the School of Social Work. The course is an exploration of the core elements of social work practice methods and the corresponding development of fundamental competencies necessary to prepare the student for practice in a variety of settings and to assist the student in the development of an area of practice interest for year two of the Masters of Social Work. Students will develop knowledge, skills and values necessary for the provision of professional services to individuals, families, groups, and communities within the framework of generalist practice; the change process; and the impact of diversity and oppression. Generic principles and the generalist concept of practice will serve as an organizing function for the course. Generalist practice methods are developed through understanding and developing problem solving skills: discovering, utilizing and making connections to arrive at unique, responsive solutions. The key components of the change process in generalist practice will be addressed. The course will reinforce the development of competency in practice theories underpinning the skills necessary to the generalist supporting role. Specific theories of working with groups, community development, and practice with individuals and families will form the foundational development in this course.

LEARNING OUTCOMES:

1. To develop a conceptual framework that provides the student with the skills and strategies to practice and evaluate her/his own practice in the breadth of contexts, working with communities, groups, and individuals and families.
2. To expand the student's conceptual base and to examine beliefs about:
   - self, people, and society, with a particular sensitivity to issues related to culture, race, class, gender, sexuality, age and (dis)ability
   - the dynamics of planned change
   - the helping process.
3. To be aware of the potential implications of the student's own values for personal growth and for practice.
4. To demonstrate the transferability of a generalist approach to a multiplicity of practice situations.

UNIVERSITY POLICIES:

UBC Calendar: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.”

Disabilities: The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.
COURSE POLICIES:

ATTENDANCE AND PARTICIPATION
For this course to be successful, it is imperative that students attend all classes and are prepared (read the required readings) and are willing to actively participate in learning.
This is a practice course and emulates a professional practice reality. Hence, we expect you to function as if you are a professional in a service agency. If you are going to miss a class due to illness, you must notify your instructor. Lateness is not acceptable.

SUBMITTING ASSIGNMENTS:
Students can use the drop box located in the main office to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

RETURN OF MARKED STUDENT ASSIGNMENTS:
Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or at the main office counter.

LATE ASSIGNMENTS:
Late assignments must be discussed ahead of time with the instructor, and you must provide a medical certificate.

FORMAT OF THE COURSE:
This course is structured in three modules of eight weeks, each with a different instructor. The first module, Group Work, is taught by Dr. Paule McNicol. The second module, Community Work, is taught by Dr. Grant Charles. The third module, Practice with Individuals and Families, is taught by Natalie Clark. Each module is a discrete section with separate assignments that will be graded by the respective instructors.

REQUIRED TEXTS (Available at the UBC Bookstore/online):
There are three sets of required readings, one for each of the modules. Module 1 uses a text and a reading package; Module 2 and 3 use ejournals. Modules 1 materials are available at the UBC Bookstore. Readings for Modules 2 and 3 are available on-line through UBC Library.

Text for Group Work Module
Plus: One additional article, most weeks. The articles are available online through the UBC Library.

The first session of this course, **September 5, 2013**, will be held with all three instructors giving an orientation to the course.
This section of Social Work 502 is designed to introduce the theories, concepts and experiences necessary to
develop an understanding of group dynamics and effective group skills. Emphasis is placed on the group work
continuum from individual to social change goals, the mutual-aid and empowerment models, and the specific skills
and strategies for effective facilitation.

Module Format
The first hour of most classes will be a review of the topic of the week, with time allotted for questions. After a break,
student will practice the new learning in small groups. The end of the class will be a plenary with time for questions
and discussion. The order between lecture and practice class may be reversed from time to time. On the first week of
the course, the instructor will assign you to a group of 6 to 7 students. Members of each group will be
facilitating/participating in exercises, providing/accepting feedback, and generating discussion questions for the
whole class.

SESSION 1: September 11th, 2014

History of social work with groups - grounding in our own experience: reflexivity -
values & ethical principles

Required readings:


*Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapter 21

Work, *The Journal for Specialists in Group Work*, 35:2, 97-104,

the Helping Professions*. Chapter 2: The Self is Always First in the Circle pp. 25-45.

Standards of social work practice with groups (emailed out)

Suggested Readings:

Revitalizing a Traditional Worldview pg. 49-70 and Talking Circle as Pedagogy pg.
136 -152.


snubbing to loving to theorizing to demanding activity-based group work. *Social

SESSION 2: September 18th, 2014
The knowledge base of group work practice – Relational Model and Boston Model - types of groups & skills

Required reading:


*Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapter 1 & 2


Suggested Readings:


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**SESSION 3: September 25th, 2014**

Group dynamics – Relational Model - pre-group planning

Required readings:

*Encyclopedia of groups* Preliminary pp. 109-112

*Mutual aid groups, vulnerable and resilient populations, and the life cycle* Chapter 3


Magtoto, Joanne (2012). Support and Education group for cancer survivors. Exemplary paper submitted last year. I will email you this paper ahead of time.

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**SESSION 4 -**

October rd. 2014

Beginning stage & convening stage

Required readings:

*Encyclopedia of groups* – Beginning Phase pp. 112 – 114


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**SESSION 5 October 9th, 2014**

**Treatment groups - middle stage: conflict, connection/disconnection and creativity**

**Required reading:**

*Encyclopedia of groups* – Middle Phase pp. 114 – 116


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**SESSION 6 October 16th, 2014**

**Social justice, empowerment and social action groups - groups across the lifespan**

**Required reading:**


Select 1 reading from the book *Mutual aid groups, vulnerable and resilient populations, and the life cycle (childhood, adolescent, adult or older adult) come prepared to discuss*

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**SESSION 7 October 23rd, 2014**

**Ending stage and evaluation**

**Required reading:**

*Encyclopedia of Groups*: Endings and Termination pp. 117-122
SESSION 8  October 30th, 2014

Examination (2 hours) and group celebration (endings)

MODULE 2 – COMMUNITY PRACTICE

This module introduces students to community practice through readings, group activities, and discussions on various perspectives and strategies in working with/in communities to achieve change and democratic participation. The focus is on developing an understanding of current approaches to community development, issues in community work, the roles of the social worker and an exploration of a variety of methods for community action. Please note that the articles in this module can be accessed through the UBC Library (Electronic Journals).

SESSION 1:  November 6, 2014
Introduction and overview of section: Defining community as a context for practice

Required:


Recommended:

SESSION 2: November 13, 2014
Overview of approaches to community practice: Models and concepts of community practice/action

Required:

Recommended:
SESSION 3: November 20, 2014
Overview of approaches to community practice: Models and concepts of community practice/action

Required:


Recommended:


SESSION 4: November 27, 2014
Resources and communities: Capacity building, social capital and resiliency

Required:


Recommended:

SESSION 5: January 18, 2015
Methods and Strategies: Assessment

Required:


Recommended:


SESSION 6: January 15, 2015
Methods and Strategies: Assessments

No readings
SESSION 7: January 22, 2015
Methods and Strategies: Community Assessment Presentations
No readings

SESSION 8: January 29, 2015
Methods and Strategies: Community Assessment Presentations and Conclusions
No readings
This module of Social Work 502 is designed to introduce the theories, concepts, and competencies necessary to develop an understanding of generalist practice with individuals and families. Through lectures, simulations, role play, readings, discussions, DVD’s, students will explore key ideas about effective generalist practice at the micro level. Theories covered will include generalist approaches congruent with a social justice orientation (e.g., Aboriginal social work, ecology, strengths, ecosystems, trauma, wellness, resistance/resiliency and activist frameworks). Consideration of worldview, ethics, and values within social work approaches and how they impact our work with clients. Wise practice approaches and the agency, organizational, and community contexts of practice will be covered. Readings and case examples will include practice from an intersectional perspective, including diversity of age, race, gender, and other interlocking factors.


All articles are available through UBC Library or Connect.

SESSION 1: February 5, 2015
Overview of Generalist Social Work Practice with Individuals and Families
Required Reading:
Review Text, Chapter 1 and read Text, Chapter 4.


SESSION 2: February 12, 2015
Building a Framework: Intersectionality & Social Justice
Required Reading:
Text, Chapters 9, 10


No Class February 19, 2015 Reading Break
SESSION 3: February 26, 2015  
Problem Solving in Social Work Practice:  
Required Reading:  

Text, Chapter 8  
On-line: research genogram, eco-map

SESSION 4: March 5, 2015  
Strengths Approach  
Required Reading:  

Text, Chapter 11  

SESSION 5: March 12, 2015  
Feminist and Structural Approaches  
Required Reading:  

Text, Chapters 13, 14

SESSION 6: March 19, 2015  
Aboriginal Approaches  
Required Reading:  

Text, Chapter 12  
SESSION 7: March 26, 2015
Interventions with Individuals and Families
Required Reading:


SESSION 8: April 2, 2015
T.B.A.
Required Reading:
Text, Chapter 15

SESSION 9: April 9, 2015
Putting It All Together
ASSIGNMENTS

PREAMBLE

- All written assignments are to be typed, double-spaced, and demonstrate sound writing skills (grammar, spelling and sentence structure).
- Please submit assignments stapled in the top left-hand corner only. No folders, duo-tangs or plastic covers please.
- Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual. (Please note that this style cites references in the text of a paper rather than using footnotes. The style guide and a handout describing APA citations are available in the social work reading room.)
- Deadlines for the assignment of grades for grading purposes are established on the basis of the university schedule to assure submission of marks to the Registrar's office. In accordance with university policy, a deadline may be extended only in the event of serious illness or domestic affliction documented by the student's physician and approved by Student Health Services.
- Students who submit papers late in this course will have one mark deducted per day late.

Each module will have assignments and tests related to the specific module.
ASSIGNMENTS: GROUP PRACTICE MODULE

Assignment #1: Examination on October 30th, 2014 (30%)  
I will email you an example of a past examination to help you prepare.

Assignment #2: Final paper (60%) due on Friday November 14th, 2014 I will email you an example of an excellent paper from last year, so you will be aware of my expectations for this assignment.

Assignment #3: Class reflection journal. Outline to be provided due on October 2nd. (10%).

Class participation  
I am expecting from you: regular attendance, promptness, informed participation in class discussions, active participation in facilitation exercises, and demonstrated engagement with the members of your sub-group and assigned course readings. There won’t be participation grades as such, but each absence will cost 1.5 points. Those who email with a valid excuse when absent will be given one free pass. Checking emails and otherwise not fully participating in class will also cost points, as these behaviours disturb your own learning as well as the learning of others and affect the quality of the course.

MORE DETAILS ON THE FINAL PAPER
For your paper, you will develop a proposal for a specific group with a specific population in a specific setting. You will
- Research the population, their needs for group and the type of employment setting you think will be appropriate for this group
- Review the literature for examples of similar groups or groups with similar populations and apply the learning to your own group proposal
- Identify the purpose of the group and describe what type of group would be most appropriate for the situation (open/closed, brief/long-term, mutual-aid/empowerment, etc.)
- Describe potential participants and recruiting strategy
- Describe the content of group sessions. If the group is not structured, provide an example of a possible problematic dynamic and explain how you would address it.
- Describe your plan to evaluate the work of the group
- Include a reflexive statement about your role in the group and ethics and values that will guide your work in the group

Grading criteria for the paper:
Literature review = 10 points
Essential components (5 points each = 40 points)
- Social context
- Agency context
- Need
- Purpose
- Composition
• Structure
• Content
• Pre-Group contact/recruitment

Description of format, themes or process = 10 points
Description of reflexivity statement & evaluation plan = 10 points
Fit between the literature, group components, format/themes/process and evaluation = 30 points

“I expect papers to be readable, in a good format, with few typos or grammatical errors. If you present something that is not in a reasonable form, I’ll talk to you, but be aware that I may deduct points for poor presentation.”

The paper will be:
• about 12-15 page long and
• Due in the Main office by 4:00 p.m. on Friday, November 14th, 2014

ASSIGNMENTS: COMMUNITY PRACTICE MODULE

ASSIGNMENT #1 – COMMUNITY ASSESSMENT

The purpose of this assignment is to complete an assessment of a geographic community as well as choose an issue for which a community development intervention would be appropriate. Working in teams of 5-6 people, you will develop a strategy to address the issue. From the time you attend your first class, you should begin to observe your community and reflect on whether there are some specific needs, tensions or concrete problems that could mobilize this community.

PART ONE - Assessment Plan
DUE: November 26, 2014

You and your team will develop and hand in an eight-to-ten page written outline identifying the community you will be assessing as well as how you plan to gather the information needed for your community assessment. Included in this plan will be a rationale for choosing the identified community, projected sources of information, outcome timelines, roles and responsibilities of team members and a tentative presentation outline. This should be submitted electronically to the instructor at grant.charles@ubc.ca by the person designated by the team to be the main contact for the assignment.

PART TWO - Assessment Presentation
DUE: January 22 and 29, 2015 (as assigned)

Using the format developed in class in combination with your team’s experience, observations, readings and field research you and your team will assess and map the community. You will also identify the issue and suggest strategies to address it. You will be assigned 40 minutes of class time to present in an agreed upon format the key findings of your assessment along with a plan for beginning to address the identified issue. Please note you will be stopped at the 40 minute mark regardless of whether you have finished your presentation. You and your team are expected to demonstrate an understanding and critical analysis of the principles underlying your selected approach to the issue and of the suggested
methods and strategies for dealing with it. You are also expected to refer to at least three of the required/recommended readings during your presentation.

CRITERIA FOR GRADING

Content (50%):

- An coherent overview of the community is provided
- Issue is clearly explained
- Addresses and discusses the areas for development outlined in the description of the assignment
- Demonstrates an understanding and critical analysis of the principles underlying the selected approach and of the strategies suggested
- Presentation/materials include enough description to familiarize the listeners with the community and the issues
- Proper integration of readings from course

Organization and Coherence (25%):

- There is a clear organization, logical sequence and adequate location of the sections of the presentation as well as of its ideas
- Clearly stated central purpose which is logically and adequately developed.
- Use of acquired knowledge to construct a well-argued and coherent view about the issue.

Presentation Style (25%):

- Creative presentation of materials that engage the audience
- Able to engage the audience during the presentation and the question period.
- Stays away from use of jargon
- Stays within required timelines

ASSIGNMENT #2: REFLECTION PAPER

February 5, 2015

You will write an eight to ten page paper on your experiences as a member of your community assessment team. Within the paper you will discuss the process your team went through completing the assignments, your role on the team, how your contribution added and/or detracted from team functioning and what you think you learned about yourself. Specifically you will address the following questions in your paper:

1. How satisfied were you with how your team performed during the community assessment and the presentation? In what ways did the team do well? What were the strengths of the team? Where do you think the team could have improved as a team? In what ways did your group perform well? What were strengths? Where could your team have done more effectively and why?

2. How were you able to incorporate your existing knowledge and skills into the community assessment? Was this a struggle at all and, if so, in what ways?

3. What roles and responsibilities did you take on in the team? Do you believe there was an equal sharing of roles and responsibilities? If not, why? If not, what did you do to address the issue?

4. How did your team deal with such issues as: (a) determining roles and responsibilities (b) leadership, (c) conflict and collaboration and (d) communication effectiveness?

5. If your team was to do the assessment over again what would you suggest the team do differently and why? What did you learn from the presentations from the other teams that you would incorporate in your assessment if given another chance?
6. What did you learn about yourself doing the assessment assignment? What would you personally do differently as a team member if you were to do the assessment assignment over again?

7. What are the implications of what you have learned in the assessment for your practice as a social worker? Make reference to at least two of the required or assigned readings in this section of the paper.

The reflective paper should be submitted electronically to the instructor at grant.charles@ubc.ca
ASSIGNMENTS: INDIVIDUAL AND FAMILIES MODULE

Assignment #1: Assessment paper (50%) due March 19, 2015 before class.
Assignment #2: Exam on Individuals and Families Module (40%) during the last class.
Assignment #3: Participation (10%): Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings.

ASSIGNMENT #1

The goal of Assignment #1 is to complete an assessment with a client. It is an opportunity for you to demonstrate that you understand the process and purpose of a social work assessment.

Your client may be real, from your practicum, or based upon previous experiences. If you are working with an actual client please make sure you get informed consent. And as necessary modify the information to protect client confidentiality. If you cannot complete an assessment with someone in your work or practicum, then the instructor will work out an alternative plan with you.

The paper has two parts: (a) The formal assessment component:

1) Decide on an approach (or a combination) to use with the client based on class discussions and your reading, to guide your assessment. Check with your agency (practicum or work) to see if any assessment tools are used as you will be guided by the agency’s policy. Write your approach up as a series of “lines of inquiry” or areas to cover in the interview. You may want to get as specific as what questions to ask. Include this information as Appendix A. You will also be required to submit a one-page summary of your approach to the instructor by February 26, 2015.

2) Carry out an assessment interview with the client using the approach you have developed. Complete a genogram or ecomap, whichever is more appropriate, and include this as part of your paper as Appendix B. Identify tentative goals with the client if possible, and interventions to meet those goals.

3) Write an assessment of the client, synthesizing the material, including comments on what brought the client to the agency, what his/her perspective is and relevant background information. Areas of information might include other demographics, ethnicity and culture, personal characteristics, life experiences, personal strengths, limitations and contextual issues. Identify the tentative goals, possible obstacles, and possible interventions to meet the goals. Use headings throughout to indicate the areas you are writing about. Write ‘as if’ the information is going in a file.

(b) The analysis component:

Critically analyze your process of completing the assessment with the client by answering the following questions.

1. What theoretical foundations and sources did you use in the development of your assessment? Quote your sources.
2. Describe the skills you used to conduct the assessment.
3. Were you able to be fully collaborative and client centred in your assessment? Elaborate on your answer. Did you share the paper with the client? What were his/her reactions. If you didn’t have a “real person”, describe the challenges of not having a “real person”.
4. Describe how you locate yourself, and therefore what personal biases and strengths you were aware of that affected both the content and the process of the assessment.

Format: 10-12 page paper: 5-6 pages each section

CRITERIA FOR GRADING

Part A (30%)
Writing is “as if” for a file – information is synthesized, not verbatim.
Effective use of headings and integrated information below each.
Presentation includes enough description but no unnecessary information.
Well organized, logical sequences and adequate location of sections of the paper.
Demonstrates an understanding and critical analysis of the principles underlying the selected approach of the strategies suggested.

**Part B (30%)**
Effective analysis answering all 4 questions.
Theoretical section uses sources according to APA (6th Edition).
Proper integration of readings from course and/or new information from a broader search.
Includes a reference page

**Appendices (20%)**
Contains a note about consent (not the consent itself due to confidentiality), an eco-map or genogram, lines of inquiry, agency form(s) if used.

**Style (20%)**
Writing is clear, succinct, no errors in syntax, proper grammar, spelling.
Proper use of references and sources of information. Properly applies APA (6th Edition) for references

**PARTICIPATION: 10%**
Students are expected to attend all classes, participate in the discussions in class, and be prepared for the class by completing the required readings. Marks will be given to reflect your attendance, promptness, active participation in facilitation exercises and discussions. Be aware that each absence will cost 1.5 points. If you are absent 3 times, you will get 0, and if you are absent 4 times or more, you may not be allowed to take the exam.
### UBC GRADING CRITERIA:

<table>
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<th>Letter Grade</th>
<th>Percent Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 – 100</td>
<td>95</td>
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- **A+**: Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject, and shows personal engagement with the topic.

- **B+**: Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.

- **C+**: Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.

- **D**: Minimally adequate work, barely at passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.

- **F**: Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.