

	THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline – SOWK 310A
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

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.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Year/Term	2019/2020
Course Title	SOWK 310A - Communication Skills in Social Work Practice (Section 001, 002, 003)
Credit Value	6 credits
Course Schedule	Mondays 1:00 – 4:00 pm, Term 1 & 2
Course Location	(Section 001) Room 222, Jack Bell Building (Section 002) Room 223, Jack Bell Building (Section 003) Room 224, Jack Bell Building

Instructor	Section /Location	Office Phone	e-mail address
Grant Charles	Section 001 Room 222	604-822-3804	Grant.Charles@ubc.ca
Marie Nightbird	Section 002 Room 223	604-822-3520	Marie.Nightbird@ubc.ca
Kelly Allison	Section 003 Room 224	604-822-6220	Kelly.Allison@ubc.ca

PREREQUISITE and/or COREQUISITE:

There is no pre-requisite SOWK course for 310A.

COURSE DESCRIPTION:

This course provides students with a foundation of the values, knowledge and skills used to communicate in a professional social work context. The course will focus on a counselling session as a means to understand and apply the skills of ethical and effective interpersonal communication within a helping relationship. The skills of attending and focusing will be given primary emphasis, and skills of intervention, secondary emphasis.

Through assigned readings, lecture and class discussion, role-play, video recording and other exercises, students will be introduced to the core values, principles and skills of interpersonal communication. Emphasizing experiential learning and reflective practice, the course is designed to assist students to make conscious use of a range of communication skills.

The salience of race, culture, gender and class, as well as tailoring conversations to the specific needs of the individuals and systems within which we work, will constitute a primary emphasis of the course. Various feedback opportunities will be utilized to enable students to explore and critically evaluate their developing skills in a variety of contexts.

This course serves as a preparation for all field education courses. This course is closely related to the SOWK 3051 Topics in social work practice course. The knowledge, values and skills in interpersonal communication will be integrated with the generalist approach to social work practice.

COURSE STRUCTURE AND LEARNING ACTIVITIES:

The class will work in dyads, triads, small groups and in the large group. Teaching and learning will occur through lectures, experiential exercises, reading and reflection, discussion and feedback, role-playing, simulated helping interactions, small group activities and video recordings.

LEARNING OUTCOMES:

1. Students will develop an awareness of self in a professional helping context by:
 - identifying and building upon their own unique communication style
 - becoming aware of the conditions which inhibit or facilitate ethical and effective communication.
2. Students will acquire beginning skills in communicating clearly and effectively in a professional helping context. Some of these skills include:
 - listening, probing, clarifying, reflecting
 - initiating and developing relationships
3. Students will acquire beginning skills in communicating cross-culturally, embracing diversity and addressing structural factors that influence the counselling process, including race, culture, gender, class and role expectations.
4. Students will acquire beginning communication skills which respect human rights and promote dignity.
5. Students will develop self awareness in regard to the values, knowledge and skills used to communicate in a professional social work context.
6. Students will understand communication and basic counselling in the context of the BCCSW/ BCASW Social Work Code of Ethics.

REQUIRED TEXTBOOK or LEARNING MATERIAL:

Reading Package chapters 1-7 from Shebib, Bob (2016). Choices: Interviewing and Counselling Skills for Canadians. 6th Edition, Toronto: Prentice Hall.

This reading package can be purchased through the bookstore.(approximately \$50-60) An e-version of the text (approximately \$70-\$75) and second hand copies are also available from the bookstore or 4th year students may be selling used texts.

ASSESSMENT OF LEARNING:

The following is a summary of the assignments for this course.

Term #1:	Self reflection assignment #1	Due September 16 th	10%
	Video assignment #1	Due September 30 th	15%
	Video assignment #2	Due November 12 th	20%
	Self reflection assignment #2	Due December 2 nd	10%
Term #2	Video assignment #1	Due February 10 th	15%
	Peer feedback assignment	Due March 23 rd	10%
	Video assignment #2	Due April 27 th	20%

Criteria for Evaluation: All assignment marking rubrics can be found on Canvas.

NOTE: Failure in this course may lead to disqualification for SOWK 315 (Practicum 1). If this course is failed twice, the student will be required to withdraw from the Social Work Program.

Submitting assignments: All assignments can be handed in via Canvas.

Return of marked assignments: Instructors coordinate the return of marked assignments via Canvas.

Late assignments: Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor.

COURSE SCHEDULE:**COURSE SCHEDULE FOR SOCIAL WORK 310A TERM 1:**

SESSION 1:	September 9, 2019
TOPIC:	<i>Introductions and Course Overview</i> <ul style="list-style-type: none">• Introductions and overview of course outline, expectations and learning outcomes• The skills, process and pitfalls of counselling
REQUIRED READING	Shebib Chapter 2
SESSION 2:	September 16, 2019 First reflection due
TOPIC:	<i>Self-awareness and Ethics in Counselling</i> <ul style="list-style-type: none">• Understanding of self and ethics in social work counselling
REQUIRED READING:	Shebib Chapter 1 Websearch: BC College of Social Workers (BCCSW)/BC Association of Social Workers (BCASW). Review the Code of Ethics and Standards of Practice & come prepared to discuss in class.
SESSION 3:	September 23, 2019
TOPIC:	<i>Relationship: The Foundation for Change</i> <ul style="list-style-type: none">• Core conditions• Contracting• Maintaining the counselling relationship
REQUIRED READING:	Shebib Chapter 3
SESSION 4:	September 30, 2019 – First video assignment due
TOPIC:	<i>Listening and Responding: The Basis for Understanding (1)</i> <ul style="list-style-type: none">• Verbal and non-verbal attending, observing body language, active listening• Use of silence
REQUIRED READING	Shebib, Chapter 4, pages 90-112
SESSION 5:	October 7, 2019
TOPIC:	<i>Listening and Responding: The Basis for Understanding (2)</i> <ul style="list-style-type: none">• Paraphrasing and summarizing
REQUIRED READING:	Shebib Chapter 4, pages 112--119

	NO CLASS OCTOBER 14, 2019 THANKSGIVING
SESSION 6:	October 21, 2019
TOPIC:	<i>Empathic Connections (1)</i> <ul style="list-style-type: none"> • The use and purpose of empathy • Emotions and types of empathy
REQUIRED READING:	Shebib Chapter 6, pages 152-173
SESSION 7:	October 28, 2019
TOPIC:	<i>Empathic Connections (2)</i> <ul style="list-style-type: none"> • Poor substitutes for empathy • Ambivalence • Tough empathy
REQUIRED READING:	Shebib Chapter 6, pages 173-182
SESSION 8:	November 4, 2019
TOPIC:	<i>Lab with Theatre Students</i>
REQUIRED READING:	Review Chapters 1-4 and 6
	NO CLASS November 11, 2019 Remembrance Day
	Video Assignment Due: November 12, 2019
SESSION 9:	November 18, 2019
TOPIC:	<i>Asking Questions: The Search for Meaning (1)</i> <ul style="list-style-type: none"> • Open and closed questions • The purpose of questions • Essential questions
REQUIRED READING:	Shebib Chapter 5, pages 120-129
SESSION 10:	November 25, 2019
TOPIC:	<i>Asking Questions: The Search for Meaning (2)</i> <ul style="list-style-type: none"> • Traits of effective questions • Questioning pitfalls • Probing for concreteness • Managing transitions
REQUIRED READING:	Shebib Chapter 5, pages 129-151
	Self Reflection Assignment #2 Due December 2, 2019

COURSE SCHEDULE FOR SOCIAL WORK 310 TERM 2:

SESSION 1:	January 6, 2020
TOPIC:	<i>Supporting Change through Strengths Based Practice</i> <ul style="list-style-type: none"> • Review term #1 • Motivation and stages of change
REQUIRED READING	Shebib Chapter 7 pages 192-196
SESSION 2:	January 13, 2020
TOPIC:	<i>Supporting Change through Strengths Based Practice (2)</i> <ul style="list-style-type: none"> • Mobilizing strengths for change • Solution focused and strengths based techniques
REQUIRED READING	Shebib Chapter 7 pages 183-187, 216-221
SESSION 3:	January 20, 2020
TOPIC:	<i>Supporting Change through Strengths Based Practice (3)</i> <ul style="list-style-type: none"> • Goal setting and action planning • Creative brainstorming
REQUIRED READING:	Shebib, Chapter 7 pages 208-216
SESSION 4:	January 27, 2020
TOPIC:	<i>Helping Clients Connect Thoughts/Feelings and Behavior</i>
REQUIRED READING:	Shebib Chapter 7 pages 197-207
SESSION 5:	February 3, 2020
TOPIC:	<i>Working with Ambivalence and Reluctance</i>
REQUIRED READING:	Shebib, Chapter 7 pages 189-192
Session 6:	February 10, 2020– First assignment due
TOPIC:	<i>Embracing Difficult Conversations</i> <ul style="list-style-type: none"> • Giving feedback • Challenging clients • Saying “no” to clients

REQUIRED READING:	Readings will be posted on Canvas.
	NO CLASSESS February 17, 2020 – Reading week
Session 7:	February 24, 2020
TOPIC:	<i>Crisis Intervention</i> <ul style="list-style-type: none"> • Introducing crisis intervention model
REQUIRED READING:	Readings will be posted on Canvas
SESSION 8:	March 2, 2020
TOPIC:	<i>Crisis Intervention (2)</i> <ul style="list-style-type: none"> • Responding to suicidal clients and situations
REQUIRED READING:	Readings will be posted on Canvas
SESSION 9:	March 9, 2020
TOPIC:	<i>Peer Feedback Practice Session Taping</i> <i>CLAS information session</i> Self assessment due March 12 th
REQUIRED READING:	Readings will be posted on Canvas
SESSION 10:	March 16, 2020
TOPIC:	<i>Lab Prep and Agency Fair</i>
REQUIRED READING:	No readings assigned
SESSION 11:	March 23, 2020 Peer Feedback Assignment Due
TOPIC:	<i>Lab with Theatre Students</i>
REQUIRED READING	Review Chapters 1-7 Shebib reading package
SESSION 12:	March 30, 2020
TOPIC:	<i>Endings and Next Steps</i>
REQUIRED READING:	Readings will be posted on Canvas
Session 13:	April 6, 2020
TOPIC:	<i>Wrap Up</i>

	<ul style="list-style-type: none"> • Course review • Final assignment preparation • Wrap up
	Final Assignment Due April 27, 2020 at 11 pm

ASSIGNMENTS:

ASSIGNMENTS FOR TERM 1:

The assignments for this term are two taped videos and two self reflection assignments. **All assignments are due at 11pm on the due date.** The two recorded sessions will be confidential. Only the dyad and the instructors will have access to them. The videos can be submitted via an unlisted youtube video or through Canvas.

If concerns about a taped session and/or analysis arise, the course instructor may consult with the other SOWK 310 class instructors and/or the Chair of the BSW Program. In the case of an appeal, the student's permission will be sought for further review of the tape.

1. Video assignment (skills of chapters 1 – 3) Weight= 15% Due: September 30th, 2019

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning (chapters 1-3) within the context of a beginning/exploratory session. You will work with a classmate. You will demonstrate the beginning of a counselling session. Specifically, the recording should demonstrate; engaging with your client, introducing yourself and your agency, explaining the agency confidentiality policy including a clear explanation of your legal limits to absolute confidentiality, relationship and work contracting. If time allows, you will engage in some issue exploration.

You will record your session and submit a 10 minute tape. Your instructor will give you further direction about this assignment in class.

Review your recording, and write a brief analysis, no more than four typed pages (double spaced), outlining your perception of your use of the basic communication and counseling skills **using the headings outlined below.** Your paper should include an introduction and a conclusion. Papers that are longer than four double spaced typed pages will not be accepted.

Headings:

- 1) Analysis of use of self (including, but not limited to: preliminary stage considerations
internal "voice," triggers, objectivity etc)
- 2) Strengths and areas for improvement
- 3) Conclusion (critically analyze/comment on the overall effectiveness of the session)

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Video assignment (skills of chapters 1 – 6 (not 5) Weight = 20% Due: November 12, 2019

This assignment is another opportunity for you to demonstrate use of communication skills you are learning within the context of a longer more exploratory counselling session.

Select a different partner to work with from tape #1 (but make sure this same partner is available for second term assignment #1). Practice counselling your partner about an issue he or she is currently experiencing then tape your session for submission to your instructor. This video will include all of the skills required in the first tape (introduction, engagement, limits to confidentiality, relationship contracting and work contracting and **15 minutes of issue exploration**). Indicate at the start of your paper what time you finish contracting and begin issue exploration (i.e. At 5:10 minute mark, issue exploration begins).

Your instructor will give you further instructions about this assignment in class.

It is not the purpose of this counselling session to solve the problem or to give advice. The intention is for you to demonstrate the skills you are reading about and practicing in class up to and including the end of Chapter 6 (excluding chapter 5).

Review your recording and write a brief analysis, (focusing on the issue exploration) of no more than four typed pages (double spaced), outlining your perception of your basic communication and counseling skills, **using the headings below**. Your paper should include an introduction and a conclusion. Submit the analysis and the video to your instructor. Papers that are longer than four double spaced typed pages will not be accepted.

Headings:

- 1) Analysis of use of self (including, but not limited to: preliminary stage, internal “voice,” nonverbal language, triggers, objectivity)
- 2) Strengths and areas for improvement
- 3) Conclusion (critically analyze/comment on the overall effectiveness of the session)

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

3. Two self reflection assignments Weight = 20%- 10% each Due: Sept 16th and Dec 2nd

Self reflection assignments are an opportunity to develop self awareness and to critical analyze your own attitudes, beliefs, behavior and feelings in relation to how they impact your communication in a professional helping context.

Self reflection assignment #1:

Due September 16th, 2019

Please write a 5 page (double spaced) self assessment of your current communication skills and your current feelings about taking on a counselling role. Your reflection should have an introduction and a conclusion.

Some questions to consider:

- 1) Comment on your current listening skills and discuss your current use of eye contact, body language, and ability to express your ideas clearly.
- 2) Discuss your level of comfort with emotions. How well can you interpret, understand, act

upon and share your own emotions. How well you can interpret, understand and respond to the emotions of others.

3) What values or beliefs do you have that might impact your role as a counsellor?

4) What appeals to you and/or what concerns/ worries do you have about taking on a counselling role?

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

Self reflection assignment #2

Due December 2nd, 2019

This self reflection assignment should answer the question: "**What have I learned so far about myself in relation to my communication skills and my role as a counsellor**". Your paper should discuss three key pieces of learning relating to your skills, values and how your communication has changed since the beginning of the course. The assignment should be about 5 pages (double spaced).

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

ASSIGNMENTS FOR TERM 2:

The assignments for this term are two taped recordings and a peer feedback assignment. **All assignments are due at 11pm on the due date.** The two recorded sessions will be confidential. Only the dyad and the instructors will have access to them.

If concerns about a taped session and/or analysis arise, the course instructor may consult with the other SOWK 310A class instructors and/or the Chair of the BSW Program. In the case of an appeal, the student's permission will be sought for further review of the tape.

1. Video assignment (skills of chapters 1 – 7) Weight = 15% Due: February 10, 2020

This assignment is an opportunity for you to demonstrate use of the communication skills you are learning within the context of a second counselling session. **There are two sections to this assignment:** 1) video recording, 2) transcription.

1) Section 1: Video Recording: You will be working with the same partner you had for the video recording #2 from last term, and will be starting this tape where the other one left off. Treat this recording as a "second session" with your client. Please review your previous tape (do not review the tape with your partner, review the tape on your own), and then complete a session of between 20 – 25 minutes in real time. This video recording is intended for you to demonstrate the skills we have been learning about and practicing in class up to and including the end of Chapter 7.

2) Section 2: Transcription

Please transcribe 10 minutes of the tape (your choice of which 10 minutes), following the transcription guidelines below. The instructor will review the format with you in class.

Transcription Guidelines: Please create a table with 2 columns as seen below. Include the start and end time of your transcription.

For the transcription, please include an introductory paragraph and a concluding paragraph outlining your learning from this transcription.

- **Skill(s) used**
 - Please be specific, for example, instead of writing out “question” say if it was open, closed or indirect, and instead of writing out “empathy” say if it was basic, invitational or inferred.
 - Please refer to tables 2.2 and 2.3 in Shebib for a comprehensive list of skills.
- **Effectiveness** – comment on the extent to which your response was effective or ineffective.
- **Alternate response**
 - An alternate response is not necessary to write out every single time, but for at least some of your responses, especially the less skilled ones, you should be writing out verbatim what you would have liked to say or a more skilled response.

Also, please acknowledge your use of **simple encouragers** and **non-verbal communication**, such as head nods and fidgets, in your transcription.

You do not need to analyze or comment on your client's responses. For your client's responses, please only write out the first few words they speak, then “...” (ellipses) then the last few words.

Example: (please make your transcript in a table format with columns and rows)

Transcription Begins at: 15:33 Ends at: 25:33	Identify skill used, analyze effectiveness of response and possible alternate response
SW: <i>(Head nod)</i> I wonder what emotions you are feeling when you react to your mother that way. <i>(Wave right hand)</i> .	Skill(s) used: Indirect question. Invitational empathy. Effectiveness: I think this was an effective response because she had discussed her behavior towards her mother but had not talked about how she was feeling. Another domain I might have explored is the “thinking” domain. My nonverbal cues demonstrated skillful attending except I think my hand wave was distracting rather than helpful. Alternate response: What do you say to yourself when you react to your mother this way?
C: I feel like.... So that is why I act that way.	

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

2. Peer feedback assignment Weight = 10%

Due: March 23rd, 2019

Peer feedback has been well documented as benefitting student learning as it allows students to be active in their learning process, boosts their evaluative and self reflection skills . The purpose of this assignment is to increase your evaluative skills by both self assessing your own work and giving you exposure to feedback and an opportunity to provide formalized feedback to your peers. You will also reflect on the peer feedback on your developing skills and discuss how you will incorporate it into your future skill development.

Step #1 During class, all students will tape one of their practice sessions for 10 minutes. (You are **not** being marked on this tape.) You will then upload this practice session to CLAS.

Step #2 Each student will review their own tape and make 5 annotations of feedback on their own work using the “giving feedback guide” we have been using in class.

Step #3. Each student will be assigned 4 other tapes to review and give 5 annotated comments on each tape using the “giving feedback guide” we have been using in class.

Step #4. Each students will then review the peer feedback on their own tape and write a 2 page reflection on how this formalized feedback will be integrated into their communication skill development.

Students will be marked on the quality of their feedback given to their peers (5%) and on the reflection of how they will incorporate the feedback they have received (5%).

The practice sessions will be taped on March 9, 2020. Students will review and reflect on their own tape by **March 12th**. (You will also have some class time for this.) Peer feedback will be open on March 13th and needs to be completed **by March 18th**. Reflections will be due on March 23rd .

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

3. Video assignment (skills of chapters 1 – 7) Weight = 20% Due Monday April 27th, 2020

You will be completing your SOWK 310A final tape in conjunction with UBC theatre students. Please note that you will need to be available during the two weeks after classes end (exam period) to arrange this taping.

The purpose of this assignment is to demonstrate your capacity to use all the communication skills you have learned in an effective manner within the context of a counselling session. **There are two components to this assignment: 1) video recording; 2) final self reflection.**

Section 1: Video recording

You will be assigned to work with a theatre student who will act one of four scenarios (scenarios will be given out on the last day of class). You will begin the session as if meeting the client for the first time and include engagement, an introduction of yourself and your agency, explain the limits to absolute confidentiality and begin relationship and work contracting. You will explore the

client's concern and, if appropriate begin some goal setting/action planning. You will tape and hand in a 45 minute tape. Choose the 20 minutes (**excluding opening and contracting**) that you want the instructor to watch and grade.

Section 2: Final self reflection

This paper should answer the question: "**What have I learned about myself in relation to my communication skills and my role as a counsellor**". Your paper should include an introduction and conclusion. The reflection should discuss three key pieces of learning relating to your skills, values and knowledge about your professional communication and counselling skills. Identify a total of 3 sections in your video that reflect your 3 key pieces of learning and integrate a discussion about each one in your reflection. Include the start and finish time for each section. Your self reflection assignments from term 1 can help guide your paper in areas to reflect on, but your final reflection should not be a reiteration of them. The paper should be 6 pages (double spaced).

Criteria for Evaluation: Please refer to Marking Rubric in Canvas

SCHOOL/COURSE POLICIES:

Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook https://schoolofsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook_2018-19.pdf

LEARNING RESOURCES:

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

UNIVERSITY POLICIES:

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic

freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

<https://senate.ubc.ca/policies-resources-support-student-success>

LEARNING ANALYTICS:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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UBC GRADING CRITERIA:

UBC GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a 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	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.