

 	School of Health, Education and Human Services
	SW 348 Social Work Practice One
	Winter 2022 6 Credits
Course Outline	

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OFFICE HOURS: By appointment M-F 9:00 am-5:00 pm
OFFICE LOCATION: A2011
CLASSROOM: TBD
DATES: January 5th 2023 – April 21st 2023

UNIVERSITY OF REGINA COURSE DESCRIPTION

Students, with support of agency supervision, will become directly involved in social work services and systems within the community, and experience professional practice. Seminars assist in the integration of theory and practice through sharing of experience and knowledge.

****Yukon University has different requirements and procedures for SW 348 and students should speak to their Academic Advisor and refer to the additional description below.**

ADDITIONAL YUKON BSW COURSE DESCRIPTION

****Practicum requires 225 hours in the SW 348 placement, typically done as 2 days per week over 15 weeks. In addition, a mandatory orientation session is held prior to field placement and students are required to attend weekly seminars. Graded on a pass/fail basis. No mid-term break.**

****Students MUST obtain a 70% final grade on their written work and on their final practicum evaluation in order to obtain a Pass.**

****It is recommended that SW 348 be taken concurrently with other social work courses to assist the student in integrating practice experiences with social work theory. The practicum occurs under the combined supervision of a designated social work supervisor in the agency and the practicum placement coordinator from Yukon University.**

COURSE REQUIREMENTS

Prerequisites:

- Admission to the social work program

- Completed practicum application package: 1) RCMP Criminal Record Check (CRC) within six months of the practicum application, 2) current resume, 3) statement of learning objectives, and 4) signed *Practicum Application Student Disclosure for Personal Readiness Factors* form.
- Completion of SW 200, SW 346, SW 390 and 6 other social work credit hours. All students must have a minimum GPA of 70% on the social work portion of the BSW to be eligible to register for SW 348.
- Yukon BSW students must also have a minimum GPA of 70% between SW 390 and SW 346 to be eligible to register for SW 348.

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

UR LEARNING OUTCOMES

This course is intended to assist students in:

- broadening their human service experience by engaging with and assisting social workers in direct practice
- demonstrating an understanding of the effective use of self
- examining personal value biases, emotional reactions and the impact they have on others
- applying reflective and critical thinking to:
 - self and the practicum experience within the context of the placement, client population and emerging practice issues
 - social policies and their influence on the agency, clients and community of theories of social work practice
 - diversity and forms of oppression

COURSE FORMAT

Breakdown of Instructional Hours

Skills Review: January 5th and 6th 9am to 4pm

Practicum Days: Wednesday and Thursday, full days (approximately 16 hours weekly)
Start Date: January 11th **Finish Date:** April 13th or 20th

Integrative Seminar: Fridays 9am – 12pm (3 hours weekly)
Start Date: January 13th **Finish Date:** April 14th

It is expected that this course will require 6-10 hours of homework weekly to complete assignments and readings. This will vary by individual and depending on the week.

Delivery Format

This course will be delivered in a blended format. The skills review and practicum placement will be face-to-face, and the integrative seminar will be a combination of face-to-face and synchronous online delivery.

The mandatory two-day Skills Review and Practicum Orientation provides an introduction and overview to the practicum experience. This session helps prepare students for their practicum and is designed to:

- Assist students in self-assessment of their current level of knowledge and skills, as well as to set goals to make changes;
- Help students clarify learning activities to demonstrate competencies outlined in the *Learning Agreement*;
- Review student’s expectations of the practicum placement and expectations by the practicum supervisor;
- Review social work ethics and how they relate to the practicum experience;
- Identify and review practice skills that will be required of the student for the practicum placement (i.e., employment, communication, relationship-building skills, interviewing, assessment, goal setting, case management, conflict management, report writing, and other relevant skills);

In the practicum placement, students are expected to function as an entry-level, generalist social work professional. Students usually carry some responsibility for direct practice that may include working with individuals, families, groups, and/or interagency professionals in the community, community development, policy practice, and/or research. Students are expected to take responsibility for personal and professional learning and actions.

The Integrative Seminars are three hours on Friday mornings. The purpose of these seminars is the enhancement of professional growth through the exchange of information and knowledge that is generated by the practicum experiences. The methods used to facilitate learning in the seminar will include group processes, personal reflections, guest speakers, student-led discussion, agency visits, and role-plays.

EVALUATION

Assignments	50 % of final mark. 70% for pass.
Practicum Evaluation	50 % of final mark. 70% for pass.
Participation and Attendance	See policy
Total	100%

SW 348 consists of six *mandatory* components. All components must be *successfully* completed for a student to receive a passing grade:

- 1) Satisfactory attendance and participation in a two-day practicum orientation/skills review prior to commencement of practicum.
- 2) Satisfactory attendance and participation in weekly integrative seminars.
- 3) Satisfactory attendance and participation in practicum agency. 225 hours.
- 4) Three meetings between student, Practicum Supervisor and Practicum Coordinator to structure and evaluate the practicum placement.
- 5) Completion of *Learning Agreement* activities to demonstrate competencies. Students must achieve an average of 70% (3.5 on a 5 point scale) on their final evaluation.
- 6) 70% final mark on written assignments described in this course outline

Attendance and Participation

Attendance and participation is an expectation of all students preparing themselves for the responsibilities of professional social work practice. Courtesy to others, curiosity about the subject and diligence to the task of

learning are all required for a student's success in this course. Readings and assignments are to be completed on schedule, punctuality for class is required, and full engagement in experiential learning within class time is mandatory.

“Regular and punctual attendance is expected of students in their courses. Students who are persistently tardy or absent or who neglect academic work may be subject to disciplinary action and may be excluded from the final examination” (University of Regina, 1996-97, p. 19).

Students who miss more than 2 seminars will have 5% of their final grade deducted for each additional class missed or portion thereof. Students must sign in at the beginning of each class. It is the student’s responsibility to ensure that they are signed by the end of the class in if they arrive late for class. Students must attend both full days of the Practicum Skills Review.

Excessive absences from practicum and/or seminar may result in a failed grade. Any absence from the practicum must be reported to the agency **and** the Bachelor of Social Work office (668-8845) or the Practicum Coordinator (668-8746) prior to the day to be missed or the morning of the day to be missed in the case of illness or bereavement. Students in SW 348 are required to make up the missed time and complete the 225 hour requirement.

Students should **NOT** make independent arrangements with the practicum supervisor for absences, change of shifts, different hours of work, travel or holiday plans, or for extending the practicum past the end date without prior consultation and written approval of Practicum Coordinator.

Readings

Students will be expected to read books and articles specifically related to their practicum placement. There are required readings for each Integrative Seminar. Students will also be required to bring readings to the course for discussion.

Practicum Meetings

The student, Practicum Supervisor, and Practicum Coordinator will meet to plan for the practicum learning and evaluate the student's performance throughout the semester. These meetings include: 1) Initial Meeting; 2) Mid-term Evaluation; and 3) Final Evaluation.

Initial Meeting

The meeting provides an opportunity to identify learning activities to demonstrate the required competencies identified in the *Learning Agreement*. The student and Practicum Supervisor should complete a draft of this document prior to the meeting with the Practicum Coordinator. This document will form part of the evaluation of the student’s performance in the practicum.

Mid-Term Evaluation

This meeting provides an opportunity to discuss how the practicum is proceeding, consider any issues or questions relevant to the practicum, and plan learning activities for the second half of the practicum. The mid-term evaluation meeting will include a discussion of the completed evaluation form and the learning agreement.

Serious performance or attendance issues identified after the mid-term evaluation should be documented and

discussed with the student and the Practicum Coordinator as soon as possible. Additional meetings will be held as requested or as necessary.

Final Evaluation

The student and the practicum supervisor will complete the second part of the *Student Practicum Placement Evaluation Form* prior to this final meeting. This document will be discussed with the Practicum Coordinator during the final visit to the agency. The *Learning Agreement* will also be reviewed. Students must achieve an average of 70% (3.5 on a 5 point scale) on their final evaluation.

Learning Agreement

This document is generated by the student in consultation with the practicum supervisor and other agency staff. The document outlines the competencies that emerging social workers must demonstrate and the activities the student will undertake to obtain them.

Initial Draft Due: January 27th at 4pm. Submit via email.

Assignments

All the assignments must be completed to obtain a passing mark for the practicum. Assignments are due via email on the specified due date unless otherwise indicated. Students must achieve a final mark of 70% on their written work in order to achieve a 'pass' in this course. All assignments must be typed and double-spaced.

Competence in writing is expected in courses at this University. Wherever possible, instructors are expected to conduct their courses in such a way as to obtain evidence of student writing skills, in term papers, essays, reports, or other written work, and to demand competence in writing for a passing grade. (University of Regina General Calendar 2019-2020)

a) Practicum Daily Log

This daily log provides a brief narrative description of the activities that you complete each day during your practicum. You may choose to include reflections on your learning agreement and evaluate your progress toward meeting your learning objectives or identify any concerns regarding your performance, attendance, and/or supervision.

Instructions on writing the Daily Log:

- You are expected to record your experiences for your practicum experience in a brief narrative description each day. Point form may be used. Complete sentences and clear writing is required.
- The log should be no more than half a page for each day in practicum.
- The daily log should be submitted by email either Thursday evening or Friday afternoon each week.

b) Learning Synthesis

Due: #1 Friday, February 10th at 4pm	35%
#2 Friday, April 7th at 4pm	35%

This assignment is designed to help you to:

- critically examine your practice experience

- make links between research and practice
- identify and discuss the essential elements of social work practice
- identify use of knowledge, skills, and reflective processes that will enhance professional competence
- enhance self-awareness by thinking about reflections over a period of time
- raise and answer questions about practice and policy issues
- identify personal strengths and areas for growth

Students are encouraged to pick one or two themes to explore in each Learning Synthesis. Suggested topics include, but are not limited to:

- Identify and discuss ethical issues in your social work practicum setting.
- Use a framework to discuss and resolve a specific practice dilemma.
- Research and discuss best practices for effective practice in your social work practicum setting – this can include areas for assessment as well as specific interventions for individuals or groups.
- Research and discuss a social work topic related to the needs/services/clients of your practicum agency.
- Identify how practice is measured and evaluated in your social work practicum field of practice.
- Identify and discuss key social issues impacting clients in your social work practicum setting. Identify how social policy might address these issues.
- Exploring the difference between your personal and professional self – explore personal feelings, biases and values that may impact your work with clients.

Evaluation criteria:

- Each submission should be no more than 12 pages including title and references.
- Academic references to support and enhance discussions and APA format are expected for all submissions. Each synthesis must have a minimum of 7 references, including 3 peer reviewed references.
- The Learning Syntheses should demonstrate the application of in-depth, insightful, and analytical thinking skills to your practicum experiences.
- The practicum experience should be explored and integrated with course materials, as well as additional relevant references as per assignment description.
- Evaluation of the assignment will also be based on the student's demonstration of:
 - integration of social work theory and knowledge with the practicum experience
 - integration of social work ethics in the practicum
 - awareness of areas for advocacy or social change efforts
 - understanding the practicum agency's philosophy, relationships with clients, and role within the community
 - growth in self-awareness (thoughts, emotional responses, behaviours, values, beliefs, and assumptions)
 - analytical skills
 - competence in writing
- Work demonstrates critical analysis, detailed and specific critical reflection on positionality (social/political location) when applicable to the assignment, as well as consideration of

relevant contexts and ideologies. Explicit and specific connections are drawn between the personal and the political.

- University of Regina grading criteria rubric.

c) Agency Analysis and Agency Presentation

Part I: Written Agency Analysis and Description

30% of final mark.

Due: March 10th at 4pm

Each student will prepare a written description and analysis of their practicum agency, with the focus the analysis component. The analysis of the agency should be carried through the entire paper/discussed in each section. The paper should be a maximum of 12 typed and double-spaced pages in length, plus title and references. It is important that you talk with several staff in the preparation of this assignment and obtain your supervisor's permission for the presentation component of this assignment.

Learning Objectives:

- To become familiar with the practicum agency's mandate, values, culture, funding sources, staffing structure, organizational structure, clients, services and evaluation processes.
- To apply a structural and anti-oppressive lens in an analysis of the agency.
- To identify and compare similar programs in Canada and around the world to the practicum agency.

The following are questions to help get you thinking about what can be included in an agency analysis. DO NOT use these questions as the format/outline of your assignment. The focus of this paper is to describe the agency and also analyse the services it provides, how it is supported or limited by policy and funding, how it compares to other similar agencies in Canada and identify the strengths and challenges it has. You can discuss critical issues in your agency, research other programs and make recommendations for program and policy changes.

i) Agency Overview – Values, Funding, Culture

- What is the mandate of the agency?
- What are the agency's values?
- How is the agency funded?
- What constraints does the funding source impose on the agency's structure and/or function?
- What role does this agency have in the community?
- What role, if any, does this agency have in the rural communities in the Yukon?
- Does the practicum agency participate in any research activities?
- What initiatives, if any, does the agency take for social justice or social change?
- Does the organization examine dynamics of power, oppression and marginalization, paying special attention to social identify and its implication for both program staff and the clients they serve?

ii) Staff and Leadership

- What are the educational background(s) of the staff? What are the implications of this?

- What is the average workload/caseload?
- Who has decision making power?
- How does the leadership and/or staff demographic composition reflect the demographic composition of the client population served and the agency staff?
- What factors contribute to wellness and/or stress in the workplace?
- Are the staff members of a union?
- Are staff members of a professional organization, such as the Canadian Association of Social Workers (CASW) or Association of Social Workers in Northern Canada (ASWNC)? What is the implication of this?
- How does the agency staff interact with other social service agencies in Whitehorse? What are the implications of these interaction for service delivery?

iii) Target Groups or Clients

- Who are the primary target groups or client groups for the agency's services?
- What are the service priorities in the agency?
- Are some groups of clients excluded or not seen frequently?
- What other agencies are also involved with service delivery to the same client population?

iv) Context of Practice

- How does social policy and legislation influence the work of this agency?
- Have structural pressures and/or critical events affected the organization? If yes, please describe.
- How does the perception of the issues/clients that the agency serves influence the work of the agency?
- How does the community context of practice influence the work done by this agency?

iv) Evaluation of Services

- How and how often are the agency's services evaluated?
- How is the program or objective measured?
- What is the efficacy of the program?
- Are clients/consumers/community groups involved in the assessment and evaluation process of the program/organization?
- Have you identified any gaps in the services provided by the agency?

v) Comparative Analysis

- Are there other programs in Canada that offer similar services? What do they teach us about providing service in this area?
- What could this agency be doing more of or differently?

vi) Recommendations

- Do you have any recommendations for changes that could improve the staff working conditions?
- Do you have any recommendations for changes that could improve the services of the agency?

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- The practicum experience should be explored and integrated with course materials, as well as additional relevant references as per assignment description.
- Evaluation of the assignment will also be based on the student's demonstration of:
 - integration of social work theory and knowledge with the practicum experience
 - integration of social work ethics in the practicum
 - awareness of areas for advocacy or social change efforts
 - understanding the practicum agency's philosophy, relationships with clients, and role within the community
 - growth in self-awareness (thoughts, emotional responses, behaviours, values, beliefs, and assumptions)
 - analytical skills
 - competence in writing
- Work demonstrates critical analysis, detailed and specific critical reflection on positionality (social/political location) when applicable to the assignment, as well as consideration of relevant contexts and ideologies. Explicit and specific connections are drawn between the personal and the political.
- University of Regina grading criteria rubric.

Part II. Agency Presentation

- **Due: Dates TBD in class**

Dates for Presentations will be assigned in class.

Each student will present a **20 minute** description of their practicum agency for the seminar group. It would be helpful to have some written material (i.e., a brochure or organizational chart) of the agency if one is available. Students should also be prepared to pose and answer questions with the class. Students may also choose to present on a critical issue, particular theory or model that is used in their practicum setting as opposed to providing an agency overview.

COURSE WITHDRAWAL INFORMATION

Refer to the YukonU and UR websites for important dates. Each institution has different deadlines for refund and withdraw deadlines.

TEXT BOOKS AND LEARNING MATERIALS

Baines, D. (Ed.). (2017). *Doing Anti-oppressive Practice: Social Justice Social Work*. (3rd ed.). Canada: Fernwood Publishing.

Canadian Association of Social Workers (CASW). (2005). *Code of ethics*. Ottawa, ON: Author.

Canadian Association of Social Workers (CASW). (2005). *Guidelines for ethical practice*. Ottawa, ON: Author. (The CASW documents are available on-line at: www.casw-acts.ca)

Dolgoff, R., Lowenberg, F. & Harrington, D. (2012). *Ethical Decisions for Social Work Practice* (9th ed.). United States of America: Thompson Brooks/Cole.

Ivey, A., Ivey, M. & Zalaquett, C. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (9th ed.). United States of America: Thompson Brooks/Cole.

Garthwait, C. L. (2021). *The social work practicum: Preparation for Practice* (8th ed.). United States: Pearson Education, Inc..

Kirst-Ashman, K., & Hull, G. H. Jr. (2018). *Understanding generalist practice*. (8th ed.). Canada:Brooks/Cole, Cengage Learning.

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

ACADEMIC AND STUDENT CONDUCT (UNIVERSITY OF REGINA CALENDAR)

5.14.2 Academic Misconduct

Acts of academic dishonesty or misconduct contravene the general principles described in §5.14.1. In this section, some of these acts are described. Others which are not explicitly described here may also be considered academic misconduct. All forms of academic misconduct are considered serious offences within the University community. For the penalties, see §5.14.5.

5.14.2.1 Cheating

Cheating is dishonest behaviour (or the attempt to behave dishonestly), usually in tests or examinations. It includes:

- unless explicitly authorized by the course instructor or examiner, using books, notes, diagrams, electronic devices, or any other aids during an examination, either in the examination room itself or when permitted to leave temporarily;
- copying from the work of other students;

- communicating with others during an examination to give or receive information, either in the examination room or outside it;
- consulting others on a take-home examination (unless authorized by the course instructor);
- commissioning or allowing another person to write an examination on one's behalf;
- not following the rules of an examination;
- using for personal advantage, or communicating to other students, advance knowledge of the content of an examination (for example, if permitted to write an examination early);
- altering answers on an assignment or examination that has been returned;
- taking an examination out of the examination room if this has been forbidden.

Do not jeopardize your academic future with plagiarism. It is dishonest, unprofessional and has serious consequences.

5.14.2.2 Plagiarism

Plagiarism is a form of academic dishonesty in which one person submits or presents the work of another person as his or her own, whether from intent to deceive, lack of understanding, or carelessness. Unless the course instructor states otherwise, it is allowable and expected that students will examine and refer to the ideas of others, but these ideas must be incorporated into the student's own analysis and must be clearly acknowledged through footnotes, endnotes, or other practices accepted by the academic community. Students' use of others' expression of ideas, whether quoted verbatim or paraphrased, must also be clearly acknowledged according to acceptable academic practice. It is the responsibility of each student to learn what constitutes acceptable academic practice. The Department of English Style Guide is available inexpensively from the University Bookstore. Students may also consult online resources such as the University of Toronto Writing Centre's "How Not to Plagiarize": www.utoronto.ca/writing/plagsep.html.

Plagiarism includes the following practices:

- not acknowledging an author or other source for one or more phrases, sentences, thoughts, code, formulae, or arguments incorporated in written work, software, or other assignments (substantial plagiarism);
- presenting the whole or substantial portions of another person's paper, report, piece of software, etc. as an assignment for credit, even if that paper or other work is cited as a source in the accompanying bibliography or list of references (complete plagiarism). This includes essays found on the Internet.

Students who are uncertain what plagiarism is should discuss their methodology with their instructors.

5.14.2.3 Other Examples of Academic Misconduct

The following list contains other examples of dishonest acts. It is not intended to be comprehensive.

- Falsifying lab results;
- Padding a bibliography with works not read or used;
- Helping another student in an act of academic dishonesty; for example, writing a test or paper for someone else, or preparing materials for another student's studio project;
- Providing false or incomplete information or supporting documents/materials on an application for admission, re-admission, or transfer (see also §2.1.2);
- Providing false information to obtain a deferral of term work or examination;
- Altering or falsifying, or attempting to alter or falsify, grade information or other records of academic performance (one's own or someone else's);
- Obtaining or attempting to obtain an academic advantage by non-academic means such as bribes or threats;
- Hindering other students in obtaining fair access to University materials and facilities; for example, cutting an article out of a Library copy of a journal;
- Theft of another student's notes;
- Alteration or destruction of the work of other students;
- Behaviour that interferes with the evaluation of another student's work, such as failure to participate in a group project.

The two acts listed below may be considered to be academic misconduct unless authorized by the course instructor.

- Submitting the same or substantially the same work for credit in more than one course. Students who wish to submit work they have prepared for another course must consult the course instructor and receive permission to do so.
- Working jointly, with another student or group of students, on an assignment that is to be graded. If no explicit instructions are given by the instructor about group work, students who wish to work together must request the instructor's permission in advance.

SOCIAL WORK STUDENT CONDUCT

As future social workers, students must subscribe to a set of social work values and ethics, which include equality,

justice, non-discrimination, advocacy, confidentiality, discretion, trust and utmost good faith (from Faculty of Social Work, University of Regina). Social workers are expected to behave in courteous, mature and respectful ways towards others. This is also the expectation of social work students. Appropriate behaviour is required between students in the classroom, with the instructor and at any time when students are approaching others in relation to projects originating from this class.

Part of professional conduct involves being punctual, prepared and self aware. Being present in class, prepared for class (by completing the readings and assignments on the dates due) and fully participating in class activities is expected.

More information on expectations of student academic and non-academic conduct is found in the University of Regina Undergraduate Calendar (5.14) and the University of Regina Faculty of Social Work website (Policy and Procedures Related to Unsatisfactory Professional Development).

CONFLICT OF INTEREST

Conflict of interest with the practicum placement may interfere with the completion of a student's practicum. *Students need to discuss any possible or potential conflicts of interest with the practicum placement coordinator **prior** to the start of the practicum whenever possible **and/or** at any point during their practicum.* A possible conflict of interest may result from a student's current or previous employment, personal relationships, and/or activities.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

GRADING DESCRIPTIONS (UNIVERSITY OF REGINA CALENDAR)

90-99 An outstanding performance with very strong evidence of:

- an insightful and comprehensive grasp of the subject matter;
- a clear ability to make sound and original critical evaluation of the material given;
- outstanding capacity for original creative and/or logical thought;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

80-89 Very good performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a good capacity for original, creative, and/or logical thinking;
- a very good ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing.

70-79 Above average performance with evidence of

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative, and/or logical thinking;
- an above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing.

60-69 A generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing.

50-59 A barely acceptable performance with evidence of

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- partially successful attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner;
- basic competence in writing.

0-49 An unacceptable performance.

TOPIC OUTLINE

Will be provided to students upon registration in the course