

# COURSE OUTLINE

*SOWK 551 (001)*

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x<sup>w</sup>məθk<sup>w</sup>əy̓əm (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

# 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.

# MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

# Course Info

<b>Year/Term</b>	Winter 2020. September 10 – December 3, 2020
<b>Course Title</b>	SOWK 551: Health and Social Care Praxis
<b>Credit Value</b>	3
<b>Course Schedule</b>	Term 1 Thursday, 9:00 am – 12:00pm
<b>Course Location</b>	Hybrid: In person: St. Paul's Hospital, 1081 Burrard Street, Providence Building Level 1, Conference room 6 Virtual: CollabUltra See specific dates for confirmation of venue.
<b>Course Instructors</b>	Teresa Robitaille 604 806 8068 <a href="mailto:trobitaille@providencehealth.bc.ca">trobitaille@providencehealth.bc.ca</a> Jaclyn Sauer 604 682 2344, local 62644 <a href="mailto:jsauer@providencehealth.bc.ca">jsauer@providencehealth.bc.ca</a>

## Prerequisite and/or Corequisite

There are no prerequisites for this course.

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## Course Description

This course comprises a key component of the Social Work Intensive in Settings in Healthcare (SWISH) program. The course uses a case-based learning approach and aims to develop skills needed for effective social work in health care settings.

The course examines multi-level methods of intervention, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. The course emphasizes the importance of the social determinants of health and incorporates readings and activities aimed at promoting competence, empowerment, and social justice among patient populations. The course will consider the impact of socio-cultural factors on health and well-being, the significance of family relationships and resources in the management of chronic and complex health conditions, and interventions that support individual and family capacity to adapt to acute health crises or chronic health conditions.

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## Course Structure and Learning Activities

This course will include a combination of lecture, guest speakers, seminar, and hands-on skill building activities. Class members are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate. Student participation in class discussions will be evaluated in part on the alacrity which comments and reflections are offered. Evaluative tools are described below.

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## Learning Outcomes

At the completion of this course, students will be able to:

1. Articulate theories related to health and illness.
  2. Explain the roles of social work in current health care practices in Canada.
  3. Explain the interplay between the social determinants of health and individual health outcomes
  4. Articulate the links between theory, policy and social work practice in health care.
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## Required Textbook(s) and Learning Materials

**There is no required text for the course.** Required readings may be found online or through the UBC library website. Because the course relies extensively on the expertise of community practitioners, each guest speaker will recommend readings based on her/his presentation topic. A list of readings will be provided prior to each class session.

## Assessment of Learning

### 1. Social Determinants of Health: Critical review - 20%

Students will write a 3-page review of an article, podcast, or other reference material related to Social Determinants of Health. The review will contain a summary of the content and a discussion of the implications for practice and policy. Guidelines are included in the syllabus.

**Reviews are due on Oct. 08, 2020.**

### 2. "Going to the Movies": Practice in Assessment Skills - 25%

For this assignment, students will select a film from a list of films provided by the instructors. Students will then complete a condensed bio-psychosocial assessment of a main character from the film. Guidelines are included in the syllabus.

**Due Nov 5, 2020.**

### 3. Case in Point - 20% - group presentation

Students will divide into groups. Each group will present a case study related to the practicum experience of one or more of their group members. The 20 minute presentation will include a clinical summary, linkages between theory and practice, self-reflection connected to learning and a discussion about challenges and implications for future practice. Guidelines and evaluative criteria are included in the syllabus. Grades will be given to the group as a whole,

**Groups will present on Nov. 26, 2020.**

### 4. Major Paper - 35%:

Students will submit a research paper on an aspect of social work practice in healthcare that particularly intrigues them. Topics may include social determinants of health/public health, social justice in healthcare, chronic disease, palliative and end of life care, mental health, substance use, cultural safety, trauma informed care, or a population-focused topic like health and cultural safety for transgender and gender variant people, Aboriginal people, or immigrant/newcomer groups. The paper will describe the research and its implications for social work practice. Paper limit is 2000 words. Marking matrix is included in the syllabus

**Papers are due December 03, 2020. Use APA formatting please.**

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## Course Schedule

<b>SESSION 1:</b>	September 10, 2020 Collab Ultra
<b>TOPIC:</b>	Introduction to the Course:  0900- 1200 Course Overview: 10:30 – 1130 Panel of Front Line Social Workers: A day in the Life of Hospital Social Workers Guests: Kelsey Antifaeff (VCH), Nav Bhatti (FHA), Pascale DeKerchove (PHSA), Marcia Moore (PHC)
<b>READING:</b>	<b>Required:</b>  Bryson, S. & Bosma, H. (2018): Health social work in Canada: Five trends worth noting, <i>Social Work in Health Care</i> , DOI: <a href="https://doi.org/10.1080/00981389.2018.1474161">10.1080/00981389.2018.1474161</a>

	<p>Glaser, B. &amp; Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care, <i>Social Work in Health Care</i>, 55, 5: 395-408.</p> <p><b>Recommended:</b>  Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? <i>Social Work in Health Care</i>, 40, 3: 1-14.</p> <p>Craig, S. &amp; Muskat, B. (2013). Bouncers, brokers, and glue: The self-described roles of social workers in urban hospitals. <i>Health and Social Work</i>, 38, 1: 7-16.</p>
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<b>SESSION 2:</b>	September 17, 2020: CollabUltra
<b>TOPIC:</b>	<p>Social Determinants of Health Framework</p> <p>Narrated SDoH Presentation (Asynchronous – see Canvas for link)</p> <p>10:30 – 11:30 Speakers: Housing and Community social workers Katherine MacPhee and Sarah Eisler (Synchronous) – CollabUltra</p>
<b>READING:</b>	<p><b>Required:</b></p> <p>Canham, S., Custodio, K., Mauboules, C., Good, C. &amp; Bosma, H. (2019). Health and psychosocial needs of older adults who are experiencing homelessness following hospital discharge. <i>The Gerontologist</i>, 20 (20), 1-10.</p> <p>Wang, S. &amp; Burns, T. (2014). Health interventions for people who are homeless. <i>The Lancet</i>. 384: 1541-47.</p> <p>Hankivsky, O. &amp; Christoffersen, A. (2008) Intersectionality and the determinants of health: A Canadian perspective. <i>Critical Public Health</i>, 18(3): 271- 283.</p> <p><b>Recommended:</b></p> <p>Smedley, B (2012). The Lived Experience of Race and Its Health Consequences. <i>American Journal of Public Health</i>, 102 (5), 933-935.</p> <p>Bywaters, P. (2009). Tackling inequalities in health: A global challenge for social work. <i>BJSW</i>, 39, 353-367.</p> <p>Damanna, D., Stergiopoulos, V, Durbin, J., O’Campo, P, Poremski, D., &amp; Tepper, J. (2017). Promoting continuity of care for homeless adults with unmet health needs: The role of brief interventions. <i>Health and Social Care Community</i>, 1 – 9.</p> <p><b>Chez Soi Final Report (Vancouver):</b>  <a href="http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf">http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf</a></p> <p>Mikkonen, J. and Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i>. Online: <a href="http://www.thecanadianfacts.org">http://www.thecanadianfacts.org</a></p>

<b>SESSION 3:</b>	September 24, 2020 – Collab Ultra
<b>TOPIC:</b>	Assessment Part 1: Biopsychosocial Assessment :  0930- 1200 - Psycho social assessment process outlined through a Case study review and articulation of clinical impression: Synchronous presentation, class discussion and small group work:
<b>READING:</b>	<p><b>Required:</b></p> <p>Graybeal, C. (2001) Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. <i>Families in Society: The Journal of Contemporary Human Services</i>, 82(3), 233 – 242.</p> <p>BC Trauma Informed Practice Guide  <a href="http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP- Guide.pdf">http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP- Guide.pdf</a></p> <p>Recognizing Delirium, Depression, and Dementia:  <a href="http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf">http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf</a></p> <p>Handouts</p> <p><b>Recommended:</b></p> <p>Kazak, et al. (2007). Evidence-based assessment, intervention and psychosocial care in pediatric oncology: A blueprint for comprehensive services across treatment. <i>Journal of Pediatric Psychology</i>, 32(9), 1099-1110.</p>

<b>SESSION 4:</b>	October 1, 2020 – In person St. Paul's Hospital: Providence Building Level 1, Conference Room 6
<b>TOPIC:</b>	Assessment Part II: Illness experience vs. Diagnosis: Health social work practice with Indigenous people .  1030 – 1200 – Speaker: Jeane Riley: Indigenous Healing and Wellness Lead. Provincial Perinatal Substance Use Project.  Visit to All Nations Sacred Space: small groups (date and times TBC)
<b>READING:</b>	<p><b>Required:</b></p> <p>Kleinman, A. &amp; Benson, P. (2006) Anthropology in the clinic: The problem of cultural competency and how to fix It. <i>PLoS Medicine</i>, 3(10), 1673-1676.</p> <p>Kleinman, A. (2013). From illness as culture to caregiving as moral experience. <i>New England Journal of Medicine</i>, 368(15): 1376-1377.</p> <p>Wesley-Esquimaux, C. &amp; Snowball, A. (2010). Viewing violence, mental illness and addiction through a wise practices lens. <i>International Journal of Mental Health and Addiction</i>, 8, 390-407.</p> <p><b>Recommended</b></p> <p>Clark, N. (2016). Shock and Awe: Trauma as the new colonial frontier. <i>Journal of Humanities</i>, 5(1), 1-16.</p> <p>Second Class Healthcare for First Nations People: CBC Radio: Whitecoat, Black Art. Oct 5, 2013  <a href="https://www.cbc.ca/radio/whitecoat/first-nations-second-class-health-care-1.2790533">https://www.cbc.ca/radio/whitecoat/first-nations-second-class-health-care-1.2790533</a></p>

<b>SESSION 5:</b>	October 8, 2020 - Collab Ultra
<b>TOPIC:</b>	Child and Adolescent Health:  Asynchronous presentation: (link on canvass) 10 30 – 1200 Case Studies in Small Groups. Speakers: BC Children’s Hospital Social Workers (Synchronous) Pascale DeKerchove and Zoe Schwartz
<b>READING:</b>	<b>Required</b>  Perrin, J, Gnanasekaran, S, & Delahaye, J. (2012). Psychological Aspects of Chronic Health. <i>Pediatrics In Review</i> . 33(3) 99 – 109.

<b>SESSION 6:</b>	October 15, 2020 Collab Ultra
<b>TOPIC:</b>	Substance Use:  Asynchronous presentation (link on Canvas)  1030 – 1200 – Case Studies in small groups Speaker: Kaye Robinson, BCCSU Addiction Research Fellow (synchronous)
<b>READING:</b>	<b>Required</b>  McNeil , R, Kerr, T., Pauly, B, Wood, E., & Small, W.(2015). Advancing patient-centered care for structurally vulnerable drug-using populations: a qualitative study of the perspectives of people who use drugs regarding the potential integration of harm reduction interventions. <i>Addiction</i> , 111(4), 685-694.  Marcowitz, D., Sidelnik, S.A., Smith, M.P. and Suzuki, J. (2020). Motivational interviewing on an addiction consult service: Pearls, perils and educational opportunities. <i>Academic Psychiatry</i> , 44, 352-355.  Mullins, G. (Host). (2019, August 28). The cost of cereal. <i>Crackdown</i> [Audio podcast]. Retrieved from <a href="https://crackdownpod.com/podcast/episode-8-the-cost-of-cereal/">https://crackdownpod.com/podcast/episode-8-the-cost-of-cereal/</a>  <b>Recommended</b>  Lavalley, J., Kastor, S., Valleriani, J. and McNeil, R. (2018). Reconciliation and Canada’s overdose crisis: Responding to the needs of Indigenous Peoples. <i>Canadian Medical Association Journal</i> , 190 (50), 466-467.  Naloxone training - <a href="http://www.naloxonetraining.com/">http://www.naloxonetraining.com/</a>  Canadian Centre on Substance Use and Addiction (2020). Impacts of the COVID-19 pandemic on people who use substances: What we heard. <a href="https://www.ccsa.ca/impacts-covid-19-pandemic-people-who-use-substances-what-we-heard">https://www.ccsa.ca/impacts-covid-19-pandemic-people-who-use-substances-what-we-heard</a>

<b>SESSION 7:</b>	October 22, 2020 – In person St. Paul’s Hospital: Providence Building Level 1, Conference Room 6
<b>TOPIC:</b>	Mental Health/Suicide Risk Assessment:  Speaker: Connor McFadden, Clinical Social Work, Brief Intervention Clinic, St. Paul’s Hospital.

<b>READING:</b>	<p><b>Required</b></p> <p>Cummings, C. &amp; Bentley, K. (2018). A recovery perspective on wellness: Connection, awareness, congruence. <i>Journal of Psychosocial Rehabilitation Mental Health</i>. 5, 139-150.</p> <p>Bilsker, D &amp; Samra J. (2007). Working with the Suicidal Patient: A Guide for Health Care Professionals. Consortium for Organizational Mental Health. Faculty of health Sciences, Simon Fraser University.</p> <p>Turecki, G. &amp; Brent, D. (2016). Suicide and Suicidal Behaviour. <i>Lancet</i>, 387, 1227 – 1239.</p> <p><b>Recommended</b></p> <p>Sommers and Flannigan: <i>Where to Start and What to Ask and Clinical Interviewing</i></p>

<b>SESSION 8:</b>	<p>October 29, 2020 – In person St. Paul’s Hospital: Providence Building Level 1, Conference Room 6</p>
<b>TOPIC:</b>	<p>Health Care and Policing: A critical examination</p> <p>900- 10:00 – Presentation (Synchronous) Speaker: Meenakshi Manno, Criminalization and Policing Campaigner, Pivot Legal Society.</p> <p>10:15 – 1130 - Implications for Practice: panel of front line social workers (synchronous) Stephanie Docherty, Social Work, St. Paul’s Emergency Tony Ho, Social Worker, Assertive Community Treatment, Vancouver Coastal Health</p>
<b>READING:</b>	<p><b>Required</b></p> <p>Bennett, D., &amp; Larkin, D. J. (2018). Section One: The Impacts of Police and Policing. In <i>Project inclusion: Confronting anti-Homeless &amp; anti-Substance User stigma in British Columbia</i> (pp. 44-72). Pivot Legal Society. Available online: <a href="https://d3n8a8pro7vhmx.cloudfront.net/pivotlegal/pages/3282/attachments/original/1543969710/project-inclusion-2.1.pdf?1543969710">https://d3n8a8pro7vhmx.cloudfront.net/pivotlegal/pages/3282/attachments/original/1543969710/project-inclusion-2.1.pdf?1543969710</a></p> <p>Feldman. J. (2015). Public Health and the Policing of Black Lives. <i>The Harvard Public Health Review</i>, 7, 1 – 3.</p> <p>Boyd, J., &amp; Kerr, T. (2016) Policing "Vancouver’s Mental Health Crisis": A Critical Discourse Analysis. <i>Critical Public Health</i>, 26 (4), 418 – 433.</p> <p><b>Recommended</b></p> <p>Koziarski, J., O’Connor, C., &amp; Frederick, T. (2020). Policing Mental Health: The composition and perceived challenges of Co-response Teams and Crisis Intervention Teams in the Canadian context. <i>Police, Practice and Research</i>.</p> <p>Shane, C., &amp; Manno, M. (2020, April 2). <i>Calls for Vancouver Police to stop undermining public health in the DTES</i>. Pivot Legal Society. <a href="https://www.pivotlegal.org/vpd_stop_undermining_public_health_in_dtes_amid_co_vid-19">https://www.pivotlegal.org/vpd_stop_undermining_public_health_in_dtes_amid_co_vid-19</a></p>



<b>SESSION 9:</b>	Nov 5, 2020 – In person St. Paul's Hospital: Providence Building Level 1, Conference Room 6
<b>TOPIC:</b>	Advance Care Planning/Serious Illness Conversations  Synchronous Presentation: Speaker: Wallace Robinson, Advance Care Planning Lead, Providence Health Care
<b>READING:</b>	<b>Required</b>  Bernacki, R. & Block, S. (2014) Communication about serious illness care goals: A review and synthesis of best practices, <i>JAMA</i> online Oct 20 2014  Too Little, Too Late: How we fail vulnerable Canadians as they die and what to do about it.  Final Project Report for the Equitable Access to Care Study in Victoria, British Columbia <a href="https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf">https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf</a>  <b>Recommended:</b>  Song, J. (2007). Dying on the streets: Homeless persons' concerns and desires about end of life care, <i>Society of General Internal Medicine</i> , 22:435-441.  Representation Agreements (7 & 9); POA; Advance Directives, etc.  Nidus website: <a href="http://www.nidus.ca/?page_id=214">http://www.nidus.ca/?page_id=214</a>





<b>SESSION 10:</b>	Nov 12, 2020 – In person St. Paul's Hospital: Providence Building Level 1, Conference Room 6
<b>TOPIC:</b>	Adult Guardianship and Mental Health Act  Synchronous presentation and case study review Speaker: Karen Kew, Adult Protection Consultant, Providence Health Care.
<b>READING:</b>	<b>Required</b>  Young, J. & Everett, B. (2018) When Patients choose to live at risk. <i>BC Medical Journal</i> 60(6) 314 - 318  Marshall, J., Cotterell, D., Chan, P., Scott, M. & Clements, G. (2017) Protection of the vulnerable older adult. <i>BC Medical Journal</i> 59 (7), 356- 361  <b>Recommended:</b>  Young, J. & Everett, B. (2015) Cause of Death Schizophrenia. <i>BC Medical Journal</i> 57(10) 434 – 437.  Committed to Change: Protecting Rights of involuntary patients under the Mental Health Act. March 2019  <a href="https://bcombudsperson.ca/documents/committed-change-protecting-rights-involuntary-patients-under-mental-health-act">https://bcombudsperson.ca/documents/committed-change-protecting-rights-involuntary-patients-under-mental-health-act</a>

	<p>React Adult Protection Program  <a href="http://www.vchreact.ca/">http://www.vchreact.ca/</a></p>
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<b>SESSION 11:</b>	<p>Nov 19, 2020 – In person          St. Paul’s Hospital: Providence Building Level 1, Conference Room 6</p>
<b>TOPIC:</b>	<p>Grief and Loss and Medical Assistance in Dying</p> <p>Synchronous presentations and case study review</p> <p>Speakers:          Harvey Bosma, Hospice and Palliative Care Services          Carrie Smith, MAiD Response Lead Providence Health Care</p>
<b>READING:</b>	<p><b>Required</b></p> <p>Nuhn, A., Holmes, S., Kelly, M., Just, A., Shaw, J. &amp; Wiebe, E. (2018). Experiences and perspectives of people who pursued medical assistance in dying. <i>Canadian Family Physician</i>, 64: 380-386.</p> <p>Wiebe, E., Shaw, J., Green, S., Trouton, K. &amp; Kelly, M. (2018). Reasons for requesting medical assistance in dying. <i>Canadian Family Physician</i>, 64: 674-679.</p>

<b>SESSION 12:</b>	<p>Nov 26, 2020 – In person          St. Paul’s Hospital: Providence Building Level 1, Conference Room 6</p>
<b>TOPIC:</b>	<p>Case in Point Group presentations          In Person: St. Paul’s Hospital, Providence Level 1, Conference Room 6</p>
<b>READING:</b>	

<b>SESSION 2:</b>	<p>December 3, 2020 – Collab Ultra</p>
<b>TOPIC:</b>	<p>Leadership in Health Care</p> <p>Panel of Health Care Leaders          Course review</p>
<b>READING:</b>	

<b>Assignments:</b>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">               Movie Assignment              2020.docx         </div> <div style="text-align: center;">               SDH Reference              Review Assignment.dc         </div> <div style="text-align: center;">               Grading rubric Case              in point 2020.docx         </div> <div style="text-align: center;">               Final Paper Marking              Matrix-35 pts 2020.do         </div> </div>
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## 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://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook\\_2019-20.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf)

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### 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/>

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### 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>

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### Learning Analytics

No learning analytics are being used in this class.

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## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

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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	73.5	
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.