

School of Social Work

# Course Outline

## SOWK 440K

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the [xʷməθkʷəy̓əm](#) (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA  
Faculty of Arts

[arts.ubc.ca](https://arts.ubc.ca)

## COVID-19 Safety

Please familiarize yourself with [UBC's COVID-19 safety rules](#) prior to attending class.

**You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class.** For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment.

**Please complete a daily health assessment before coming to class each session, using BC's [COVID-19 self-assessment tool](#).** If you are advised to self-isolate, please do not come to class. After each in-person session, I will upload a zoom recording of the lecture (which will include slides, along with my voice) that you can use to follow course content remotely. You will also have access to discussion questions and activities to complete on your own.

If I am advised to self-isolate, I will not attend class and do my best to communicate this to you at least 12 hours in advance of a scheduled session. I will, in my message, include a plan for that day's class, which might include a virtual session. Please ensure you check your e-mail before coming to campus so that you do not miss important announcements related to scheduling.

## 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

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.

## Course Info

<b>Year/Term</b>	Term 1, Winter 2021-22, September 9–December 2, 2021
<b>Course Title</b>	SOWK 440K: Trauma-informed social work practice
<b>Credit Value</b>	3 credits
<b>Course Schedule</b>	Thursdays, 6–9pm (in-person)
<b>Course Location</b>	SOWK 124 (Room 124 of the Jack Bell Building for the School of Social Work, 2080 West Mall, UBC Vancouver campus)

<b>Instructor</b>	<b>Office Location</b>	<b>Email Address</b>	<b>Office Hours</b>
Hannah Kia (she/her)	Rm 240 Jack Bell	<a href="mailto:hannah.kia@ubc.ca">hannah.kia@ubc.ca</a>	Thursdays, 5-6pm, or by appointment

## Prerequisite and/or Corequisite

Successful completion of SOWK 310A (Communication Skills in Social Work Practice) – or an equivalent course – is **highly recommended** prior to enrollment in SOWK 440K.

## Course Description

This course builds on SOWK 310A, Communication Skills in Social Work Practice, and focuses on advanced communication skills used in social work interviews in the context of trauma-informed practice. Current theories and practices regarding the neurobiological, psychophysical and socio-cultural components of trauma will be examined. Emphasis will be placed on concrete skills and

strategies that have applicability to a wide variety of contexts. As well, students will learn to reduce the prevalence of secondary traumatization and enhance resiliencies for themselves, colleagues, agencies and communities.

Through assigned readings, lecture, class discussion, role-play, demonstration sessions, video and other exercises, students will explore a variety of interventions and practice them. Experiential learning and reflective practice will be used to assist students to make conscious use of a range of trauma-informed advanced interviewing and communication skills. The salience of social location (including factors such as race, culture, class, gender, sexual orientation, ability, and others) and strengths-based social work practice will inform the discussion of interviewing and communication skills within the frameworks of trauma and attachment.

## Course Structure and Learning Activities

The course will be delivered in-person. Each session will typically involve: (1) small group (or whole class) reflections on course readings, (2) lectures covering a sample of knowledges, values, and skills that relate to the practice of trauma-informed social work, and (3) experiential activities in which students are invited to practice trauma-informed social work communication skills.

Students will be expected to complete readings assigned for each week prior to attending the session held for that week.

## Learning Outcomes

Building on SOWK 310A, this course will offer students the opportunity to:

- Advance a reflexive approach to the development and incorporation of trauma-informed communication skills;
- Explore and build an understanding of the implications of trauma and attachment disruption and apply a trauma-informed lens in a professional social work relationship;
- Adopt an intersectional anti-oppressive lens in the conceptualization and application of trauma-informed approaches to social work practice;
- Gain a beginning understanding of the neurobiology of trauma and develop an embodied awareness of their own process of nervous system activation, self-regulation, interpersonal and attachment frame;
- Gain a beginning sense of competence with various trauma-informed social work practice skills appropriate for individual, family, group, and community contexts;
- Integrate and embody learning about self and the use of self with theory in trauma-informed work;
- Develop embodied self-awareness that will facilitate attunement and communication skills in social work practice with people who have lived experience of trauma and/or attachment disruption; and
- Articulate the ethical issues that present in trauma-informed practice including the ethical requirement of self-care.

## Required Textbook(s) and Learning Materials

Readings will be available on Canvas.

## Assessment of Learning

1. Two reflexive papers (10% each, for a total of 20% of the final course grade)
2. Video of interview and accompanying paper (30%)
3. Presentations (10%)
4. Case study: applying a trauma-informed lens (30%)
5. Student engagement (10%)

Detailed descriptions of each of these assignments, along with due dates for each, appear on pages 10 to 12 of this course outline.

## Course Schedule

<b>Session 1:</b>	September 9, 2021
<b>Topic:</b>	Introduction
<b>Readings:</b>	<p>Baskin, C. (2016). The Self is always first in the circle. In <i>Strong helpers' teachings: The value of Indigenous knowledges in the helping professions</i> (pp. 31-54). Canadian Scholars Press.</p> <p>BC Provincial Mental Health and Substance Use Planning Council. (2013). <i>Trauma-informed practice guide</i>. Available at: <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>  <b>***Read pages 4-16.***</b></p> <p>Menakem, R. (2017). Chapter 1: Your body and blood. In R. Menakem, <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i> (pp. 1-26). Central Recovery Press.</p> <p>Mate, G. (2019). <i>When the body says no in psychotherapy</i>. YouTube video available at <a href="https://www.youtube.com/watch?v=7V5qn9dkzIU">https://www.youtube.com/watch?v=7V5qn9dkzIU</a></p>
<b>Session 2:</b>	September 16, 2021
<b>Topic:</b>	<p>Trauma theory I: Clinical, social, and structural dimensions of trauma</p> <p>Skill: Critical reflexivity</p>

<p><b>Readings:</b></p>	<p>Review chapter on diagnostic criteria for PTSD: DSM V</p> <p>Holmes, S., Facemire, V.C. &amp; DaFonseca, A.M. (2016). Expanding Criterion A for posttraumatic stress disorder: Considering the deleterious impact of oppression. <i>Traumatology</i>, 22(4), 314-321.</p> <p>Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In <i>Decolonizing trauma work: Indigenous stories and strategies</i> (pp. 19-50). Fernwood. ***<b>Read pages 19-32; stop at 'Indigenous trauma theory'</b>***</p> <p><b>Recommended:</b></p> <p>Clark, N. (2016). Red intersectionality and violence-informed witnessing praxis with Indigenous girls. <i>Girlhood Studies</i>, 9, 46-64.</p> <p>Geronimus, A.T., Hicken, M., Keene, D. &amp; Bound, J. (2006). "Weathering" and age patterns of allostatic load scores among blacks and whites in the United States. <i>American Journal of Public Health</i>, 96(5), 826-833.</p> <p>Hackman, D.A., Farah, M.J. &amp; Meaney, M.J. (2010). Socioeconomic status and the brain: Mechanistic insights from human and animal research. <i>Nature Reviews Neuroscience</i>, 11(9), 651.</p>
<p><b>Session 3:</b></p>	<p>September 23, 2021</p>
<p><b>Topic:</b></p>	<p>Trauma theory II: Neurobiological and relational bases of trauma Skills: Assessment and psychoeducation</p>
<p><b>Readings:</b></p>	<p>Haskell, L. (2003). Attachment theory and trauma. In <i>First stage trauma treatment</i> (pp. 25-30). Centre for Addiction and Mental Health.</p> <p>Clark, C., Classen, C.C., Fourn, A. &amp; Maithili, S. (2014). Chapter 8: Psychoeducation and trauma-informed interventions. In <i>Treating the trauma survivor</i> (pp. 64-82). Routledge.</p> <p>Yellow Bird, M. (2014) Decolonizing the Mind. Vimeo <a href="https://vimeo.com/86995336">https://vimeo.com/86995336</a></p> <p><b>Recommended:</b></p> <p>Siegel, Daniel J. (2010). Making sense of our lives: Attachment and the storytelling brain. In <i>Mindsight</i> (pp. 166-189). Bantam Books.</p> <p>Haskell, L. (2003). Understanding how complex post-traumatic stress gets produced. In <i>First stage trauma treatment</i> (pp. 31-38). Centre for Addiction and Mental Health.</p>
<p><b>SEPTEMBER 30: NATIONAL DAY FOR TRUTH AND RECONCILIATION – NO CLASS</b></p>	



<b>Session 4:</b>	October 7, 2021
<b>Topic:</b>	Ethics and the ethical use of self in trauma-informed social work practice Skills: Grounding in self and critical attunement
<b>Readings:</b>	<p>Barrett, M.J. &amp; Fish, L.S. (2014). Chapter four: Ethical attunement. In <i>Treating complex trauma: A relational blueprint for collaboration and change</i> (pp. 57-66). Routledge.</p> <p>Clark, C., Classen, C.C., Fourn, A. &amp; Maithili, S. (2014). Chapters 5: Asking about and responding to disclosures of trauma. In <i>Treating the trauma survivor</i> (pp. 37-44). Routledge.</p> <p>Haskell, L. (2003). Establishing the therapeutic alliance. In <i>First stage trauma treatment</i> (pp. 79-98). Centre for Addiction and Mental Health.</p> <p>Bowlby and Attachment  <a href="https://www.youtube.com/watch?v=3LM0nE81mIE">https://www.youtube.com/watch?v=3LM0nE81mIE</a></p>
<b>Session 5:</b>	October 14, 2021
<b>Topic:</b>	Deepening practice: Embodiment and basic somatic skills Skills: Interoception, sensory tracking and body mapping
<b>Readings:</b>	<p>Ogden, P., Minton, K. &amp; Pain, C. (2006). Chapter 9: The organization of experience: Skills for working with the body in the present time. In <i>Trauma and the body: A sensorimotor approach to psychotherapy</i> (pp. 188-205). W.W. Norton &amp; Company.</p> <p>Crawford, A. (2010). If 'the body keeps the score': Mapping the dissociated body in trauma narrative, intervention, and theory. <i>University of Toronto Quarterly</i>, 79(2), 702-719.</p>
<b>Session 6:</b>	October 21, 2021
<b>Topic:</b>	Deepening practice: Working with emotions, cognitions, and memory and promoting mindfulness in trauma-informed social work practice Skills: Empathy / normalizing affective and cognitive responses to trauma, recognizing / responding to dissociation, and cultivating and promoting mindfulness

<b>Readings:</b>	<p>Haskell, L. (2003). Explaining simple post-traumatic stress responses to clients. In <i>First stage trauma treatment</i> (pp. 111-120). Centre for Addiction and Mental Health.</p> <p>Goodman, R.D. &amp; Calderon, A.M. (2012). The use of mindfulness in trauma counseling. <i>Journal of Mental Health Counseling</i>, 34(3), 254-268.</p> <p>Kabat-Zinn, J. (2013). The power of breathing: Your unsuspected ally. In <i>Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness</i> (pp. 39-53). Bantam Books.</p>
<b>Session 7:</b>	October 28, 2021
<b>Topic:</b>	<p>(Re)storying trauma: Narrative perspectives on trauma-informed social work practice</p> <p>Skills: Trauma-informed narrative and solution-focused interviewing</p>
<b>Readings:</b>	<p>Brown, C. (2020). Feminist narrative therapy and complex trauma: Critical clinical work with women diagnosed as “borderline.” In <i>Critical clinical social work: Counterstorying for social justice</i> (pp. 82-109). Canadian Scholars Press.</p> <p>Morgan, A. (2002). Beginning to use a narrative approach in therapy. <i>International Journal of Narrative Therapy and Community Work</i>, 1, 85-90.</p> <p>Carey, M. &amp; Russell, S. (2002). Externalizing – commonly asked questions. <i>International Journal of Narrative Therapy and Community Work</i>, 2, 76-84.</p>
<b>Session 8:</b>	November 4, 2021
<b>Topic:</b>	<p>Distinguished Indigenous Speaker Series Event featuring the Honourable Judge Marion Buller (attendance mandatory)</p> <p><b>Please note: the event starts at 5PM. The class will meet virtually after the event between 6:30-8PM (Zoom) for debrief and discussion.</b></p>
<b>Readings:</b>	<p>Dupuis-Rossi, R. (2020). Resisting the “attachment disruption” of colonisation through decolonising therapeutic praxis: Finding our way back to the Homelands Within. <i>Psychotherapy and Counselling Journal of Australia</i>, 8(2).</p> <p>Dupuis-Rossi, R. &amp; Reynolds, V. (2018). Indigenizing and decolonizing therapeutic responses to trauma-related dissociation. In N. Arthur (Ed.), <i>Counselling in cultural contexts</i> (pp. 293-315). Springer.</p>



NOVEMBER 11: READING BREAK – NO CLASS	
<b>Session 9:</b>	November 18, 2021
<b>Topic:</b>	Trauma-informed anti-oppression: Recognizing and supporting agency, resilience, and resistance in practice with individuals, groups, and communities
<b>Readings:</b>	<p>Gone, J.P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for Indigenous culture as mental health treatment. <i>Transcultural Psychiatry</i>, 50(5), 683-706.</p> <p>Menakem, R. (2017). Chapter 15: Mending the Black heart and body. In R. Menakem, <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i> (pp. 187-198). Central Recovery Press.</p> <p>Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In <i>Decolonizing trauma work: Indigenous stories and strategies</i> (pp. 19-50). Fernwood. <b>***Read pages 32-50; start at 'Indigenous trauma theory' on page 32***</b></p>
<b>Session 10:</b>	November 25, 2021
<b>Topic:</b>	Trauma-informed perspectives on self-care
<b>Readings:</b>	<p>Pack, M. (2016). Chapter 3: Developing new meanings for practice: Back from the edge of the world. In <i>Self-help for trauma therapists</i> (pp. 37-55).</p> <p>University of Buffalo School of Social Work. Self Care Starter Kit <a href="http://socialwork.buffalo.edu/resources/self-care-starter-kit.html">http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</a></p>
<b>Session 11:</b>	December 2, 2021
<b>Topic:</b>	Student presentations and discussion / closing circle
<b>Readings:</b>	TBA

## Assignments

### 1. Two reflexive papers:

20% (10% each)

---

Due Dates: **September 23 and October 21 (at 11:59pm on each of these days)**, to be submitted on Canvas

Students will write a 1000-word maximum paper (Times New Roman; 12-point font) reflecting on themes discussed in class. The purpose of this assignment is for students to develop critical reflexivity skills that deepen the integration of students' lived experiences, beliefs, values and assumptions, with readings, instruction and practice scenarios in class. Please note that students are not expected to write details *about* their experience of trauma but rather on the *impact or effect* trauma may have had in their lives, how that is intersecting with the learning from this course, how that may impact their future professional practice, and how they may address these effects in the context of their practice.

Students are asked to focus on concisely articulating the following:

- Awareness of impacts or effects of trauma from lived or professional experiences, including ways of thinking, feeling and behaving that may influence professional practice (e.g., fear of confrontation/avoidance of conflict or emotional connection, anxiety over being "liked" by service users, need to please others, perception of decreased self-worth, among others)
- Challenges, strengths, resiliencies and revelations resulting from past and current lived or professional experiences or related to themes discussed/practiced in class (e.g., compassion/empathy for others, social justice work, among others)
- Unearthed assumptions about power, privilege, race, culture, class, gender, ability, and other dimensions of social location, as they relate to themes discussed or practiced in class
- **For the second reflexive paper**, students will additionally be asked to discuss their felt-sense awareness of somatic experiences related to lived or professional experiences, themes discussed or practiced in class as well as the deeper meaning making emerging from this embodied critical reflexivity process (e.g., awareness of hyper/hypo arousal, groundedness, centeredness, awareness of feeling supported, among other themes)

Students are invited (but not required) to include a creative representation of their embodied critical reflexivity process. This may include a drawing, collage, audio recording or other artistic representation. See assignment Rubric on Canvas.

### 2. Video of Interview and paper

30%

---

Due Date: **November 4, 2021 (11:59pm)**, to be submitted through Canvas

The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills included in this course in an interview with a peer, focusing on material and their capacity to analyze their use of skills in this course in an accompanying paper.

1. Select a partner with whom to work (this partner may be a member of this class or another student).

2. Do a video recording of an interview of your partner about an issue they are currently experiencing. This issue should not be focused on traumatizing material but needs to contain some discussion on traumatic distress and responses. Length of interview: 25 minutes
3. Write a paper of 750-1000 words (3-5 pages) discussing your use of skills in the interview, focusing on the following:
  - Demonstrated capacity to develop and improve skills covered in this course
  - Demonstrated capacity to identify instances of ineffective use of skills and to make an effective “repair” by using skill(s) appropriate to the client and the situation
  - Demonstrated capacity to articulate self-awareness regarding one’s own attachment style; one’s belief systems; one’s emotional responses to clients and client problems; one’s own somatic responses to clients and client problems; relevant aspects of one’s age, race/cultural background, class, ability, gender, sexual orientation, religion and other demographic factors; strategies for self-care. Capacity to link these factors to effectiveness of skills.

Any references used should be cited in APA format.

See Assignment Rubric on Canvas.

### 3. Individual OR group presentations

10%

Presentation date: **December 2, 2021**

- Students may present alone or work in groups of 2 or 3 for this presentation
- Presentations should be approximately 10 minutes in length, followed by a 5 minute opportunity for discussion and questions
  - If presenting as a group, presentations should be approximately 15 minutes in length (not including the Q & A period)

Throughout the course, students will be exposed to numerous perspectives and approaches that together comprise what we conventionally refer to as trauma-informed social work practice. With this assignment, students are asked to present on any specific topic, perspective, or skill/approach covered in the course. Students may, among other ideas, choose to:

- Demonstrate the practice/application of a specific skill described and/or taught in the course
- Present on a subtopic of a theme discussed in the course (for example, the issues of a specific marginalized population through a trauma-informed lens)
- Write and perform a short creative piece (e.g., monologue, dance, spoken word) that addresses one or some of the issues covered in the course
- Create and present visual art that represents their learning/growth in the course

Students are asked to consult with the instructor about their ideas for this presentation by **November 18, 2021, at the latest**. See assignment rubric on Canvas.

**4. Case Study: Applying a trauma-informed lens****30%**

---

Due Date: **December 9, 2020 (11:59pm)**, to be submitted through Canvas

The purpose of this assignment is to provide students the opportunity to apply a trauma informed lens to a past or perceived practice scenario in order to demonstrate and deepen the integration of theory and practice. Drawing on experiences in class and engagement with course materials:

1. Consider a scenario from past practicum/work, literature, film, TV or personal experience.
2. Design a case study and outline, **in up to 2000 words**, how you would apply a trauma-informed lens if working with this scenario now. Consider specifically and describe:
  - How oppression, including race, culture, class, gender, ability, along with any other dimensions of social location, may be important in this scenario
  - How attachment, trauma, resistance and resiliency are reflected in this practice scenario.
  - How a trauma-informed lens, together with your own social location, beliefs, values, and assumptions, would shape your social work practice in this scenario
    - In light of your beliefs, values, and assumptions, and your relative position of power, what you would do as a social worker to ensure an ethical use of self
  - How embodiment may be relevant in this scenario
    - How might the client embody their experience? How would you describe your own embodied responses to the issues represented in this scenario?
  - What you would do to recognize and respond to embodiment, as reflected in this scenario, and how appropriately addressing embodiment might strengthen your practice

References in APA are required for this assignment.

See assignment Rubric on Canvas.

**5. Student engagement****10%**

---

Students will be marked holistically for attendance and active engagement at in-person sessions held as part of the course.

Students who do not attend in-person sessions will be expected, as an alternative, to write responses to discussion questions posted each week by the instructor in the course's online discussion forum on Canvas.

# School/Course Policies

## Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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.

## 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. This course will be using the following learning technologies: Canvas. This tool captures data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- View overall class progress
- Track your progress in order to provide you with personalized feedback

## 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.

## UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
<b>A+</b> <b>A</b> <b>A-</b>	90-100 85-89 80-84	95 87 82	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>B+</b> <b>B</b> <b>B-</b>	76-79 72-75 68-71	77.5 73.5 69.5	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>C+</b> <b>C</b> <b>C-</b>	64-67 60-63 55-59	65.5 62.5 57	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.
<b>D</b>	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.
<b>F</b>	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.