



School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

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.

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.

COURSE INFORMATION

Year/Term/Dates	Winter 2021-22, Term 2, January 10–April 27, 2022
Course Title	SOWK 440K / 570E: Trauma-Informed Social Work Practice
Course Schedule	Mondays, 5:30-8:30pm (in-person)
Course Location	SOWK 124

Instructor	Office Location	Office Phone	Email Address
Hannah Kia (she/her)	SOWK 240	Please use email	hannah.kia@ubc.ca
Office Hours	Wednesdays, 12-3pm, 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 / SOWK 570E.

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

All readings for this course will be available for download on Canvas.

Course Schedule

Session 1:	January 10, 2022
Topic:	Introduction
Readings:	<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: http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf ***Read pages 4-16.***</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 https://www.youtube.com/watch?v=7V5qn9dkzIU</p>
Session 2:	January 17, 2022
Topic:	<p>Trauma theory I: Clinical and political dimensions of trauma</p> <p>Skill: Critical reflexivity</p>
Readings:	<p>Review chapter on diagnostic criteria for PTSD: DSM V</p> <p>Holmes, S., Facemire, V.C. & 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. ***Read pages 19-32; stop at 'Indigenous trauma theory'***</p> <p>Recommended:</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. & 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. & 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>
Session 3:	January 24, 2022
Topic:	<p>Trauma theory II: Neurobiological and relational bases of trauma</p> <p>Skills: Assessment and psychoeducation</p>

Readings:	<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., Fourt, A. & 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 https://vimeo.com/86995336</p> <p>Recommended:</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>
Session 4:	January 31, 2022
Topic:	<p>Colonization and decolonization, the legacy of residential school, and trauma-informed practice with Indigenous peoples and communities</p> <p>GUEST SPEAKERS: Jeremy Jones and Wesley Scott from the Indian Residential School Survivors Society</p>
	<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. & 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>
Session 5:	February 7, 2022
Topic:	<p>Ethics and the ethical use of self in trauma-informed social work practice</p> <p>Skills: Grounding in self and critical attunement</p>
Readings:	<p>Barrett, M.J. & 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., Fournier, A. & 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 https://www.youtube.com/watch?v=3LM0nE81mIE</p>
Session 6:	February 14, 2022
Topic:	<p>Deepening practice: Embodiment and basic somatic skills</p> <p>Skills: Interoception, sensory tracking and body mapping</p>
Readings:	<p>Ogden, P., Minton, K. & 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 & 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>
FEBRUARY 21, 2022: READING WEEK (NO CLASS)	
Session 7:	February 28, 2022
Topic:	<p>Deepening practice: Working with emotions, cognitions, and memory and promoting mindfulness in trauma-informed social work practice</p> <p>Skills: Empathy / normalizing affective and cognitive responses to trauma, and recognizing / responding to dissociation</p>
Readings:	<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>Haskell, L. (2003). Explaining complex post-traumatic stress responses to clients. In <i>First stage trauma treatment</i> (pp. 121-134). Centre for Addiction and Mental Health.</p>
Session 8:	March 7, 2022

Topic:	Promoting mindfulness in trauma-informed social work practice Skills: Cultivating and promoting mindfulness
Readings:	Goodman, R.D. & Calderon, A.M. (2012). The use of mindfulness in trauma counseling. <i>Journal of Mental Health Counseling</i> , 34(3), 254-268. 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.
Session 9:	March 14, 2022
Topic:	(Re)storying trauma: Narrative perspectives on trauma-informed social work practice Skills: Trauma-informed narrative and solution-focused interviewing
	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. Morgan, A. (2002). Beginning to use a narrative approach in therapy. <i>International Journal of Narrative Therapy and Community Work</i> , 1, 85-90. Carey, M. & Russell, S. (2002). Externalizing – commonly asked questions. <i>International Journal of Narrative Therapy and Community Work</i> , 2, 76-84.
Session 10:	March 21, 2022
Topic:	Trauma-informed anti-oppression: Recognizing and supporting agency, resilience, and resistance in practice with individuals, groups, and communities
Readings:	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. 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.

	Linklater, R. (2014). Colonialism, Indigenous trauma and healing. In <i>Decolonizing trauma work: Indigenous stories and strategies</i> (pp. 19-50). Fernwood. ***Read pages 32-50; start at 'Indigenous trauma theory' on page 32***
Session 10:	March 28, 2022
Topic:	Trauma-informed perspectives on self-care
Readings:	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). University of Buffalo School of Social Work. Self-Care Starter Kit http://socialwork.buffalo.edu/resources/self-care-starter-kit.html
Session 11:	April 4, 2022
Topic:	Student presentations and discussion / closing circle
Readings:	TBA

Assignments

1. Two reflexive papers (20% or 10% each)

Due Dates: **January 31 and February 28 (at 11:59pm on each of these days)**, to be submitted on Canvas

Students will write a paper of a maximum of 1000 words 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 experiences of trauma. Rather, they are expected to draw on course content, including material covered in in-person sessions and/or readings, to reflect on the *impact or effect* trauma may have had in their lives. Students are also asked to explore implications of their insights for their future professional practice, to consider how they may address these effects in the context of their practice. In each paper, students are especially encouraged to focus on a specific situation taken from their professional experience (either in practicum, in paid work, or in a volunteer role) where understanding the impact or effect of trauma on their practice could have been helpful.

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: **March 21 (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 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. Group presentations (10%)

Presentation date: **April 4**

- Students are asked to present in groups of 3 or 4
- Presentations should be approximately 15 minutes in length, followed by a 5-minute opportunity for discussion and questions

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 **March 28, at the latest**. See assignment rubric on Canvas.

4. For BSW Students: Case study – applying a trauma-informed lens (30%)

For MSW Students: Conceptual paper on trauma-informed social work practice (30%)

Case Study (for BSW students)

Due Date: **April 11 (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, students are asked to:

- Consider a scenario from past practicum/work, literature, film, TV or personal experience.
- Design a case study and outline, **in up to 2000 words**, how they would apply a trauma-informed lens if working with this scenario now. Students should 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 the student's own social location, beliefs, values, and assumptions, would shape their social work practice in this scenario
- In light of the student's beliefs, values, and assumptions, and relative position of power, what they would do as a social worker to ensure an ethical use of self
- How embodiment may be relevant in this scenario
 - Students should ask themselves how the client might embody their experience. They should also explore their own embodied responses to the issues represented in this scenario.
 - Students should explore what they would do to recognize and respond to embodiment, as reflected in this scenario, and how appropriately addressing embodiment might strengthen their practice

References in APA are required for this assignment. See assignment rubric on Canvas.

Conceptual paper (for MSW students)

Due Date: **April 11 (11:59pm)**, to be submitted through Canvas

The purpose of this assignment is to provide students with an opportunity to develop a conceptual framework for trauma-informed social work practice in any area of their choosing. For example, students can focus on a specific practice domain (e.g., child welfare, healthcare, mental health, community-based practice), or a specific population that would benefit from trauma-informed care (e.g., racialized and newcomer communities, Indigenous peoples, 2S/LGBTQ+ communities, people living with disabilities, and so on).

Drawing on course material (in-person sessions, course readings) and external references, students will specifically be expected to do the following in **up to 2500 words**:

1. Briefly review relevant literature in their chosen practice domain and/or scholarship addressing the issues and experiences of their focus population;
2. Drawing on theories and constructs discussed in class, consider what specific aspects of trauma-informed care would be applicable to trauma-informed practice within their area of choice, and why; and
3. Based on the first and second sections of the paper, develop a framework for trauma-informed social work practice in this area by considering implications for practice at each level of intervention (micro, meso, and macro)

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.

Assignment Submission Process

All assignments are to be submitted on Canvas. Late assignments will incur a 5% late penalty per day (including weekend days) that they are late. For example, if you submit an assignment one day late, and you receive a grade of 85%, your grade will actually be 80%. Extensions may be provided in exceptional situations involving serious illness or other emergencies in which the student is unable to submit their work on time. In the context of accommodations, students may be expected to provide the instructor with advance notice of a request for an extension.

SCHOOL/COURSE POLICIES

UBC COVID-19 Protocols for in-class learning

COVID-19 Safety: 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.

If you are sick, it is important that you stay home.

If you miss class because of illness:

- Ask someone to share their notes if I am lecturing. Please note that SOWK 440K/570E is a highly experiential course and therefore includes course content that is not possible to learn without live class engagement.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time.

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. No learning analytics are being used in this course.

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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](#)).

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.