



# 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.*

## 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

<b>Year/Term/Dates</b>	Winter 2021-22, Term 2, January 13–April 7, 2022
<b>Course Title</b>	SOWK 551: Health and Social Care Praxis
<b>Course Schedule</b>	Thursdays, 9am-12pm
<b>Course Location</b>	Jack Bell Building, Room 222

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Kelly Allison	Room 233	604.822.6220	kelly.allison@ubc.ca
<b>Office Hours</b>	Thursdays, 12-1pm or by appointment		

## Prerequisite and/or Corequisite

There are no pre-requisites for this course.

## Course Description

This course will examine and develop, at an advanced level, the practice knowledge and skills required to be a social worker within a continuum of health care contexts. The primary focus of this course will be the increasing complexity of integrating social work practice with the current issues in the health care system. The course content will identify unique population needs, practice settings, social work interventions and policy issues. The course emphasizes the importance of equity-oriented health care with a focus on the social determinants of health, trauma informed practice and cultural safety 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.

## 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. **We will be working collaboratively to build new knowledge together.**

## Learning Outcomes

1. Articulate the social work role and scope of practice within a variety of healthcare practice settings.
2. Apply relevant theoretical frameworks for practice.
3. Demonstrate practice competencies in bio-psycho-social-spiritual assessments and intervention planning.
4. Critically analyze specialty knowledge for the delivery of health care social work in one particular area;
5. Articulate the links between theory, policy and social work practice in health care.

## Required Textbook(s) and Learning Materials

There is no textbook for this course. Required readings can be accessed through our Canvas site Library Course reserve may be found online or through the UBC library website.

## Course Schedule

<b>Session 1:</b>	Thursday, January 13, 2022
<b>Topic:</b>	Introduction to the Course/ Interprofessional Collaboration
<b>Readings:</b>	<p>Nicholas, D., Jones, C., McPherson, B. Hilsen, L, Moran, J. &amp; Mielke, K. (2019) Examining professional competencies for emerging and novice social workers in health care. <i>Social Work in Health Care</i>, 58(6), 596-611, DOI: 10.1080/00981389.2019.</p> <p>Ashcroft, R. Van Katwyk, T. &amp; Hogarth, K (2016) An examination of the biomedical paradigm: A view of social work. <i>Social Work in Public Health</i>, 31(3), 140-152, <a href="http://dx.doi.org/10.1080/19371918.2015.1087918">http://dx.doi.org/10.1080/19371918.2015.1087918</a>:</p> <p>D'Amour, D., Ferrada-Videla, M., Rodriguez, L, &amp; Beaulieu, M-D. (2005). The conceptual basis for interprofessional collaboration: core concepts and theoretical frameworks. <i>Journal of Interprofessional Care</i>, 19(1), 116-131.</p> <p>Hall, P. (2005). Interprofessional teamwork: professional cultures as barriers. <i>Journal of Interprofessional Care</i>, 19(1), 188-196.</p>
<b>Session 2:</b>	Thursday, January 20, 2022
<b>Topic:</b>	Equity Oriented Health Care: Frameworks for Practice
<b>Readings:</b>	<p>Browne, A.J., Varcoe, C.M., Wong, S.T. (2012). Closing the health equity gap: evidence-based strategies for primary health care organizations. <i>International Journal of Equity Health</i> 11, 59. <a href="https://doi.org/10.1186/1475-9276-11-59">https://doi.org/10.1186/1475-9276-11-59</a></p> <p>Bywaters, P. (2009). Tackling inequalities in health: A global challenge for social work. <i>British Journal of Social Work</i>, 39, 353:367.</p> <p>Sweeney, A., Filson, B., Kennedy, A., Collinson, L., &amp; Gillard, S. (2018). A paradigm shift: relationships in trauma-informed mental health services. <i>British Journal of Psychiatric Advances</i>, 24(5), 319-333.</p> <p>Yeung, S. (2016). Conceptualizing cultural safety: Definitions and application of safety in health care for Indigenous mothers in Canada. <i>Journal for Social Theory</i>, 1 (1), 1-13.</p>

	Kleinman, A. & 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.
<b>Session 3:</b>	Thursday, January 27, 2022
<b>Topic:</b>	Bio-Psycho-Social-Spiritual Assessments Journal Club #1
<b>Readings:</b>	<p>Barkley, J. (2009). Biopsychosocial assessments: why the biopsychosocial and rarely the social? <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i>. 18 (4) 344-347.</p> <p>Berzoff, J. &amp; Drisko, J. (2015). What clinical social workers need to know: Bio-psycho-social knowledge and skills for the twenty first century. <i>Clinical Social Work Journal</i>. 43. 263–27310. <a href="https://doi.org/1007/s10615-015-0544-3">https://doi.org/1007/s10615-015-0544-3</a>.</p> <p>Sommers-Flanagan (2014). The Mental Status Examination.</p> <p>Dean, R. &amp; Levitan Poorvu, N (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i>. 89 (4) 596-604.</p>
<b>Session 4:</b>	Thursday, February 3, 2022
<b>Topic:</b>	Legislation and Decision Making in Health Care
<b>Readings:</b>	<p>Review guides on Canvas regarding legislation</p> <p>Oliver, C. (2013). Including moral distress in the new language of social work ethics. <i>Canadian Social Work Review/Revue Canadienne de Service Social</i>, 203-216.</p> <p>Brazq, T., Dotolo, D., &amp; Blacksher, E. (2015). Finding A Seat at the Table Together: Recommendations for Improving Collaboration between Social Work and Bioethics. <i>Bioethics</i>, 29(5), 362–368. <a href="https://doi.org/10.1111/bioe.12106">https://doi.org/10.1111/bioe.12106</a></p>
<b>Session 5:</b>	Thursday, February 10, 2022
<b>Topic:</b>	Working with People with Substance Use in Health Care  <i>Guest Speaker Jaclyn Sauer, St. Paul's Hospital</i>

<b>Reading:</b>	<p>Health Canada. (2019). <i>What we heard: Strengthening Canada's approach to substance use issues</i>.  <a href="https://www.canada.ca/content/dam/hc-sc/documents/services/publications/healthy-living/what-we-heard-strengthening-approach-substance-use-issues/What-We-Heard-Report-Opioids-EN.pdf">https://www.canada.ca/content/dam/hc-sc/documents/services/publications/healthy-living/what-we-heard-strengthening-approach-substance-use-issues/What-We-Heard-Report-Opioids-EN.pdf</a></p> <p>McNeil, R., Kerr, T., Pauley, B., Wood, E. &amp; Small, W. (2016). 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 into hospitals. <i>Addiction</i> 11 (4), 685-694.</p> <p>Lukshin, V. Harm Reduction in substance abuse treatment: Pragmatism as an epistemology for social work practice. <i>Journal of Social Work Practice in the Addictions</i>, 11(1), 96-100.</p>
<b>Session 6:</b>	Thursday, February 17, 2022
<b>Topic:</b>	<p>Social Work with Transgender Children and Youth in Health Care</p> <p><i>Guest Speaker Robin Lalani and Mabel Tan, Transgender Clinic</i></p>
<b>Readings:</b>	<p>Gambardella, K. (2022) Social work practice with trans and gender expansive youth and their families. In J. Shelton &amp; G.P. Mallon (Eds.) <i>Social Work Practice with Transgender and Gender Expansive Youth</i> (3<sup>rd</sup> ed., pp 70-82). Routledge.</p> <p>McBride, K., Folkers, K., Friesen, P., Sultan, D., Quinn, G., Bateman-House, A., Parent, B., Konnoth, C., Janssen, A., Shah, L., Bluebond-Langner, R. &amp; Salas-Humara, C. (2018). Ethical issues in gender affirming care for youth. <i>Pediatrics</i>, 142 (6), 1-9.</p> <p>Romanelli, M., Abay, L. &amp; Ancharski, K. (2022). Social work practice with trans and gender expansive youth and their families. In J. Shelton &amp; G.P. Mallon (Eds.) <i>Social Work Practice with Transgender and Gender Expansive Youth</i> (3<sup>rd</sup> ed., pp 70-82). Routledge.</p>
<b>READING WEEK: February 24 - NO CLASS</b>	
<b>Session 7:</b>	Thursday, March 3, 2022
<b>Topic:</b>	<p>Working with Disability in Healthcare: Pediatric and Adult Perspective</p> <p><i>Guest Speaker- Karen Hodge, Social Worker Complex Care Co-ordination, Sunnyhill Hospital</i></p>

<b>Readings:</b>	<p>Meade, M. A., Mahmoudi, E., &amp; Lee, S. Y. (2015). The intersection of disability and healthcare disparities: a conceptual framework. <i>Disability and rehabilitation</i>, 37(7), 632-641.</p> <p>Canadian Institute for Health Information. (2020) <i>Children and Youth With Medical Complexity in Canada</i>. Ottawa, ON: CIHI</p> <p>Mattson, G., Kuo, D. Z., Yogman, M., Baum, R., Gambon, T. B., Lavin, A. &amp; COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH. (2019). Psychosocial factors in children and youth with special health care needs and their families. <i>Pediatrics</i>, 143(1).</p>
<b>Session 8:</b>	Thursday, March 10, 2022
<b>Topic:</b>	Indigenous History, Trauma and Healthcare Practice Journal Club #2
<b>Readings:</b>	<p>Brown, A. &amp; Tang, S.Y. (2008). 'Race matters: racialization and egalitarian discourses involving Aboriginal people in the Canadian health care context. <i>Ethnicity &amp; Health</i>, 13(2), 109-127.</p> <p>Goodman, A., Fleming, K., Markwick, N., Morrison, T., Lagimodiere, L. &amp; Kerr, T. (2017). "They treated me like crap and I know it was because I was Native": The healthcare experiences of Aboriginal peoples living in Vancouver's inner city, <i>Social Science &amp; Medicine</i>, 178, 87-94., <a href="https://doi.org/10.1016/j.socscimed.2017.01.053">https://doi.org/10.1016/j.socscimed.2017.01.053</a>.</p> <p>King, M., Smith, A., Gracey, M. (2009). Indigenous health part 2: the underlying causes of the health gap. <i>Lancet</i>, 374, 76-85.</p> <p>Turpel-Lafond (2020) In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care. Report for the Ministry of Health.</p>
<b>Session 9:</b>	Thursday, March 17, 2022
<b>Topic:</b>	<p>Working with People with Mental Health Issues</p> <p><i>Guest Speaker: Anna Thompson, Case Manager, Community Mental Health</i></p>

<b>Readings:</b>	<p>Charles, J. &amp; Bentley, J. (2016). Stigma as an organizing framework for understanding the early history of community mental health and psychiatric social work. <i>Social Work in Mental Health</i>, 14(2), 149-173, DOI: 10.1080/15332985.2014.964448</p> <p>Gomory, T. Wong, S., Cohen, D. &amp; Lacasse, J. (2011). Clinical social work and the biomedical industrial complex. <i>Journal of Sociology and Social Welfare</i>, 38 (4). 135-165.</p> <p>O'Brien, A. &amp; Calderwood, K. (2010). Living in the Shadows: A Canadian Experience of Mental Health Social Work, <i>Social Work in Mental Health</i>, 8(4), 319-335, DOI: 10.1080/15332980903484988</p>
<b>Session 10:</b>	Thursday, March 24, 2022
<b>Topic:</b>	<p>Social Work in Palliative Care</p> <p>Guest Speaker Pascale De Kerkhove</p>
<b>Readings:</b>	<p>Antifaeff, K. (2019). Social work practice with medical assistance in dying: A case study. <i>Health &amp; social work</i>, 44(3), 185-192.</p> <p>Bernacki, R. E., &amp; Block, S. D. (2014). Communication about serious illness care goals: a review and synthesis of best practices. <i>JAMA internal medicine</i>, 174(12), 1994-2003.</p> <p>Bosma, H., Johnston, M., Cadell, S., Wainwright, W., Abernethy, N., Feron, A. &amp; Nelson, F. (2010). Creating social work competencies for practice in hospice palliative care. <i>Palliative Medicine</i>, 24(1), 79-87.</p>
<b>Session 11:</b>	Thursday, March 31, 2022
<b>Topic:</b>	<p>Working with Refugees and Immigrants in Healthcare</p> <p>Guest Speaker: Laura Moran Bonilla</p>

<b>Readings:</b>	<p>McKeary, M. &amp; Newbold, B. (2010). Barriers to care: The challenges for Canadian refugees and their health care providers, <i>Journal of Refugee Studies</i>, 23 (4), 523–545, <a href="https://doi-org.ezproxy.library.ubc.ca/10.1093/jrs/feq038">https://doi-org.ezproxy.library.ubc.ca/10.1093/jrs/feq038</a></p> <p>Aery, A. (2018). <i>Facilitators to accessing primary and preventive care for immigrants and refugees in Canada: A literature review</i>. Toronto, ON Wellesley Institute.</p> <p>Miller, K., Brown, C.R., Shramko, M. &amp; Svetaz, N.V. (2019). Applying trauma informed practices to the care of refugee and immigrant youth: 10 clinical pearls. <i>Children</i>, 6 (8), 94 <a href="https://doi.org/10.3390/children6080094">https://doi.org/10.3390/children6080094</a></p>
<b>Session 12:</b>	Thursday, April 7, 2022
<b>Topic:</b>	<b>WRAP UP!</b>
<b>Readings:</b>	

## Assignments

There are three assignments for this course:

- |  |            |                                |
|--|------------|--------------------------------|
| 1. Journal Club Summary and Reflection | <b>25%</b> | Due: 1 week after presentation |
| 2. Case in Point Presentation:         | <b>35%</b> | Due: Thursday March 3, 2022    |
| 3. Open Education Literature Review:   | <b>40%</b> | Due: April 7, 2022             |

### 1. Journal Club Summary and Reflection: **25%**

Students will be divided into smaller groups to participate in a mock journal club. Journal clubs are useful to student learning as they (1) encourage students to search for research articles representing the best evidence to inform clinical practice, (2) encourage students to critically read and appraise current literature and (3) provide opportunity to hone presentation, discussion and facilitation skills.

Each student will select an **empirical** research article of interest related to the role and scope of practice of healthcare social work and send it to their journal club group participants (and the instructor) one week before their presentation. Each student will develop a brief presentation giving an overview of the article and facilitate a discussion about the article and/or the relevant topic. All other members of the journal club are expected to come to class prepared (having read the article) and ready to engage in discussion on others' presented articles. The instructor will provide a demonstration and further guidelines for the presentation will be discussed in class.



Following your presentation, you will write up a summary of your article and journal club experience. Sections to be included in this entry include: highlights of the content, methodological issues, critique, & implications for practice as well a summary of what was discussed and specific reference to a reflection on your process as a facilitator. This journal reflection will be due 1 week after your journal club presentation.

**Please refer to marking rubric on Canvas.**

**Due date: 1 week after your journal club presentation**

**Length 2-4 pages**

## **2. Case In Point Presentation**

**35%**

Students will divide into small groups. Each group will present a clinical case study related to social work in healthcare. The presentation will include a clinical summary of the patient including biological, psychological, social and spiritual information about the patient/family. Main issues will be identified and the case will be analyzed to highlight implications for social work practice, ethical issues, risks as well as protective factors. Linkages to relevant legislation, policy will be made and the presentation will demonstrate evidence of the application of theory to practice. A course of action/intervention plan will be discussed and justified with critical self-reflection related to the patient included connected to learning and a discussion about challenges and implications for learning and future practice. Guidelines and evaluative criteria will be available on Canvas. Presentations will be 30 minutes in length and will be recorded and posted to Canvas. Each group is responsible for outlining their contribution to the presentation in writing to the instructor with the submission.

**Due Date: March 3**

**Length—Approximately 30 mins**

## **3. Open Education Literature Review**

**40%**

In this assignment, students are asked to create an open educational resource for health social work practice. Students will research a particular topic or issue related to health care social work, provide a synthesis of the most recent literature on the topic and make suggestions for the application to social work practice in health care.

Objectives:

- Analyze the latest research/ literature/ knowledge about a specific topic related to health care social work using variety of sources
- Synthesize the literature to highlight major themes
- Apply this knowledge to social work practice by outlining recommendations for use in practice
- Share your work with a wider audience to add value to the field of health social work

Assignment Instructions:

- 1) Choose a topic or issue related to social work practice in healthcare that particularly intrigues you. We have reached out to health care social workers in the lower mainland for suggestions on research topics that would be useful in their work and benefit the field

of health care social work. Please see attached list of ideas. You may choose one of these topics or your own (please discuss your topic with your instructor first). Make sure to narrow the focus of your topic and develop a specific research question so that it can be adequately researched in this assignment. If using a community generated idea, you have the option of connecting with the community social worker for further background/context and to help you narrow the focus of your topic. Contact emails will be provided. Contact with community partners should be limited to a one short phone call to discuss the context of this research idea and one phone call to discuss how this research might apply to practice.

- 2) Search the literature. Be sure to define keywords in your search, and consider your source selection criteria (specific time frame, location focus, specific patient population, specific therapeutic modality etc. It is important to include any articles that are contrary to your point of view. Use a minimum of 10-15 sources (most sources should be peer reviewed journal articles, but high quality grey literature can also be included) to gather the most current information about the topic.
- 3) Read the articles thoroughly and evaluate them. Look for themes or patterns (common findings/ trends in the research/ influential theories). Develop a thesis statement based on your conclusions.
- 4) Write your paper synthesizing the information gained from multiple sources, weaving them into a coherent discourse, using the sources as evidence to support key points.
- 5) Include a section titled "Application to Practice" where you outline how this literature review might be used in social work practice in health care (a second conversation with your community social worker might help with this section).
- 6) If you are willing to consider publishing your work with a creative commons license. Use the license creator <https://creativecommons.org/share-your-work/> and upload your assignment to the class wiki page.

Here is a guidebook on doing a social work literature review (notice this is an open educational resource)

<https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/29080/Guidebook-for-Social-Work-Literature-Reviews-and-Research-Questions-1587069015.pdf?sequence=1&isAllowed=y>

For more information on renewable assignments, please see:

<https://flexible.learning.ubc.ca/news-events/renewable-assignments-student-work-adding-value-to-the-world/>

**Due Date: April 7, 2022**

**Length 8-10 pages**

**Please refer to the marking rubric on Canvas.**

## **Assignment Submission Process**

All assignments will be handed in via Canvas. Group presentations should be converted to an unlisted Youtube channel and the link should be provided in Canvas.

Assignments are due at 11:59pm of the due date. Any assignment extensions should be

negotiated with the instructor ahead of the due date. Late assignments will receive a .5 of a mark deduction for each day late.

## 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 regarding lectures and class discussions about readings.
- 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. Our classroom will still be available for you to sit in and attend an online session. 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](http://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.