



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.*

School Mission Statement: *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

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 INFORMATION

Year/Term/Dates	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 440K: Integrative Seminars in Social Work (Trauma-Informed Social Work Practice)
Course Value	3 credits
Course Schedule	Thursdays, 6pm – 9pm (in-person)
Course Location	SCRF 1004 - Neville Scarfe Building, Room 1004

Instructor	Office Phone	Email Address
Hannah Kia (she/her)	Please use e-mail	hannah.kia@ubc.ca
Office Hours	Fridays, 12pm – 1pm on Zoom (details on Canvas)	

UBC Course Calendar Description

A series of seminars offered during the final term of studies which address salient issues in social policy and social work practice and draw upon combined knowledge from social work and related disciplines.

Pre-requisite

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

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.

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 Format

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.

Required and Recommended Reading

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

Assignments

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

Due Dates: **September 28 and October 19 (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: **November 9 (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: 20 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. Student presentations (10%)

Presentation dates: **November 30 and December 7**

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 23, at the latest**. See assignment rubric on Canvas.

4. Case study: Applying a trauma-informed lens (30%)

Due Date: **December 14 (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.

5. Student engagement (10%)

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

Grading Breakdown

Reflexive papers: 20% (2 at 10% each)
Video of interview and paper: 30%
Case study: Applying a trauma-informed lens: 30%
Student presentations: 10%
Student engagement: 10%

Course Schedule

SESSION 1:	September 7, 2023
TOPIC:	Introduction
READINGS:	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>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:	September 14, 2023
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:	September 21, 2023
TOPIC:	Trauma theory II: Neurobiological and relational bases of trauma Skills: Assessment and psychoeducation
READINGS:	Zucchetto, J., Jacobs, S. & Johnson, L.V. (2019). A non-pathologizing approach to trauma treatment. In J. Zucchetto, S. Jacobs & L.V. Johnson (Eds.), <i>Understanding the paradox of surviving childhood trauma: Techniques and tools for working with suicidality and dissociation</i> (pp. 1-18). Routledge. 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. Yellow Bird, M. (2014) <i>Decolonizing the Mind</i> . Vimeo https://vimeo.com/86995336 Recommended: Siegel, Daniel J. (2010). <i>Making sense of our lives: Attachment and the storytelling brain</i> . In <i>Mindsight</i> (pp. 166-189). Bantam Books.
SESSION 4:	September 28, 2023
TOPIC:	Ethics and the ethical use of self in trauma-informed social work practice Skills: Grounding in self and critical attunement
READINGS:	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. Clark, C., Classen, C.C., Fourt, 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. Bowlby and Attachment https://www.youtube.com/watch?v=3LM0nE81mIE
SESSION 5:	October 5, 2023
TOPIC:	Deepening practice: Embodiment and basic somatic skills Skills: Interoception, sensory tracking and body mapping
READINGS:	Grabbe, L. & Karas-Miller, E. (2018). The trauma resiliency model: A “bottom-up” intervention for trauma psychotherapy. <i>Journal of the</i>

	<p><i>American Psychiatric Nurses Association</i>, 24(1), 76-84. https://doi.org/10.1177/1078390317745133</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>
NO SOWK 440K SESSION ON OCTOBER 12, 2023 (MAKE-UP MONDAY)	
SESSION 6:	October 19, 2023
TOPIC:	<p>Deepening practice: Working with emotions, cognitions, and memory</p> <p>Skills: Empathy / normalizing affective and cognitive responses to trauma, and recognizing / responding to dissociation</p>
READINGS:	<p>Kinsler, P.J. (2017). The six choice points defined. In P.J. Kinsler (Ed.), <i>Complex psychological trauma: The centrality of relationship</i> (pp. 71-78). Routledge.</p> <p>Cohn, R. (2021). Emotion: Teaching a foreign language. In R. Cohn (Ed.), <i>Working with the developmental trauma of childhood neglect: Using psychotherapy and attachment theory techniques in clinical practice</i> (pp. 76-91). Routledge.</p>
SESSION 7:	October 26, 2023
TOPIC:	<p>Promoting mindfulness in trauma-informed social work practice</p> <p>Skills: Cultivating and promoting mindfulness</p>
READINGS:	<p>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.</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>
SESSION 8:	November 2, 2023
TOPIC:	<p>(Re)storying trauma: Narrative perspectives on trauma-informed social work practice</p> <p>Skills: Trauma-informed narrative and solution-focused interviewing</p>

READINGS:	<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>Carey, M. & Russell, S. (2002). Externalizing – commonly asked questions. <i>International Journal of Narrative Therapy and Community Work</i>, 2, 76-84.</p>
SESSION 9:	November 9, 2023
TOPIC:	Substance use and trauma-informed social work practice
READINGS:	<p>Bartholow, L.A.M. & Huffman, R.T. (2021). The necessity of a trauma-informed paradigm in substance use disorder services. <i>Journal of the American Psychiatric Nurses Association</i>. https://doi.org/10.1177/10783903211036496</p> <p>Urquhart, C. & Jasiura, F. (2012). Collaborative change conversations: Integrating trauma-informed care and motivational interviewing with women. In N. Poole & L. Greaves (Eds.), <i>Becoming trauma informed</i> (pp. 59-69). Centre for Addiction and Mental Health (CAMH).</p>
SESSION 10:	November 16, 2023
TOPIC:	Trauma-informed anti-oppression: Recognizing and supporting agency, resilience, and resistance in practice with individuals, groups, and communities
READINGS:	<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> <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. ***Read pages 32-50; start at ‘Indigenous trauma theory’ on page 32***</p>
SESSION 11:	November 23, 2023

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 12:	November 30, 2023
TOPIC:	Student presentations and discussion
READINGS:	None.
SESSION 13:	December 7, 2023
TOPIC:	Student presentations, discussion, and closing circle
READINGS:	None.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Late Assignments

To ensure equity in grading, late assignments will be subject to a 5% penalty for each day that they are late (inclusive of weekends). Extensions will, in general, only be granted in extenuating circumstances.

SCHOOL/COURSE POLICIES

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/>

Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham (Christine.Graham@ubc.ca).

Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

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>

Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture 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; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

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.