

School of Social Work

Course Outline

SOWK 440Q

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



School of Social Work

FACULTY OF ARTS

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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.

Course Information

Year/Term	2023 Winter, Term 1, September 5 - December 7, 2023
Course Title	SOWK 440Q: Social Work in Health Care
Credit Value	3 credits
Course Schedule	Wednesdays, 5pm - 8pm
Course Location	IBLC 185 - Irving K Barber Learning Centre Building, Room 185

Instructor	Office Location	Office Phone	Email Address	Office Hours
Kelly Allison	Jack Bell, Room 233	604.822.6220	kelly.allison@ubc.ca	Wednesdays 4pm – 5pm or by appointment (online or in person)

Prerequisite and/or Corequisite

There are no pre-requisites for this course, however the course builds on previous social work knowledge.

Course 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.

This course will focus on exploring social work practice in the field of health care. Students will become knowledgeable of the roles and scope of practice of social workers in a health care setting. They will acquire knowledge about the social injustices and the economic inequities that affect the health and well-being of Canadians. Students will learn about the application of a biopsychosocial model to direct social work practice in the health care system and develop skills for engagement, assessment, and intervention for work with diverse populations presenting with a range of health and medical issues.

Course Structure and Learning Activities

The course will include lectures, small group discussions of readings, educational videos, case study analysis and guest speakers.

Learning Outcomes

Upon completion of this course students will be able to:

1. Articulate the role and scope of practice of a social worker as a member of the health care team.
2. Identify the social determinants of health and make critical linkages to the social foundation of health inequity.
3. Develop basic social work assessment and intervention skills applicable to both hospital and community health care settings.
4. Articulate the links between theory, policy, legislation and social work practice in health care.

Required Textbook(s) and Learning Materials

There is no required text for this course. Readings can be accessed through the library online course reserve system through Canvas.

Assessment of Learning

The Social Determinants of Health Paper	28%	Due Oct 4, 2023
UBC Health IEthics Module	2%	Due Oct 10 th , 2023
Choice of A or B	30%	Due Nov 8, 2023
A- Bio-Psycho-Social-Spiritual Assessment B -Critical Analysis of Health Care Issue Paper		
Case Study	40%	Due Dec 13, 2023

Criteria for Evaluation: All assignment marking rubrics can be found on Canvas.

Submitting assignments: All assignments must be handed in via Canvas.

Return of marked assignments: Instructors coordinate the return of marked assignments.

Flex time for Due dates and Late assignments: The way I handle the need for academic concessions is to allow **all students** to have 5 flex days/ assignment (***the exception is the last assignment where there are only 3 flex days***) after the due date to hand in an assignment. Consequently, if you have been ill, have conflicting responsibilities or have been scheduled for an emergency shift, you do not need to contact the professor. Canvas will indicate that your assignment is late, but I will take these 5 or 3 flex days into consideration and not issue late deductions during this period. After the 5- or 3-day flex time, I will only issue extensions for students who have academic accommodations indicating they need extra time on assignments or for exceptional circumstances on a case-by-case basis.

Course Schedule

SESSION 1:	September 6, 2023
TOPIC:	Introduction to Social Work in Health Care
READING:	<p>Bryson, S. & Bosma, H. (2018). Health social work in Canada: Five trends worth noting, <i>Social Work in Health Care</i>. 57(7): 1-26</p> <p>Government of Canada. (2017) Canada's Health Care System. https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/health-care-system/canada.html</p> <p>Nicholas, D et al. (2019). Examining professional competencies for emerging and novice social workers in health care. <i>Social Work in Health Care</i>. 58(6): 596-611</p>
SESSION 2:	September 13, 2023
TOPIC:	The Role and Scope of Practice of Social Work in Health Care

READING:	<p>Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? <i>Social Work in Health Care</i>. 40(3): 1-14</p> <p>Craig, S. L. & Muskat B. (2013) Bouncers, brokers and glue: The self-described roles of social workers in urban hospitals. <i>Health and Social Work</i>, 38 1:7-16.</p> <p>Ashcroft, R., Kourgiantakis, T., Fearing, G., & Robertson, T. (2018). Social Work's scope of practice in primary mental health care: A scoping review. <i>British Journal of Social Work</i>. 49(2):1-17</p>
SESSION 3:	September 20, 2023
TOPIC:	Bringing the Social to Health Care Practice
READING:	<p>Raphael, D., Bryant, T., Mikkonen, J. and Raphael, A. (2020). Social Determinants of Health: The Canadian Facts. Oshawa: Ontario Tech University Faculty of Health Sciences and Toronto: York University School of Health Policy and Management. http://www.thecanadianfacts.org/</p> <p>Allan, B. & Smylie, J. (2015). First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. Toronto, ON: the Wellesley Institute</p> <p>Moniz, C. (2010). Social work and the social determinants of health perspective: A good fit. <i>Health & Social Work</i>, 35(4), 310-313.</p> <p>de Moissac D. & Bowen S. (2017). Impact of language barriers on access to healthcare for official language minority Francophones in Canada. <i>Healthcare Management Forum</i>. 30(4):207-212. doi: 10.1177/0840470417706378.</p>
SESSION 4:	September 27, 2023
TOPIC:	The Interprofessional Team and Interdisciplinary Practice
REQUIRED READING:	<p>Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health Social Work</i>. 41(2): 101-109</p> <p>Craig, S. L., Eaton, A. D., Belitzky, M., Kates, L. E., Dimitropoulos, G., & Tobin, J. (2020). Empowering the team: a social work model of interprofessional collaboration in hospitals. <i>Journal of Interprofessional Education & Practice</i>, 19, 100327.</p>
SESSION 5:	October 4, 2023- Assignment #1 Due
TOPIC:	Centering Patients and Families in their Health Care
READING:	<p>Greenwood, M., Lindsay, N., King, J., & Loewen, D. (2017). Ethical spaces and places: Indigenous cultural safety in British Columbia health care. <i>AlterNative: An International Journal of Indigenous Peoples</i>, 13(3), 179-189.</p> <p>Hadland, S. E., Yehia, B. R., & Makadon, H. J. (2016). Caring for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Inclusive and Affirmative Environments. <i>Pediatric clinics of North America</i>, 63(6), 955–969. https://doi.org/10.1016/j.pcl.2016.07.001</p> <p>Pauly, B., McCall, J., Browne, A. J., Parker, J. & Mollison, A. (2015). Toward Cultural Safety. <i>Advances in Nursing Science</i>, 38 (2), 121-135. doi: 10.1097/ANS.0000000000000070</p>

	<p>Participation in UBC Health Ethics Module on Friday October 6, 2:15-3:45 pm. We will have a shorter class on Dec 6th in lieu of this time commitment.</p> <p>More information about how to register will be given in class</p>
SESSION 6:	October 11, 2023
TOPIC:	Ethics in the Health Care Context -Guest Speaker Jennifer Gibson, Clinical Ethicist Providence Health Care
READING	<p>Breslin, J.M., MacRae, S.K., Bell, J. <i>et al.</i> Top 10 health care ethics challenges facing the public: views of Toronto bioethicists. <i>BMC Med Ethics</i> 6, 5 (2005). https://doi.org/10.1186/1472-6939-6-5</p> <p>Davidson, G. Brophy, L. & Campbell, J. (2016). Risk, recovery and capacity: Competing or complementary approaches to mental health social work. <i>Australian Social Work</i>, 69(2), 158-168, DOI: 10.1080/0312407X.2015.1126752</p> <p>Banks, S., Cai, T., De Jonge, E., Shears, J., Shum, M., Sobočan, A. M., ... & Weinberg, M. (2020). Practising ethically during COVID-19: Social work challenges and responses. <i>International Social Work</i>, 63(5), 569-583.</p>
SESSION 7:	October 18, 2023
TOPIC:	Bio-Psycho-Social-Spiritual Assessments
READING:	<p>Nilsson, D. et al. (2013). The why of practice: Utilizing PIE to analyze social work practice in Australian hospitals. <i>Social Work in Health Care</i>. 52: 280-295</p> <p>Barkley, J. (2009). Biopsychosocial assessments: why the biopsych and rarely the social? <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i>. 18 (4) 344-347.</p> <p>Hodge, D. (2019). Spiritual assessment with refugees and other migrant populations: A necessary foundation for successful clinical practice. <i>Journal of Religion and Spirituality in Social Work: Social Thought</i>, 38 (2), 121-139. https://doi.org/10.1080/15426432.2019.1597663</p>
SESSION 8:	October 25, 2023
TOPIC:	Social Work Interventions in Health Care
READING:	<p>Cagle, J. & Kovacs, P. (2009). Education: A complex and empowering social work intervention at the end of life. <i>Health & Social Work</i>, 34 (1), 17-27.</p> <p>Gibbons, J. & Plath, D. (2012). Single Session Social Work in Hospitals. <i>The Australian and New Zealand Journal of Family Therapy</i>. 33(1): 39-53.</p> <p>Nelson, M. (2000) A view of social work advocacy in hospitals in eastern Ontario. <i>Social Work in Health Care</i>, 29:4, 69-92.</p> <p>Forchuk, C., MacClure, S., Van Beers, M., Smith, C., Csiernik, R., Hoch, J. & Jensen, E. (2008). Developing and testing an intervention to prevent homelessness among individuals discharged from psychiatric wards to shelters and 'No Fixed Address'. <i>Journal of Mental Health and Psychiatric Nursing</i>, 15 (7), 569-575.</p>
SESSION 9:	November 1, 2023

TOPIC:	Legislation and Health Care Decision Making
READING:	<p>BC Ministry of Health. (2011). Health Care Providers Guide to Decision Making. http://www.health.gov.bc.ca/library/publications/year/2011/health-care-providers'-guide-to-consent-to-health-care.pdf</p> <p>Province of British Columbia. (2013). My Voice: Expressing My Wishes for Future Health Care Treatment. http://www.health.gov.bc.ca/library/publications/year/2013/MyVoice-AdvanceCarePlanningGuide.pdf</p> <p>Cummings, C., & Bentley, K. (2014). Contemporary health related decision aids: Tools for social work practice. <i>Social Work in Health Care</i>. 53: 762-775</p> <p>Peterson, K. (2012). Shared decision making in health care settings: A role for social work. <i>Social Work in Health Care</i>. 51: 894-908</p>
SESSION 10:	November 8, 2023
TOPIC:	Social Work Practice in Aging and Adult Abuse and Neglect- Patient and Caregiver Guest Speakers
READING:	<p>McInnis-Dittrich, K. (2020). The context of social work practice with older adults (Chapter 1). In <i>Social Work with Older Adults</i>. (5th Ed). Pearson.</p> <p>Duffy, F. & Healy, J.P. (2011). Social Work with Older People in a Hospital Setting. <i>Social Work in Health Care</i>. 50(2): 109-123</p> <p>Berg-Weger, M., Morley, J.E. (2020). Loneliness and social Isolation in older adults during the COVID-19 pandemic: Implications for gerontological social work. <i>Journal of Nutrition, Health and Aging</i> 24, 456–458. https://doi.org/10.1007/s12603-020-1366-8</p> <p>McGovern, J. (2015). Living Better with Dementia: Strengths-Based Social Work Practice and Dementia Care. <i>Social Work in Health Care</i>. 54(5): 408-421</p>
	November 15, 2023 – No CLASS due to Reading Break
SESSION 11:	November 22, 2023
TOPIC:	Mental Health and Substance Use
READING:	<p>Karoll, B. (2010). Applying social work approaches, harm reduction and practice wisdom to better serve those with alcohol and drug use and disorders. <i>Journal of Social Work</i>, 10 (3) 263-281.</p> <p>Lavallee, L.F., Poole, J.M. Beyond Recovery: Colonization, Health and Healing for Indigenous People in Canada. <i>Int J Ment Health Addiction</i> 8, 271–281 (2010). https://doi.org/10.1007/s11469-009-9239-8</p> <p>Williams, C., Almeida, M. & Knyahnytska, Y. (2015). Towards a biopsychosociopolitical frame for recovery in the context of mental illness. <i>The British Journal of Social Work</i>, 45, (suppl_1)i9–i26, https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bcv100Links to an external site.</p>
Session 12:	November 29, 2023
TOPIC:	Death and Dying and Grief and Grieving
READING:	

	<p>Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss just as all losses require change. <i>Australian Social Work</i>, 58(2): 167-178</p> <p>Moon, F. Fraser, L. & McDermott, F. (2019) Sitting with silence: hospital social work interventions for dying patients and their Families, <i>Social Work in Health Care</i>, 58:5, 444-458, DOI: 10.1080/00981389.2019.1586027</p> <p>Curtin, N. & Garrison, M. (2018) “She was more than a friend”: Clinical intervention strategies for effectively addressing disenfranchised grief issues for same-sex couples, <i>Journal of Gay & Lesbian Social Services</i>, 30(3), 261-281, DOI: 10.1080/10538720.2018.1463885</p>
Session 13	December 6, 2023
TOPIC:	Conclusion: Pulling it all together
	<p>Miller, J. Lianekhammy, J., Pope, N., Lee, J. & Grise-Owens, E. (2017) Self-care among healthcare social workers: An exploratory study, <i>Social Work in Health Care</i>, 56(10), 865-883, DOI: 10.1080/00981389.2017.1371100</p>

Assignments

Assignment #1: The Social Determinants of Health Paper 28% Oct 4, 2023

This assignment will help you explore the social determinants of health in greater detail and consider a health care social work’s role in addressing the social determinants of health. The entire assignment (part 1 and part 2) should be between 6-8 pages long.

Part 1: Each student will choose two social determinants of health (**Please do not choose Education, as we will work through this one in class**) that they would like to learn more about (Use the Canadian Facts 2nd Edition list as a basis for choosing your SDH). Using at least 4 academic references for each determinant (8 academic references in total), In the paper, students will:

- 1) Give a one to two paragraph overview explaining the specific social determinant of health.
- 2) Explain the pathway for how this determinant of health impacts health outcomes.
- 3) Describe what this social determinant of health looks like in the Canadian context (Nationally or Provincially) using statistics where applicable.

Part 2: In the second part of this paper, you will create a case scenario where a patient or family is accessing health services and being impacted by at least one of the social determinants of health you have described above. You will articulate at least four ways that you as a health care social worker can highlight and take action in addressing the social determinants of health in your work with this patient/family.

Please refer to the marking rubric in Canvas for this assignment.

**Assignment #2 Participation and Completion of the UBC Health IEthics Module 2% Oct 10, 2023
October 6th 2023 2:15- 3:45 pm.**

Students will be given 1 mark for attending the in-person component of this module and 1 mark for submitting the reflection assignment at the end of the module. Written component is due Oct 10,2023

Assignment #3: Choice of A or B**30%****Nov 8, 2023****A Bio-psycho-social-spiritual assessment assignment**

Students will be required to develop a bio-psycho-social-spiritual assessment of a client with a health issue of their choice. The client can be based on a previous clinical experience, a movie character or a fictional client. If basing a client on previous clinical experiences, ensure anonymity by changing names and other identifying details. Be sure to indicate that you have anonymized your case study at the start of the paper.

Your assessment should include the following categories:

- 1) Identifying Information
- 2) Reason for referral
- 3) Presenting issue or problem of the client
- 4) Family composition
- 5) Identify the bio-psychosocial spiritual information relevant to this case (with appropriate headings for your client's information)
- 6) Client Strengths, capabilities and resources as well as any potential risks where applicable
- 7) Summary and Impression
- 8) Goals and Interventions- your suggested interventions should address both the client's goals and any social determinants of health

Please refer to the marking rubric in Canvas for this assignment

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B Critical Analysis of Health Care Issue Paper**30%**

Students will research an area related to health and illness that is of particular interest to them. A topic covered in the course can be selected and built upon or you can choose an issue of interest that was not discussed in the course. Your paper should introduce the topic, include any current debates, tensions and or research evidence about the topic. The paper should explain the relevance of the health care issue to social work practice and examine the implications for social work practice generally, and specifically for them as practitioners. Students are expected to review literature and/or reports beyond the assigned course readings to demonstrate depth and breadth of knowledge of the health / healthcare topic. It is expected that students review at least 10 literature sources for this assignment. The final critical analysis paper will be 8-10 pages not including references and will be written in accordance with the current edition of American Psychological Association (APA) publication manual. Proper in-text citations and references are expected.

Please refer to the marking rubric in Canvas for this assignment.

ONLY ONE OF THESE SECOND ASSIGNMENTS IS REQUIRED

Assignment #4 Case Study**40% Dec 13, 2023**

A case study will be available on Canvas. Using the case study provided, you will describe a health social workers involvement with this case and address the following relevant areas:

- 1) Skills for engagement and assessment with this client including **how** you will enact patient and family centered care (and address culture and diversity). Specific examples should be used.
- 2) the key issues that need to be addressed, the social work role with this patient and family and a brief, specific intervention plan
- 3) a brief explanation of the relevant legislation that will guide your practice or intervention with this client
- 4) strategies for how you will work with the various multidisciplinary professionals in the case and specific examples of how you would address any interprofessional conflict
- 5) identify any ethical dilemmas in the case, and your process for addressing the m
- 6) Your positionality in relation to the case

This case study should be approximately 10-12 pages in length. At least 6 scholarly references should be used in your analysis.

Please refer to the marking rubric for this assignment in Canvas

School/Course Policies

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.

UBC COVID-19 Protocols

The School follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/> for current information and guidance.

Attendance

The attendance policy is in the student handbook on page 11:
<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be set up 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 will fail the course.

Other school policies can be accessed through the school of social work student handbook

https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

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 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. 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).

Academic Accommodations

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for learning, attendance or assignments due to disability, are encouraged to inform the instructor and provide their letter of accommodation. Students will need to contact the Centre for Accessibility, preferably not later than the first week of class if they haven't already. The School will also accommodate religious observance, according to

University Policy 65, and students are expected to inform the instructor. 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.

Learning Analytics

No learning analytics are being used in this class.

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.

Academic Integrity

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. We build knowledge that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas and not using generative artificial intelligence to do so.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- *Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.*

Feel free to ask us about academic integrity. Part of our job is to guide your growth as a scholar, and we would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences. If you are unsure about what constitutes academic misconduct, please discuss this with us.

To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#),". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Understand Academic Integrity](#)".

- For written assignments and help with plagiarism and citation, see the [Centre for Writing and Scholarly Communication](#).
- Additional resources for learning with integrity can be found on the UBC [Academic Integrity](#)

[Website.](#)

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.

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	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-	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.
C+ C C-	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.
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.