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.

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	2023 Winter, Term 1, September 5 – December 7, 2023
Course Title	SOWK 526A: Social Work Practice with Individuals and Couples
Course Value	3 credits
Course Schedule	Wednesdays, 10am - 1pm
Course Location	SCRF 204 – Neville Scarfe Building, Room 204
Course Instructor	Rae Morris, RCSW, PhD Candidate raemor@mail.ubc.ca, virtual office hours available by appointment

Pre-requisites

There are no pre-requisites for this course.

Course Description

This course provides advanced training in direct practice with individuals. Grounded in social work perspectives, values and ethics, the course focuses on how to enter practice with individuals in ways that are respectful and honour the strengths, vulnerabilities, goals and needs of the client system while being responsive to the many contexts of clients' lives. Special attention is given to positive engagement, creation of a therapeutic alliance and case conceptualization. Students are prepared for work in various settings addressing a range of emotional, behavioural and mental health concerns through the applied exploration of evidence-based theoretical/practice models. Students are supported to connect with their own competence, compassion and hope and to develop self-awareness and intentionality.

Learning Outcomes

This course is designed to familiarize students with client-centered therapeutic processes and intervention modalities that make use of evidence-based principles and include brief and longer-term engagement with individuals and couples. Specifically, the course will focus on facilitating your learning to:

1. Examine, critically analyze, and compare various evidence-based clinical practice models used in social work with individuals and couples
2. Begin to apply theoretical and model-based thinking and approaches to assessment, formulation, and intervention
3. Demonstrate practice competencies including a) purposeful utilization and reflexive analysis of therapeutic relationship building skills; b) cross-cultural, decolonizing, and diversity-affirming practice skills; d) peer debriefing practice skills

Course Format

This course incorporates a combination of lecture, large and small group discussion, experiential activities, guest speakers, readings, and the use of film and other media.

Student participation is expected, and you are asked to complete all required readings or materials prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Indigenous ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the Master's level. It is the student's responsibility to secure assistance on assignments **ahead of** their due date. Course work will be evaluated on content,

critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected. Details on course assignments and evaluation are described in detail below.

Required and Recommended Readings

No textbook is required for this course. **Students are required to bring their own 'notebook' (either physical or digital version) to each class to complete journaling exercises**.

All other learning materials are available on Canvas or through UBC library course reserves. Supplementary learning material will be shared with each session for those who are interested in more depth of learning on any particular session topic.

Access to Canvas is required for this course. Time-sensitive and important information will be shared with students via Canvas announcements, so it is essential that you ensure that you are set up to receive these. If you have any issues with this, please connect with the instructor and/or with UBC Information Technology (https://web.it.ubc.ca/forms/isf/) as soon as possible.

Assignments

This course has two assignments: (**1) Presenting a clinical practice model (40%) and (2) Case formulation and intervention planning (60%).**

Students have the option to complete a third assignment should they wish to engage in more depth in the material and/or spread their grade across more than two assignments. Students who choose to complete the third assignment will have the grades weighted as follows: (1) Presenting a clinical practice model (30%), (2) Demonstrating and analyzing therapeutic relationship building skills (30%), (3) Case formulation and intervention planning (40%).

All written assignments in this course must be in 12-size font with one-inch margin on all sides. APA referencing style is required. You can find a useful tutorial on APA referencing on the UBC library website. Please also see: http://wiki.ubc.ca/images/6/6f/Apastyle.pdf. It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia and web information without credible sources are not acceptable as an academic reference.

ALL ASSIGNMENTS ARE TO BE SUBMITTED THROUGH CANVAS BY 11:59PM ON THE POSTED DUE DATE.

ASSIGNMENT ONE: Creating a Clinical Practice Model Learning Tool (40% or 30%)
Due: 11:59pm Friday October 13th

Social work practice with individuals and couples draws from a broad base of clinical practice models. In our class together, we will only be covering a few of the models used in social work with individuals and couples. The purpose of this assignment is for you to explore other clinical models and share your knowledge with your peers.

In groups of three (or potentially four if needed for class size), students will be responsible for creating a visual learning tool to be shared in Canvas and used by your classmates to learn about a specific individual or couple-focused clinical practice model not covered in class. Acceptable presentation formats include PDF slides or an infographic document. Other formats

may be acceptable, please contact the instructor for prior approval before moving forward with an alternate format.

Students may choose from the following individual or couple-based practice models: **Cognitive Behavioural Therapy (CBT), Acceptance-Commitment Therapy (ACT), Dialectical Behaviour Therapy (DBT), Internal Family Systems (IFS) Therapy, Interpersonal Therapy (IPT), Art Therapy, Play Therapy, Gottman Couples Therapy, Motivational Interviewing (MI), or Solution-Focused Therapy.** Other individual and couple practice models may be acceptable, please contact the instructor for prior approval before commencing work on any model not listed above.

Students are required to include:
    (1) Key theoretical foundations of & key contributors (people) to this model
    (2) Key assumptions about people/clients and the change process
    (3) Role/stance of the social worker/therapist
    (4) Detailed description of one specific intervention technique/strategy
    (5) 2 strengths and 2 critiques of model
    (6) Efficacy of model with specific populations (making reference to research)
    (7) Where to learn more or get training if interested

Group members and model to be covered should be decided and will be shared with classmates in Canvas by **September 20, 2023.**

Criteria for Grading (40 points total)
    (1) Content (inclusion of all criteria, contributors, comprehensive without being extraneous)
    (2) Comprehension of model (demonstrated understanding of assumptions, principles, concepts, and intervention strategies)
    (3) Application to practice (efficacy of model with specific populations, strengths and critiques of model, intervention techniques explained)
    (4) Presentation (visually professional; articulate and engaging, no spelling/grammar errors)
    (5) References (APA style and scholarly references included)

OPTIONAL ASSIGNMENT: Demonstrating and Analyzing Therapeutic Relationship Building Skills (nil or 30%)
Due: 11:59pm Friday November 11

The purpose of this optional additional assignment is to provide you with the opportunity to demonstrate and critically reflect on your core therapeutic relationship building skills in practice. This assignment has two parts: (1) Video Demonstration: Recording a role play session with a classmate 'client' based on a given case study and (2) Written Analysis: Completing a written reflection and analysis of your skills and areas for continued growth. Both parts are required to be submitted to Canvas (video demonstration and written analysis).

Part 1: Video Demonstration (approximately ten minutes)

Based on a case that will be provided to you by the instructor, you will role play and video record approximately ten minutes of a single-session meeting between yourself as the social worker and a simulated (role play) client (or clients if you choose to focus on 'couples' work). Submit this recording to canvas with Part 2 below. The recording itself will not be graded (eg. for your clinical, videography, or acting skills), but it must be submitted as part of the requirements of the assignment.

Part 2: Written Analysis (approximately 3-4 pages)

Following the recording of the session, review the video and complete a written analysis and reflection on your therapeutic relationship building skills, answering the six questions/statements specified below. This written analysis can be completed using numbered formatting (full sentences are required but the submission does not need to be in essay format). References are not required, but if you do use any references they should be in APA style. Transcriptions (question 2a and 2b) should be <u>single-spaced</u> and the rest should be <u>double-spaced</u>. Please follow the transcription example* for formatting transcriptions.

1. In a few sentences, share key demographic information you have added to the case study provided by the instructor.

2. Based on the aspects of the social work role that single-session clients highlighted in the study by Gibbons & Plath, 2009): *Establishing rapport (feeling quickly 'put at ease'); engagement at a personal level; demonstrating knowledge, confidence, and competence; empathy and non-judgemental stance; offered practical assistance and advocacy*:

    a. Select one of the skills in the list above and transcribe an interaction between yourself and the client(s) where you feel you **demonstrated this skill well**. Include in this transcription (in no particular order): (1) timestamp in the video associated with the transcription (2) the skill you have selected, (3) verbatim statements made by yourself and the client, (4) an internal thought/feeling/assumption, (5) an indicator of the strength of the alliance and (6) a description of how you demonstrated this skill. *See below example

    b. Select a different skill in the list above and transcribe an interaction between yourself and the client(s) where you feel you **missed an opportunity to demonstrate this skill or could have demonstrated this skill better**. Include in this transcription (in no particular order): (1) timestamp in the video associated with the transcription, (2) the skill you have selected (3) verbatim statements made by yourself and the client, (4) an internal thought/feeling/assumption, (5) an indicator of the strength of the alliance and (6) <u>a description of how you could have better demonstrated this skill.</u> **note that this last guideline is different than 1a** *See below example

3. In a few sentences comment on either the process elements that you observed as relates to the relationship between the two parents in this case (if meeting with a single client – how they spoke about their relationship with the other parent), or a relational pattern of interaction observed (if meeting with both)

4. In a few sentences, reflect on your attention to cultural factors and share one way in which you could have better attended to cultural factors in the session.

5. In a few sentences, reflect on a moment in the session where you and the client may have experienced the session differently (demonstrating seeing through the client's 'window')

6. Use approximately half a page to share a reflection on your overall demonstration of therapeutic alliance. Identify one personal strength as well as one area for growth as relates to your ability to develop rapport with this client in particular OR with clients in general. This should <u>not</u> be about the challenge of developing rapport in a role-play versus real life setting.

*Transcription example
Timestamp: starting at 2:03
Skill: Empathy and non-judgmental stance
Client statement: *No-one understands what I have been through. I have tried everything. I spend so much time and energy even just trying to make it through each day.*
Alliance indicator: Client's body language was rigid and closed (crossed arms, looking down) indicating to me that more effort is needed to form the therapeutic alliance
Therapist automatic thought/feeling/assumption: "They have been through similar experiences to many families I work with. I understand what they have been through and likely so does the rest of the clinical team". Sadness, hopelessness, some panic. Assumption that I do understand what they have been through and that their experience parallels other families.
Therapist statement: *Sounds like you have been through a lot and no-one understands this*
Client statement: *Yeah exactly.*
How did I demonstrate skill: I paraphrased the client's statement that no-one understands them without offering an opinion or judgement about whether or not this may not be the case, I validated the underlying sentiment that they have been through a lot which showed empathy for their situation
OR
How I could have better demonstrated skill: I could have more clearly articulated to them that I could hear that they were saying they were struggling even just to make it through each day, as this may have been the aspect that they felt nobody understood about them. This may also have helped them to feel that I wanted to understand them and what they had been through, and may have resulted in a more engaged response from them.

Criteria for Grading (30 points total)
(1) Content (inclusion of all criteria, comprehensive without being extraneous)
(2) Comprehension/insight into self (demonstrated depth in understanding of professional self and use of therapeutic relationship building skills)
(3) Application to practice (demonstrated depth in understanding of professional strengths, gaps, and areas for continued growth in practice)
(4) Presentation (visually professional; formatting follows guidelines above, no spelling/grammar errors)

ASSIGNMENT TWO: Case Formulation and Intervention Planning (60% or 40%)
Due: 11:59pm Friday December 1

The purpose of this assignment is to provide you with the opportunity to demonstrate your knowledge and skills in differential application of clinical practice models into formulation and intervention in practice with a case example. Students will be responsible for completing a written assessment and intervention plan for a specific client(s) based on the language and assumptions of two clinical practice models covered in this course (including student-developed clinical practice model learning tools).

Using either (1) the case example provided to you by the instructor (the same case as the optional assignment), (2) your recorded role play of the single-session with this client if you did complete assignment 2, or (3) a client that you have or currently work with in your practicum or previous employment; imagine that you will be meeting with this client(s) on a recurring basis for counselling/therapy.

This assignment should be written in essay format and should be approximately 5 pages long. At least 4 academic references should be included and should be formatted in APA style.
Part 1: Case Description (approximately half page)

Identify if you are using the case example provided, your role play session, or a prior/current client. *If you are using the case example provided:* Share any relevant demographic information about this client that you applied to the case example provided. *If you are using a prior/current client case:* Share a short case overview of the client in a similar format to the example provided, including the context within where you work, your role in this setting, how the client was referred to you, and any relevant information shared at 'intake' including client demographics.

Part 2: Formulation and Hypothesis (approximately half to 1 page)

Provide a short formulation sharing the client(s) key demographic information, presenting problem, key factors that maintain the problem, and client(s) strengths. Conclude the above formulation by providing TWO different hypotheses, using two different clinical practice models (choose two from the models that covered in class and/or peer learning tools). Each hypothesis should be stated in 1-2 sentences. It should be clear from your hypothesis which model you are applying, and the two hypotheses should be observably different from each other.

Part 3: Overview and comparison of practice models (approximately 1.5- 2 pages)

Complete an empirically-based comparison of the two practice models you have selected, as applies to the current case. Be sure to identify for each reasons why they are suited for your client as well as gaps that may arise in the use of each approach. Select one of these models that you will use with this client and conclude this section with a summary statement why you chose this model. Make reference to at least 4 academic sources to support your points.

Part 4: Applying one model to the case (approximately 2 pages)

Select one of the two practice models and apply it to an intervention plan for your client. Using the language and concepts of the model, include the following four elements:
1. Your overall treatment goals with this client(s), based in both your formulation of this case as well as the language and concepts of the chosen model.
2. Two areas of inquiry that you would like to explore with the client (what does this model suggest that you still need to know about them in order to effectively provide this intervention?)
3. Two specific intervention techniques/strategies from this practice model that you plan to use with this client (note: You do not need to know how to use this intervention yourself, but you do need to be able to justify WHY you would try this specific strategy)
4. Two alternative referrals or resources that you would recommend for this client as a supplement to your work together or as a next step after working with you. Provide your reasoning for each.

Criteria for Grading (60 points total)
    (1) All 4 parts are addressed and depth of knowledge is demonstrated
    (2) Depth of ability to critically reflect on practice models
    (3) Ability to articulate and appropriately apply practice models to a specific case
    (4) Formatting follows guidelines and is clear and easy to read
    (5) Information is comprehensive and no extraneous information is included
    (6) Application of chosen practice model is empirically and clinically justified
    (7) At least 4 references are included and formatted in APA style

Course Schedule

Session 1:	**Sept 06 2023**
Topic:	Introduction to the Course Therapeutic Alliance
Before Class:	READ (see Canvas modules → Session 1) Yalom, I.D. (2002). Chapter 6: Empathy: Looking out the patient's window. In I.D. Yalom, *The gift of therapy: An open letter to a new generation of therapists and their patients* (pp. 17-22)*.* New York, NY: HarperCollins Publishers.
Session 2:	**Sept 13 2023**
Topic:	W/Holistic Assessment
Before class:	READ (See Canvas modules → Session 2) Heinonen, T., & Halonen, D. (2022). Chapter 2: Concepts and Ideas. In A.D. Burton, D.F. Halonen, & Heinonen, T.I (Eds), *Social Work Practice and Assessment: A W/holistic Approach* (25-46)*.* Northrose Educational Resources.
Session 3:	**Sept 20 2022** ***Assignment 1 Groups to be finalized**
Topic:	Cross-Cultural and Decolonizing Practices
Before Class:	READ Lee, E. (2014). A therapist's self-disclosure and its impact on the therapy process in cross-cultural encounters: Disclosure of personal self, professional self, and/or cultural self? *Families in Society: The Journal of Contemporary Social Services, 95*(1), 15-23. https://doi.org/10.1606/1044-3894.2014.95.3
Session 4:	**Sept 27 2023**
Topic:	Neurodiversity and Identity-Affirming Practice
Before Class:	READ Bridge, C.L. (2018, May 17). Dear former therapist, I wish you knew. *Autistic Women & Nonbinary Network (AWN).* https://awnnetwork.org/1860-2/ Yilmazer, C. (2021). Chapter 1: Tales of the well-intended gatekeeper. *A clinician's guide to gender actualization: An approach to gender affirming therapy* (pp. 4-15). Routledge. https://doi.org/10.4324/9781003001881
Session 5:	**Oct 04 2023**

Topic:	Working with "Couples"
Before Class:	LISTEN (See link below or search on podcast app) Burkel, S. (Host). (2018, April 17). Polyamorous Relationships with Jonathan Burstein (No. 040). [Audio podcast episode]. In *The Couples Therapist Couch*. Libsyn. https://couplestherapistcouch.libsyn.com/040-polyamorous-relationships-with-jonathan-burstein
Session 6:	**Oct 11 2023** ***Assignment 1 due Fri Oct 13 11:59pm***
Topic:	Emotionally Focused Couples Therapy
Before Class:	READ Furrow, J.L., Johnson, S.M., Bradley, B., Brubacher, L., Campbell, T.L., Kallos-Lilly, V., Palmer, G., Rheem, K., & Woolley, S. (2022). Chapter 1: Introduction: The Nature of EFFT*. *Becoming an Emotionally Focused Therapist: The Workbook* (pp. 3-19)*.* Routledge. *Page 3-8 only required to be read before class
Session 7:	**Oct 18 2023**
Topic:	Narrative Therapy *Guest speaker: Tommy Spence, MSW, RSW*
Before Class:	READ Guest speaker biography (see Canvas) Morgan, A. (2002). Beginning to use a narrative approach in therapy. *The International Journal of Narrative Therapy and Community Work, 1,* 85-90. https://dulwichcentre.com.au/wp-content/uploads/2015/06/Beginning-to-Use-a-Narrative-Approach-in-Therapy.pdf Combs, G., & Freedman, J. (2012). Narrative, poststructuralism, and social justice: Current practices in narrative therapy. *The Counselling Psychologist, 40*(7), 1033-1060. https://doi.org/10.1177/0011000012460662
Session 8:	**Oct 25 2023**
Topic:	Model-Based Assessment, Formulation, and Intervention PART 1
Before Class:	READ Assignment 1 Learning Tools (see Canvas)
Session 9:	**Nov 01 2023**
Topic:	Model-Based Assessment, Formulation, and Intervention PART 2

Before Class:	READ (see Canvas modules → Session 9) Johnstone, L. (2014). Controversies and debates about formulation. In L. Johnstone & R. Dallos (Eds.), *Formulation in psychology and psychotherapy: Making sense of people's problems* (pp. 260–289). Routledge/Taylor & Francis Group.
Session 10:	**Nov 08 2023** ***Optional Assignment due Fri Nov 11 11:59pm**
Topic:	Single-Session Interventions (including crisis and suicide intervention)
Before Class:	READ Sorensen, S. (2021). Chapter 21: Hope in remote places: Single session therapy in Indigenous communities in Canada. In M. F. Hoyt, J. Young, & P. Rycroft (Eds.), *Single session thinking and practice in global, cultural, and familial contexts: Expanding applications* (pp. 223-233). Routledge COMPLETE (for those who have not already completed suicide intervention training or practice) UBC Suicide Awareness and Intervention Training Part 1 (online module): https://wellbeing.ubc.ca/sait (see Canvas module for link)
Nov 13-15 READING WEEK	
Session 11:	**Nov 22 2023**
Topic:	Professional Well-Being Debriefing and Supervision
Before Class:	READ Toros, K., & Falch-Eriksen, A. (2021). Structured peer group supervision: Systematic case reflection for constructing new perspectives and solutions. *International Social Work* [Advance online publication]. https://doi.org/10.1177/0020872820969774
Session 12:	**Nov 29 2023** ***Assignment 3 due Fri Dec 01 11:59pm**
Topic:	Endings Course Wrap-up
Before Class:	READ (see Library Course Reserves) Bogo, M. (2006). Chapter 8: The ending stage. In M. Bogo, *Social work practice: Concepts, processes, & interviewing* (pp.213-225). Columbia University Press.
Session 13:	**Dec 06 2023**
Topic:	To be determined via class discussion

Before Class:	See Canvas Session 13

Late Assignments or Late Penalty

In emergency situations, students must discuss and receive approval for any potential late assignments with their instructor prior to the due date. Assignments submitted after the 11:59pm deadline with no prior approval will be penalized by five percentage points per day.

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).

Accommodations

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 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.

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

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; Track participation in team discussion; 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 or group discussions, unless permission has been granted by the instructor and all individuals in attendance.

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and
A	85-89	87	style are all at a high level. Student demonstrates excellent
A-	80-84	82	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 83.5 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.

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/