

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.

Year/Term	Fall 2016
Course Title	SOWK 405 – Social Work Practice II
Course Schedule	Wednesdays, 1:00 – 4:00 pm (Term 1)
Course Location	Room 124, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Mok Escueta	Room 335	604.822.3520 (UBC Office) 604.652.4189 (Home Office)	Mok.Escueta@ubc.ca
TBA (Teaching Assistant)			
Office Hours	Mondays, 12:00 to 1:00 pm, or by appointment		

COURSE DESCRIPTION:

This course builds on the practice foundations for generalist practice established in SOWK 305. Students will continue their learning by examining social work theories and interventions from a wide range of perspectives that can be applied to different practice settings with individuals, families, groups, and communities. The course uses a collaborative learning community model focusing on relational-collaborative-dialogical perspectives, inviting students to co-create the course, to share responsibility, and to engage in learning with each other and the instructor.

LEARNING OUTCOMES:

Upon completion, students will be able to:

- Describe the relationship between theoretical perspectives and models of practice
- Apply frameworks to practice situations
- Apply ethical decision-making principles to complex client situations
- Evaluate the effectiveness of a variety of practice research and social work practice models
- Demonstrate a heightened awareness of issues that are important in professional social work and related to structural advantage/disadvantage such as race, culture, gender, able-ness, sexual orientation and age
- Critically explain social work strategies in working with individuals, families, and communities

- Clearly articulate their emerging framework of practice.

UNIVERSITY POLICIES:

“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)

Disabilities: The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

Academic Dishonesty: Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

Retaining Assignments: Students should retain a copy of all submitted assignments (in case of loss) and should also retain all 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 pedagogical purposes. The examination remains the property of the university.

COURSE POLICIES:

Attendance and Participation

For this course to be successful, students are expected to attend all classes, be prepared, have read the required readings, and actively participate in learning in the classroom. Non attendance and lateness for any reason may result in the student being disallowed from submitting final papers. This is a practice course and emulates a professional practice reality. Hence, students are expected to function as if a professional in a service agency. If a student is going to miss a class due to illness, s/he must call the instructor or TA and submit a doctor’s note.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS:

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by regular mail (the student provides a self-addressed, stamped, envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor and destroyed one year after submission.

LATE ASSIGNMENTS:
Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available.
FORMAT OF THE COURSE:
The course is structured as a participatory seminar and will consist of discussions of issues and readings, lectures, guest speakers, videos, and peer presentations.
REQUIRED TEXTBOOK
There is no textbook for this course. Suggested readings are outlined and are available through UBC Connect or the UBC Library. Students will engage in self study in relation to most readings in the course.

COURSE SCHEDULE FOR SOCIAL WORK 405

SESSION 1:	September 7, 2016
TOPIC:	Orientation to the Course
	<ul style="list-style-type: none"> · Introductions · Learning goals for term: review of learning needs assessment & planning · What is a collaborative learning community · Ethical practice revisited · Revisiting generalist practice: identifying gaps
READING:	Reamer, Frederic. (2014) The Evolution of Social Work Ethics: Bearing Witness. <i>Advances in Social Work</i> , 15 (1), 163 – 181.
SESSION 2:	September 14, 2016
TOPIC:	The BC Landscape: Federal, provincial, municipal legislation, policies, programs, and practices; funding (how to apply); resources; entry to practice review
READING:	Meander through the federal, provincial and municipal governments websites. Check out Association of Social Work Boards (ASWB) website, and review BSW Examination Knowledge, Skills and Abilities, p. 2 – 7.

SESSION 3:	September 21, 2015
TOPIC:	Social Worker as Educator
READINGS:	<p>Freire, P. (1993). <i>Pedagogy of the oppressed</i>. New York: Continuum</p> <p>Goulet, L., Linds, W., Episkenew, J., Schmidt, K. (2011). Creating a space for decolonization: Health through theatre with indigenous youth. <i>Native Studies Review</i>, 20 (1), 89 – 116.</p> <p>Gurm, B. (2013) Multiple Ways of Knowing in Teaching & Learning. <i>International Journal for the Scholarship of Teaching and Learning</i>, 7 (1).</p> <p>hooks, bell. (1994). <i>Teaching to Transgress – Education as the Practice of Freedom</i>. New York: Routledge.</p> <p>hooks, bell. (2003). <i>Teaching Community: A Pedagogy of Hope</i>. New York: Routledge.</p> <p>Knowles, Malcolm. (1980). <i>The Modern Practice of Adult Education: from Pedagogy to Andragogy</i>. Connecticut: Association Press.</p> <p>Ormiston, N.T. (2014). Transforming stories and teaching into Social Work Pedagogies. <i>Affilia: Journal of Women and Social Work</i>, 29 (3). 368-372.</p> <p>Saleebey, D. (1992). Biology's Challenge to Social Work: Embodying the Person-in-Environment Perspective. <i>Social Work</i>, 37(2), 112-118.</p>
SESSION 4:	September 28, 2016
TOPIC:	Evidence Based Practice and Measures of Success
READINGS:	<p>Blom, B. (2009). Knowing or un-knowing? That is the question: In the era of evidence-based social work practice. <i>Journal of Social Work</i>, 9, 158-177.</p> <p>Graybeal, Clay. Evidence for the Art in Social Work. <i>Families in Society</i>, 88 (7). 513- 523.</p> <p>Hall, J.C. (2008). A practitioner's application and deconstruction of evidence-based practice. <i>Families in Society</i>, 89 (3) 385 – 393.</p> <p>Hall, Ronald. (2008). From Generalist Approach to Evidence-Based Practice: The Evolution of Social Work Technology in the 21st Century. <i>Critical Social Work</i>, 9, No.1</p> <p>Webb, Stephen. (2001) Some Considerations on the Validity of Evidence Based Practice in Social Work. <i>British Journal of Social Work</i>. 31. 57 – 79.</p>

SESSION 5:	October 5, 2016
TOPIC:	Social Determinants of Health
REQUIRED READINGS:	<p>Mikkonen, J. and Raphael, D. (2010). Social determinants of health: The Canadian facts. http://www.thecanadianfacts.org/The_Canadian_Facts.pdf</p> <p>Reading, C.L. & Wien, F. (2009). Health Inequalities and Social Determinants of Aboriginal Peoples' Health. Prince George, BC: National Collaborating Centre for Aboriginal Health. http://www.nccah-ccnsa.ca/Publications/Lists/Publications/Attachments/46/health_inequalities_EN_web.pdf</p>
SESSION 6:	October 12, 2016
TOPIC:	Working with Families (1) - Family Systems Approaches
READINGS:	<p>Combs, G., Freedman, J. (2012). Narrative, poststructuralism and social justice: Current Practices in Narrative Therapy. The Counselling Psychologist, 40 (7).</p> <p>Laird, Joan. (1995) Family Centered Practice in the Post Modern Era. Families in Society, 76 (3).</p> <p>Madsen, W., (2011). Collaborative Helping Maps: A Tool to Guide Thinking and Action in Family Centered Services. Family Process, 50 (4).</p> <p>Rothbaum, F., Rosen, K. , Ujjiie, T., Uchida, N. (2002) Family Systems Theory, Attachment Theory and Culture. Family Process, 41, 3.</p> <p>Singer, J. B. (Producer). (2015, March 10). #96 - Attachment-based family therapy (ABFT) for depressed and suicidal youth: Interview with Guy Diamond, Ph.D., and Suzanne Levy, Ph.D. [Audio Podcast]. Social Work Podcast. http://www.socialworkpodcast.com/2015/03/ABFT.html</p> <p>Thomlinson, Barbara. (2007). Assessing your Family and Critical Thinking. Family Assessment Handbook.Thomson Brooks/Cole. 25 – 31.</p> <p>Read http://www.socialworker.com/feature-articles/practice/doing-family-therapy-as-a-new-social-worker-dos-and-donts/</p> <p>Seminal writers in family systems: Salvador Minuchin, Virginia Satir, Murray Bowen</p>
SESSION 7:	October 19, 2016
TOPIC:	Working with Families (2): Life Cycle Approaches
READINGS:	<p>Sable, Pat. (1995). Pets, Attachment, and Well-Being across the Life Cycle. Social Work, 40 (3): 334-341</p> <p>Rempel, G., Neufeld, Ann, Kushner, K. Interactive Use of Genograms and Ecomaps in Family Caregiving Research, Journal of Family Nursing, 13: 403.</p> <p>Check out Psychotherapy.net.</p> <p>Seminal writers in life cycle: Erik Erikson, Carol Germain and Alex Gitterman</p>

SESSION 8:	October 26, 2016
TOPIC:	System and Interprofessional Collaboration
READINGS:	<p>Gitterman, A., & Heller, N. (2011). Integrating social work perspectives and models with concepts, methods and skills with other professions' specialized approaches. <i>Clinical Social Work Journal</i>, 39(2), 204-211.</p> <p>Green, B., Johnson, C., (2015) Interprofessional collaboration in research, education and clinical practice: Working together for a better future. <i>Journal of Chiropractic Education</i> 29 (1) 1 – 10.</p> <p>Hall, C., and Slembrouck S. (2009). Professional Categorization, Risk Management and Inter-Agency Communication in Public Inquiries into Disastrous Outcomes. <i>British Journal of Social Work</i>. 39, 280 – 298</p> <p>Molyneux, J. (2001). Interprofessional teamworking: What makes teams work well? <i>Journal of Interprofessional Care</i>, 15(1), 29-29.</p> <p>Executive Summaries of one of the following: The Hughes Report; The Gove Report; or the following Representative of Children and Youth reports: Honouring Kaitlynn, Max and Cordon; Paige's Story; Lost in the Shadows; When Talk Trumped Service; Out of Sight; Who Protected Him; So Many Plans, So Little Stability – all found at www.rcybc.ca/reports.</p>
SESSION 9:	November 2, 2016
TOPIC:	Crisis Intervention
READINGS:	<p>Cacciatore, J., Carlson, B., Michaelis, E., Klimek, B., Steffan., S. (2011) Crisis Intervention by Social Workers in Fire Departments: An Innovative Role for Social Workers. <i>Social Work</i>, 56 (1), 81 – 88.</p> <p>Roberts A., Everly, G. A Meta-Analysis of 36 Crisis Intervention Studies. Oxford University Press. doi:10.1093/brief-treatment/mhj006</p> <p>Tousignant, M. Sioui N. (2009). Resilience and Aboriginal Communities in Crisis: Theory and Interventions. <i>Journal of Aboriginal Health</i>. November: 43 – 61.</p> <p>Wooley, N. (1990). Crisis theory: a paradigm of effective intervention with families of critically ill people. <i>Journal of Advanced Nursing</i>, 15(12), 1402-1408.</p>
SESSION 10:	November 9, 2016
TOPIC:	Conflict Resolution
READINGS:	<p>Richter-Devroe, Sophie (2008). Gender, Culture and Conflict Resolution in Palestine. <i>Journal of Middle East Women's Studies</i>, 4, #2.</p> <p>Van Wormer, K. (2003). Restorative justice: A model for social work practice with families. <i>Families in Society</i>, 84(3), 441-448.</p> <p>Zehr, H. (2008). Doing justice, healing trauma: the role of restorative justice in peacebuilding. <i>Peace Prints: South Asian Journal of Peacebuilding</i>. 1 (1).</p>

SESSION 11:	November 16, 2016
TOPIC:	Grief/loss/re-membering
READINGS:	<p>Hedtke, L., Winslade, J. (2004). "The Use of the Subjunctive in Remembering Conversations With Those Who are Grieving." <i>Omega</i>. 50 (3), 197-215.</p> <p>Hill, D. (2009) Traditional Medicine and Restoration of Wellness Strategies. <i>Journal of Aboriginal Health</i>, National Aboriginal Health Organization.</p> <p>Larson, D., Hoyt, W. (2007). What has become of grief counselling? An evaluation of the empirical foundations of the new pessimism. <i>Professional Psychology, Research and Practice</i>, 38 (4), 347- 355.</p> <p>Spiwak, R., et al. (2012). Complicated grief in Aboriginal populations. <i>Dialogues in Clinical Neuroscience</i>, 14 (2). 204 – 209.</p> <p>Stanley, P. & Hurst, M. (2011). Narrative palliative care: A method for building empathy. <i>Journal of Social Work in End-of-life and Palliative Care</i>, 7. 39-55.</p> <p>http://www.businessballs.com/elisabeth_kubler_ross_five_stages_of_grief.htm. The original publication is <i>On Death and Dying</i> (1969) by Elisabeth Kubler Ross. Explore more about Kulber Ross on her Foundation's website.</p>
SESSION 12:	November 23, 2016
TOPIC:	<p>Interprofessional Decision-Making.</p> <p>Please complete the half hour self directed online module prior to class. We will complete a two hour workshop in class. You will be participating in an interactive, case-based session during which you will discuss a complex ethical case. Instructor will give fuller instructions in class.</p>
SESSION 13:	November 30, 2016
TOPIC:	<p>Moral Distress in Ethical Practice: A practice-based reflection.</p> <p>Complete the online module about moral distress. There will be no class held on this date in order for you to complete the module.</p>

ASSIGNMENTS FOR SOCIAL WORK 405:

ASSIGNMENT #1 – SOWK 405 PORTFOLIO

WEIGHT 50%. DUE OCTOBER 12, 2016 AND NOVEMBER 23, 2016.

Portfolios are student-centered. They allow students to see what they are learning and what they feel they are missing. They give students a greater role in their own learning. Thus students will each prepare a portfolio for this course, in a specific area of practice. This area of practice may be one that the student hopes to work in her/his fourth year practicum, or a practice area that s/he wants to develop competency in. Examples might be child welfare, Aboriginal practices, health, mental health, addictions, working with children, with adults, with people with disabilities, etc. Or it might be going deeply into one theoretical perspective, or social work question you want to answer for yourself. You may want to address micro, mezzo, or macro practice or all three.

Students will choose 11 'pieces of work' on which to comment and enter into the portfolio in their

subject area. These may include articles, dvd's, youtube clips, books, movies, plays, newspaper articles, a location for consideration, a poem, podcasts (see <http://socialworkpodcast.blogspot.co.uk>, and <http://socialworkpodcast.com>), interviews, art postings, or a paper that you have written in a particular course. At least 5 scholarly articles and/or books must be used, classic as well as contemporary sources. Make one entry after each week of class to the end of term, i.e., September 7, 14, 21, 28, October 5, 12, 19, 26, November 2, 9, 16. Correlate your entries to the 'subject of the day' reviewed in class and from your particular practice choice.

Readings are provided in the course schedule, which include classic, seminal and current ideas from macro, mezzo and micro perspectives on the 'subject of the day'. These are offered as ideas only – you may use one or more of them for your work in the portfolio, or you may search out different sources to better 'match' your area of focus. You will come to each class having prepared at least one entry for your portfolio and ready to present what you've learned in your week's work – whether it be articles or other 'pieces of work' or artifacts as noted above.

Start the Portfolio with a one page double-spaced introduction, written in week 1, identifying what you think will be the focus of your work and what your personal learning outcomes are for the course.

Summarize each entry (1 page double-spaced), then provide an analysis of its contents from your developing social work lens (1 page double-spaced). Please stay within these space requirements.

One of your entries should be a review of 3 different presentations by your colleagues for their online presentation (see below), reviewed through the lens of the presentations' applicability to your area of focus.

Conclude the portfolio with a 2 page (double-spaced) summary, integrating and reflecting on the pieces of work in your portfolio as you move forward into practicum.

Compiling and Presenting the Portfolio

The checklist below provides guidelines for deciding what materials should be contained in the portfolio, how to present the work, and what other items would help to illustrate your learning in this course.

Include an introduction and summary – An introduction helps the reader locate the student within their work. The introduction should include an overview of what you hope the portfolio will demonstrate, what your current practice framework is (a brief comment), and your learning goals for this portfolio. Write this the first week of class.

A summary is the integration of all the pieces of work in the portfolio which includes your reflections on your experiences related to this course. This is aimed at helping the you articulate valuable learnings as you move forward into your practicum.

Clearly present and organize your work – Your portfolio should be clearly organized.

Be selective – Big does not always mean best. Think carefully about what you want to include in the portfolio. Only write 2 pages maximum for each entry.

Address power, difference, and oppression – The portfolio should evidence understandings of power, difference and oppression personally and in the delivery of services and social and community change strategies and their implementation. Students will need to demonstrate the ability to reflect critically on their own practice and personal and professional development in this area.

Provide evidence of your own learning, including your challenges – The portfolio is more than an opportunity to demonstrate your competence in analysis and integration. It is also an opportunity to illustrate what you learned from what you have chosen to explore.

Demonstrate the integration of theory, practice, and research – The portfolio should illustrate the student’s knowledge of relevant literature, how knowledge informs practice, and the linkages between theory and practice. It is important that students integrate the knowledge learned in the classroom, their sources searched for entry, and social work practice.

Demonstrate ability in self-evaluation – The portfolio provides an opportunity for critical self-appraisal. Students are not expected to become a “perfect social worker” but rather individuals who cherish inquiry in its own right and understand the importance of self-critique and examination.

Students’ portfolios will be graded on the following criteria:

1. Are the materials well organized and presented clearly and professionally?
2. Do the contents speak to the course and individual student learning outcomes?
3. To what extent does the student show professional sophistication and elaboration on significant aspects?
4. To what extent does the student show evidence of critical thought, analysis, and scholarship?
5. To what extent does the portfolio indicate the student’s honesty and professional integrity?
6. To what extent does the portfolio show evidence of the student’s understanding of the social work profession, its core values, its code of ethics, and its basic principles and methods?
7. To what extent does the portfolio indicate the student’s self-awareness or an ability to engage in self-reflection?
8. What is the evaluator’s general impression of the portfolio and portfolio analysis?

ASSIGNMENT #2 – STUDENT LED PRESENTATIONS IN CONNECT ENVIRONMENT

WEIGHT = 40%. POSTING IS DUE BY 9:00 A.M. ON OCTOBER 26; EARLIER POSTINGS ARE WELCOME!

This assignment provides you with another opportunity to do some deeper exploration into a topic related to your proposed practicum and future practice. You are encouraged as much as possible to determine your own topics based on your interests and experiences. As a class, we will review a list of suggested topics that were noted in the summer needs assessment and will add others. The class will divide into as many as 13 groups in the second week of class.

As a group, you will develop a presentation and post it in Connect. The objective of the presentation is to both learn more in a subject area relevant to your group and the class, and to teach what you have learned to other members of your cohort.

Part 1: The Presentation (Weight 80% of assignment)

1. The first task is to choose a topic related to social work practice that you would like to research and present to your colleagues. This should be a topic that is not already located within the SOWK 405 curriculum (or a ‘spin off’ to provide more information). Choose a topic that is interesting to you and useful for your colleagues and not too broad a focus. You must clear the topic with your instructor.
2. The next task is to develop a 12 minute presentation on your topic. Your presentation should:
 - Include a short introduction to the topic, why you’ve chosen it, what its history within social work is, and the focus of the presentation, including learning outcomes.

- Identify 3 - 5 contributing theoretical perspectives that are used in the identified field of practice and provide a critique of them.
- Demonstrate the use of theory in practice / application of same.
- Conclude with some reflection questions and/or activities for the learner who is watching your presentation.
- Include references so that students colleagues can research more if they wish.

While this is a relatively 'linear' model for the presentation, and its elements must be included, please challenge it by thinking outside the box and developing any creative elements that will assist both knowledge transfer and engagement.

Please think about your presentation as a way of teaching your colleagues. You'll likely want to create a document/slideshow to accompany your actual 'talk'. Speak slowly and in an engaging way and limit the amount of text on each slide, if you choose to have slides. While you can have notes, please do not 'read' your presentation. You may choose to have 1 person from the group do the presentation, or several.

You must include audio for your presentation. The presentation should be a recording, not a live, real time event.

Some viable formats include:

- Prezi (with voice)
- Powerpoint (with voice)
- Rocketslider
- Camtasia
- Screencast-o-matic: <http://www.screencast-o-matic.com/>
- Digital storytelling software such as imovie.

3. On the assignment deadline, paste your presentation link (do not upload the file!) in a Post in group discussion area in Connect. Please include a short "Abstract" of your video. Your fellow students will access your presentation from this discussion area. If your presentation is a website, you can simply direct students to it in your posting.

Your group will also facilitate an online discussion centred on the presentation topic and the 2 - 3 questions that have been developed to prompt conversation that have been included in the presentation. Each student only needs to respond to 2 postings.

4. Because we will have a large number of groups, please explore 3 – 4 of your colleagues' presentations which are most relevant to you and your portfolio topic area. As noted above, include an entry in your portfolio about your explorations and learning. As well, offer meaningful reflections on your colleagues' videos and respond to a few of their questions embedded.

Students' presentations will be graded on the following criteria:

- Accuracy and depth of understanding, representation and analysis of content
- Appropriate organization and use of resources, adherence to the time frame of 12 minutes
- Use of adult learning techniques: clearly defined learning outcomes and activities which are achieved in the timeframe
- Effectiveness of presentation in terms of clarity, succinctness, sophistication and creativity.

Part Two: (Weight 20% of assignment)

Each student will submit a 2 page paper (double spaced) analyzing:

- Their contribution to the presentation using the integration of both group theory and their own perspective as their basis for review.
- Their experience in collaborating with the group, including challenges and successes, and
- The implications their learning has had on their practice framework.

Students' papers will be graded on the following criteria:

- Use of group theory for analysis
- Clarity and honesty of presentation
- Critical reflection on the process; the use of 'first person' effectively
- Well written, no syntax or typographical errors

ASSIGNMENT #3 – ATTENDANCE AND PARTICIPATION – WEIGHT 10%

4. Attendance and Quality of Participation in Class Discussions and Activities 10%

Regular attendance and critical engagement with course and related material; attention and participation in class discussions will be monitored and deductions given as is appropriate. Work to make-up for absences will be required.

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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 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.