



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work  
Course Outline - SOWK 405

**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 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.

<b>YEAR/TERM:</b>	2017 - 18 Winter
<b>COURSE TITLE:</b>	SOWK 405 (001) – Social Work Practice II
<b>COURSE SCHEDULE:</b>	Wednesdays, 1:00 – 4:00, Term 1
<b>COURSE LOCATION</b>	Room 124, Jack Bell Building

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	E-MAIL ADDRESS	TELEPHONE NUMBER
Mok Escueta	Room 335	Wednesdays 12–1pm or by appointment; Online appointments available	<a href="mailto:mok.escueta@ubc.ca">mok.escueta@ubc.ca</a>	604.822.3520 UBC Office 604.652.4189 Home Office
<b>TA</b>	Michelle O’Kane		<a href="mailto:michelle.okane@alumni.ubc.ca">michelle.okane@alumni.ubc.ca</a>	

**Note:** *This course design is subject to change.*

**COURSE DESCRIPTION**

This course builds on the practice foundations for generalist practice established in SOWK 305. Students will continue their learning by examining more advanced social work skills based on 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.

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## LEARNING OUTCOMES

Upon completion, students will be able to:

- critically explain and display various aspects of the particular advanced social work skills covered in this course;
- explain the various ways that these skills may be applied to various practice settings and service-user systems;
- describe the relationship between theoretical perspectives and practice approaches with respect to the social work skills covered in this course;
- describe ways to evaluate the effectiveness of the application of these advanced skills in the various settings in which these may be applied; and
- explain and analyze ways to apply ethical decision-making principles to complex client situations.

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## 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](http://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 pedagogic purposes. The examination remains the property of the university.

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## 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 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 Canvas or the UBC Library. Students will engage in self-study in relation to most readings in the course.

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## COURSE SCHEDULE FOR SOCIAL WORK 405

<b>CLASS 1</b>	September 6, 2017 – No in-class session today, time to be used to write paper on the questions below; paper due on Wednesday, September 13, 2017, at 1pm.
	<p>Please write a 3-page paper in response to the following:</p> <ol style="list-style-type: none"> <li>1. Discuss your current location in your continuing efforts at your emerging social work practice. (i.e., what have you learned about yourself and what changes have happened in the recent past? what lessons have you learned in the past year or so that have impacted your emerging practice framework?)</li> <li>2. What specific generalist social work practice skills that you have not yet acquired would you like to learn at this point? Describe how and in what contexts you hope to use these skills.</li> </ol>
<b>CLASS 2</b>	September 13, 2017 <i>Paper on Location and Practice Skills due at 1pm.</i>
<b>TOPIC:</b>	<i>Orientation to the Course</i>
	<ul style="list-style-type: none"> <li>• Welcome, Introductions, Class Agreements, Course Expectations,</li> <li>• Course Design, Learning Needs Assessment</li> <li>• What is a collaborative learning community?</li> <li>• Revisiting generalist practice: identifying gaps in skills and identifying content for final project</li> <li>• The ASWB Exam</li> <li>• Choosing Reps</li> <li>• Moving forward this week</li> </ul>
<b>CLASS 3</b>	September 20, 2017
<b>TOPIC:</b>	<b>Decolonizing Our Social Work Practice: Self-Identities, Self-Transformation, and Two-Eyed Seeing</b>
<b>READINGS:</b>	<p>Bartlett, C., Marshall, M. &amp; Marshall, A. (2012). Two-eyed seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing. <i>AESS: Journal of Environmental Studies and Sciences</i>, 2(4), 331-340.</p> <p>Gray, M., &amp; Hetherington, T., Indigenization, indigenous social work and decolonization: Mapping the theoretical terrain. In Gray, M., Coates, J., Yellow Bird, M., &amp; Hetherington, T., (2013). <i>Decolonizing Social Work</i>. England: Ashgate.</p> <p>Balra-Ulloa, A.J. Why decolonized social work is more than cross-culturalism. In Gray, M., Coates, J., Yellow Bird, M., &amp; Hetherington, T., (2013). <i>Decolonizing Social Work</i>. England: Ashgate.</p>

SESSION 4	September 27, 2017
TOPIC:	<i>Social Worker as Educator: Freire's Popular Education</i> <i>Small Group Workshop: Designing an Education Course</i>
	<p>Freire, P. (1993). <i>Pedagogy of the oppressed</i>. New York: Continuum.</p> <p>hooks, bell. (1994). <i>Teaching to Transgress – Education as the Practice of Freedom</i>. New York: Routledge.</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>
SESSION 5	October 4, 2017
TOPICS:	<i>Basic Services/Benefits: Student Presentation, Discussion, and Skills Practice Session</i> <i>The BC Mental Health Act</i>
READINGS:	<p>British Columbia Information on Services: Family and Social Supports: <a href="http://www2.gov.bc.ca/gov/content/family-social-supports">http://www2.gov.bc.ca/gov/content/family-social-supports</a> Health: <a href="http://www2.gov.bc.ca/gov/content/health">http://www2.gov.bc.ca/gov/content/health</a></p> <p>The BC Mental Health Act: <a href="http://www.health.gov.bc.ca/mhd/pdf/MentalHealthGuide.pdf">http://www.health.gov.bc.ca/mhd/pdf/MentalHealthGuide.pdf</a> Guide to the Mental Health Act: <a href="http://www.health.gov.bc.ca/library/publications/year/2005/MentalHealthGuide.pdf">http://www.health.gov.bc.ca/library/publications/year/2005/MentalHealthGuide.pdf</a> (this publication is about 10 years old but the law has not changed in this time).</p>
SESSION 6	October 11, 2017
TOPIC	<i>Comprehensive Mental Health Assessment and Basic Considerations for Treatment</i>
READINGS:	<p>Resources (sample Mental Health Assessments, others) to be available on Canvas.</p> <p>Carrigan, A. Developmental factors for consideration in assessment and treatment. In Ronen, T. &amp; Freeman, A. (2007). <i>Cognitive behavior therapy in clinical social work practice</i>. New York: Springer.</p> <p>Developing Treatment Plans: The Basics: <a href="http://socialworkpodcast.blogspot.ca/2007/03/developing-treatment-plans-basics.html">http://socialworkpodcast.blogspot.ca/2007/03/developing-treatment-plans-basics.html</a></p> <p>Cognitive-Behavioural Therapy (CBT): <a href="http://socialworkpodcast.blogspot.ca/2007/03/cognitive-behavioral-therapy-cbt.html">http://socialworkpodcast.blogspot.ca/2007/03/cognitive-behavioral-therapy-cbt.html</a></p>
SESSION 7	October 18, 2017
TOPIC:	<i>Orientation to the DSM V</i>

<b>READING:</b>	<p>The DSM V:  <a href="http://dsm.psychiatryonline.org.ezproxy.library.ubc.ca/doi/book/10.1176/appi.books.9780890425596">http://dsm.psychiatryonline.org.ezproxy.library.ubc.ca/doi/book/10.1176/appi.books.9780890425596</a></p> <p>Critiques on the DSM V:  <a href="http://socialworkpodcast.blogspot.ca/2016/01/DSM5critique.html">http://socialworkpodcast.blogspot.ca/2016/01/DSM5critique.html</a></p>
<b>SESSION 8</b>	<b>October 25, 2017</b>
<b>TOPIC:</b>	<b><i>Working with Families</i></b>
<b>READINGS:</b>	<p>Gingerich, S. &amp; Mueser, K. Family Intervention for Severe Mental Illness. In Ronen, T. &amp; Freeman, A. (2007). Cognitive behavior therapy in clinical social work practice. New York: Springer.</p> <p>A Social Worker's Tool Kit for Working with Immigrant Families  <a href="http://bettercarenetwork.org/sites/default/files/A%20Social%20Worker%27s%20Toolkit%20for%20Working%20with%20Immigrant%20Families.pdf">http://bettercarenetwork.org/sites/default/files/A%20Social%20Worker%27s%20Toolkit%20for%20Working%20with%20Immigrant%20Families.pdf</a></p> <p>Combs, G., Freedman, J. (2012). Narrative, poststructuralism and social justice: Current Practices in Narrative Therapy. <i>The Counselling Psychologist</i>, 40 (7).</p> <p>Laird, Joan. (1995) Family Centered Practice in the Post Modern Era. <i>Families in Society</i>, 76 (3).</p> <p>Rothbaum, F., Rosen, K., Ujije, T., Uchida, N. (2002) Family Systems Theory, Attachment Theory and Culture. <i>Family Process</i>, 41, 3.</p>
	<p><i>October 27, 2017</i>  <i>Skills Development Initiatives and Portfolio Due at 12MN.</i></p>
<b>SESSION 9</b>	<b>November 1, 2017</b>
<b>TOPIC:</b>	<b><i>LGBTQ Issues and Social Work</i></b>
	<p>Guest speaker/s from the community; workshop and discussion.  Resources to be available on Canvas.</p>
<b>SESSION 10</b>	<b>November 8, 2017</b>
<b>TOPIC:</b>	<b><i>Psychotropic Medications</i></b> <b><i>Tentative Additional Topic: Non-Violent De-Escalation Skills</i></b>
	<p>Guest speaker/s; workshop discussion.  Resources to be available on Canvas.</p>

SESSION 11	November 15, 2017
TOPIC:	<i>Suicide Risk Assessment, Prevention, and Treatment Considerations</i>
READINGS:	<p>Perlman CM, Neufeld E, Martin L, Goy M, &amp; Hirdes JP (2011). <i>Suicide Risk Assessment Inventory: A Resource Guide for Canadian Healthcare Organizations</i>. Toronto, ON: Ontario Hospital Association and Canadian Patient Safety Institute.</p> <p>Freeman, A., Martin, D., &amp; Ronen, T. Treatment of Suicidal Behaviour. In Ronen, T. &amp; Freeman, A. (2007). <i>Cognitive behavior therapy in clinical social work practice</i>. New York: Springer.</p> <p>Crisis Intervention and Suicide Assessment: Part 1 - History and Assessment:  <a href="http://socialworkpodcast.blogspot.ca/2007/01/crisis-intervention-and-suicide.html">http://socialworkpodcast.blogspot.ca/2007/01/crisis-intervention-and-suicide.html</a></p> <p>Crisis Intervention and Suicide Assessment: Part 2 - Intervention and Crisis Assessment  <a href="http://socialworkpodcast.blogspot.ca/2007/01/crisis-intervention-and-suicide_29.html">http://socialworkpodcast.blogspot.ca/2007/01/crisis-intervention-and-suicide_29.html</a></p>
SESSION 12	November 22, 2017
TOPIC:	<p><b>iEthics Q#3- Inter-professional Decision-Making.</b></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 more detailed instructions in class.</p>
	<p><i>November 26, 2017</i></p> <p><i>Instructional Videos for Service Users due 12MN.</i></p>
SESSION 13	November 29, 2017
TOPIC:	<p><b>iEthics Q#4 - Moral Distress in Ethical Practice: A practice-based reflection.</b></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>

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## ASSIGNMENTS FOR SOCIAL WORK 405:

**ASSIGNMENT #1 – REFLECTION PAPER (No in-class session on Sept. 6, time to be used to write this paper)**

**WEIGHT 10%. DUE SEPTEMBER 13, 2017 at 1pm, to be emailed to Instructor**

**Please write a 3-page paper in response to the following:**

1. Discuss your current location in your continuing efforts at your emerging social work practice. (i.e., what have you learned about yourself and what changes have happened in the recent past? what lessons have you learned in the past year or so that have impacted your emerging practice framework?)
2. What specific generalist social work practice skills that you have not yet acquired would you like to learn at this point? Describe these fully and how and in what contexts you hope to use these skills.

**ASSIGNMENT #2 – SOWK 405 SKILLS DEVELOPMENT INITIATIVES AND PORTFOLIO**

**WEIGHT 40%. DUE OCTOBER 27, 2017, 12MN, TO BE SUBMITTED THROUGH CANVAS**

### SKILLS DEVELOPMENT INITIATIVES:

In small groups (3 maximum), students will choose three (3) of the skills covered in class or ones they choose on their own that they want to acquire/develop for themselves and undertake an activity/activities that will facilitate this. These activities need to be in social work/service settings involving work with service-users, if possible and appropriate. Some examples of these are: shadowing service providers who are engaged in the practice of these skills; creation of a manual related to the use of these skills; participation in actual steps/activities towards skills development in a small project form. It is recommended that the skills that the students will work on developing are ones that they hope to use in their fourth year practicum or in a practice area that they want to develop competency in.

### PORTFOLIO:

Each student will create a portfolio (11 pages total excluding reference pages) on these skills development initiatives. Each portfolio will include:

1. *An Introduction page* – an introduction page helps the reader locate the student within their work. The introduction should include an overview of what you hope to accomplish articulated in your learning goals with respect to the activities you will undertake and a brief discussion on how this relates to your current practice framework.
2. Three portfolio entries - each of these 3 skills development activities will be written about in individual portfolio entries (3 pages maximum each, not including references) to provide students with opportunities to determine what skills they have acquired, reflect on/evaluate these efforts, and identify what aspects of developing these skills may still need additional work and how to go about addressing this need. Each entry will include a discussion on the activity and the concrete steps undertaken in skills development (i.e., exactly what was done which indicates skills

acquisition) and the student's reflections on this including micro, mezzo, and/or macro practice issues related to these skills development efforts.

At least 3 scholarly articles and/or books must be used for each portfolio entry.

Readings are provided in the course schedule for some class topics, which include significant and current ideas from macro, mezzo and micro perspectives. 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.

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

### **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?

### **Compiling and Presenting the Portfolio**

The checklist below provides additional guidelines on how to present your work and what other items would help to illustrate your learning in this course.

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

*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.

### **ASSIGNMENT #3 – INSTRUCTIONAL VIDEOS FOR SERVICE-USERS ON CANVAS**

**WEIGHT = 40%. VIDEO IS DUE ON NOVEMBER 26, 2017, AT 12MN, TO BE SUBMITTED THROUGH CANVAS**

In small groups (maximum of 4), the students will create an instructional skills video for use by service-users. The content and setting for the use of the video will be whatever you choose. You are encouraged as much as possible to base the video on your interests and experiences, as well as ones that are related to your proposed practicum and future practice. We will review a list of suggested topics as a class to determine the content and the small groups.

As a small group, you will develop the content for and create this video and post it on Canvas. The objective of the presentation is to both learn more on skills needs relevant to service-users and how to assist service-users in their efforts to develop their skills in addressing their needs through video instruction.

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

1. The first task is to choose a topic that you would like to do an instructional video on and find small group to create this with. 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 and the focus of the presentation, including the expected outcomes of this video.
  - If applicable, identify around 3 contributing theoretical perspectives that are used in the identified field of practice and provide a critique of them.
  - Conclude with a synthesis of what you hope the service-user is able to do based on your video.
  - Include references and other pertinent information that may be of use to service-users.

While this is a relatively ‘linear’ model for the presentation and with some required elements, 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 contributing to efforts at enhancing access to information and services by service-users.

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. Submit your video on Canvas; instructions to follow as Canvas is new. Please include a short description 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.
  4. Because we will have a large number of groups, please view 3 – 4 of your colleagues' presentations which are most relevant to you and provide *substantial* feedback on this, which is to be part of your grade.

**Students' presentations will be graded on the following criteria:**

- Accuracy and depth of understanding of the video content and user setting
- 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.

**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.

**UBC COURSE POLICIES [attendance, participation, academic dishonesty]:**

Excerpt from the UBC calendar:

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GRADING CRITERIA			
Letter Grade	Percent Range	Mid-Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.