

	<b>THE UNIVERSITY OF BRITISH COLUMBIA</b> <b>School of Social Work</b> <b>Course Outline – SOWK 551 (001)</b>
---	---

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the **xʷməθkʷəy̓əm (Musqueam)** people.

**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.

**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.

<b>Year/Term</b>	2019 Winter		
<b>Course Title</b>	SOWK 551 (001) Health Praxis: Social Work Intensive in Settings in Healthcare Settings Program		
<b>Credit Value</b>	3 credits		
<b>Course Schedule</b>	Term 1 Thursday, 9:00-12:00 p.m.		
<b>Course Location</b>	St. Paul's Library, Conference Level, St. Paul's Hospital		
<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
<b>Dr. Harvey Bosma</b>	St. Paul's Hospital	604-806-8068	hbosma@providencehealth.bc.ca
<b>Teresa Robitaille</b>	St. Paul's Hospital	604- 682-2334 ext. 63389	trobitaille@providencehealth.bc.ca
<b>Office Hours</b>	By appointment		

#### **COURSE DESCRIPTION:**

This course comprises a key component of the Social Work Intensive in Settings in Healthcare (SWISH) program. The course uses a case-based learning approach and aims to develop skills needed for effective social work in health care settings.

The course examines multi-level methods of intervention, including health promotion, disease prevention, assessment, treatment, rehabilitation, continuing care, and discharge planning. The course emphasizes the importance of the social determinants of health and incorporates readings and activities aimed at promoting competence, empowerment, and social justice among patient populations. The course will consider the impact of socio-cultural factors on health and well-being, the significance of family relationships and resources in the management of chronic and complex health conditions, and interventions that support individual and family capacity to adapt to acute health crises or chronic health conditions.

---

**LEARNING OUTCOMES:**

At the completion of this course, students will be able to:

1. Articulate theories related to health and illness.
2. Explain the roles of social work in current health care practices in Canada.
3. Explain the interplay between the social determinants of health and individual health outcomes
4. Articulate the links between theory, policy and social work practice in health care.

---

**COURSE STRUCTURE:**

This course will include a combination of lecture, guest speakers, seminar, and hands-on skill building activities. Class members are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate. Student participation in class discussions will be evaluated in part on the alacrity which comments and reflections are offered. Evaluative tools are described below.

---

**REQUIRED READING:**

**There is no required text for the course.** Required readings may be found online or through the UBC library website. Because the course relies extensively on the expertise of community practitioners, each guest speaker will recommend readings based on her/his presentation topic. A list of readings will be provided prior to each class session.

---

**ASSESSMENT, GRADING, EVALUATION:****1. Social Determinants of Health: Critical review - 20%**

Students will write a 3-page review of an article, podcast, or other reference material related to Social Determinants of Health. The review will contain a summary of the content and a discussion of the implications for practice and policy.

**Reviews are due on Oct. 03, 2019.**

**2. “Going to the Movies”: Practice in Assessment Skills - 25%**

For this assignment, students will select a film from a list of films provided by the instructors. Students will then complete a condensed bio-psychosocial assessment of a main character from the film. Guidelines will be provided in class.

**Due Oct 31, 2019.**

**3. Case in Point - 20% - group presentation**

Students will divide into groups. Each group will present a case study related to the practicum experience of one or more of their group members. The 20 minute presentation will include a clinical summary, linkages between theory and practice, self-reflection connected to learning and a discussion about challenges and implications for future practice. Guidelines and evaluative criteria will be provided in class.

**Groups will present on Nov. 21, 2019.**

**4. Major Paper - 35%:**

Students will submit a research paper on an aspect of social work practice in healthcare that particularly intrigues them. Topics may include social determinants of health/public health, social justice in healthcare, chronic disease, palliative and end of life care, mental health, substance use, cultural safety, trauma informed care, or a population-focused topic like health and cultural safety for transgender and gender variant people, Aboriginal people, or immigrant/newcomer groups. Paper limit is 2000 words.

**Papers are due December 5, 2018. Use APA formatting please.**

---

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

---

Excerpt from the UBC calendar:

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.

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.

It is recommended that students 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.

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.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off.

---

---

## COURSE SCHEDULE

Week	Topic	Practice Activity	Assignments
1. 9/05	<p><b>Introduction to Course</b>  <b>Guest Panel: Hospital Social Workers</b> (VGH, BC Children's, PHC, SMH)  <b>Reading:</b>            Bryson, S. &amp; Bosma, H. (2018): Health social work in Canada: Five trends worth noting, <i>Social Work in Health Care</i>, DOI: <a href="https://doi.org/10.1080/00981389.2018.1474161">10.1080/00981389.2018.1474161</a></p> <p>Craig, S. &amp; 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>Glaser, B. &amp; Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care, <i>Social Work in Health Care</i>, 55, 5: 395-408.</p> <p><b>Recommended:</b>            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>	A Day in the Life of a Hospital Social Worker	
2. 9/12	<p><b>Social Determinants of Health Framework</b>  <b>Speakers: Housing and Community social workers</b></p> <p><b>Reading:</b>            Mikkonen, J. and Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i>.            Online: <a href="http://www.thecanadianfacts.org">http://www.thecanadianfacts.org</a></p> <p>Wang, S. &amp; Burns, T. (2014). Health interventions for people who are homeless. <i>The Lancet</i>. 384: 1541-47.</p> <p>Hankivsky, O. &amp; Christoffersen, A. (2008) Intersectionality and the determinants of health: A Canadian perspective. <i>Critical Public Health</i>, 18(3): 271- 283.</p> <p><b>Recommended:</b>            Canham, S., Custodio, K., Mauboules, C., Good, C. &amp; Bosma, H. (2019). Health and psychosocial needs of older adults who are experiencing homelessness following hospital discharge. <i>The Gerontologist</i>, 20 (20), 1-10.</p> <p>Smedley, B (2012). The Lived Experience of Race and Its Health Consequences. <i>American Journal of Public Health</i>, 102 (5), 933-935.</p> <p>Bywaters, P. (2009). Tackling inequalities in health: A global challenge for social work. <i>BJSW</i>, 39, 353-367.</p> <p>Damanna, D., Stergiopoulos, V, Durbin, J., O'Campo, P, Poremski, D., &amp; Tepper, J. (2017). Promoting continuity of care for homeless adults with unmet health needs: The role of brief interventions. <i>Health and Social Care Community</i>, 1 – 9.</p> <p><b>Chez Soi Final Report (Vancouver):</b>  <a href="http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf">http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf</a></p>	<p><b>Public health exercise</b></p> <p><b>Ted Talk</b></p>	

Week	Topic	Practice Activity	Assignments
3. 9/19	<p><b>Assessment Part I: Illness Experience vs. Diagnosis</b></p> <p><b>Speakers:</b> <b>PHC Indigenous Health Team: Rebecca Hatch and Neil Fowler</b></p> <p><b>Reading:</b> Kleinman, A. &amp; Benson, P. (2006) Anthropology in the clinic: The problem of cultural competency and how to fix It. <i>PLoS Medicine</i>, 3(10), 1673-1676.</p> <p>Kleinman, A. (2013). From illness as culture to caregiving as moral experience. <i>New England Journal of Medicine</i>, 368(15): 1376-1377.</p> <p>Truth and Reconciliation Commission: Calls to Action for Health <a href="http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf">http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf</a></p> <p>Second Class Healthcare for First Nations People: CBC Radio: Whitecoat, Black Art. Oct 5, 2013 <a href="https://www.cbc.ca/radio/whitecoat/second-class-healthcare-for-first-nations-people-1.1913052">https://www.cbc.ca/radio/whitecoat/second-class-healthcare-for-first-nations-people-1.1913052</a></p> <p><b>Recommended</b></p> <p>BC Trauma Informed Practice Guide <a href="http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a></p> <p>Richmond, K., Burnes, T., &amp; Carroll, K. (2012). Lost in trans-lation: Interpreting systems of trauma for transgender clients, <i>Traumatology</i> 18(1), 45–57.</p> <p>Machtiger, E., Cuca, Y., Khanna, N., Rose, C. &amp; Kimberg, L. (2015). From treatment to healing: The promise of trauma Informed primary care. <i>Women's Health Issues</i>, 25(3), 193–197</p> <p>Dorazio-Migliore, M., Migliore, S., &amp; Anderson, J. (2005). Crafting a praxis oriented culture concept in the health disciplines: Conundrums and possibilities. <i>Health</i>, 9(3): 339-360.</p> <p>Tervalon, M., &amp; Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of HealthCare for the Poor and Underserved</i>, 9(2), 117-125.</p>	<p>Conducting Biopsychosocial Assessments (Part I)</p> <p>Asking Kleinman's questions</p> <p>Sacred Space</p>	

Week	Topic	Practice Activity	Assignment
4. 09/26	<p><b>Assessment Part II: Biopsychosocial Assessment</b></p> <p><b>Reading:</b> Graybeal, C. (2001) Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. <i>Families in Society: The Journal of Contemporary Human Services</i>, 82(3), 233 – 242.</p> <p>Handouts</p> <p><b>Recommended:</b> Kazak, et al. (2007). Evidence-based assessment, intervention and psychosocial care in pediatric oncology: A blueprint for comprehensive services across treatment. <i>Journal of Pediatric Psychology</i>, 32(9), 1099-1110.</p>	<p>Conducting Biopsychosocial Assessments (Part II) Documentation,</p> <p>Case study</p>	
5. 10/03	<p><b>Assessment Part III: Mental Health Assessment</b> <i>Mental Health Status Exam: Conducting and documenting Suicide risk assessment</i></p> <p><b>Speaker: Sylvia Lai</b></p> <p><b>Reading:</b> Cummings, C. &amp; Bentley, K. (2018). A recovery perspective on wellness: Connection, awareness, congruence. <i>Journal of Psychosocial Rehabilitation Mental Health</i>. 5, 139-150.</p> <p>Sommers and Flannigan: <i>Where to Start and What to Ask and Clinical Interviewing</i></p> <p>Other readings will be posted on Canvas</p>	<p>Conducting Biopsychosocial Assessments (Part III) Mental Health</p>	<b>Assignment 1: SDOH Review due</b>
6. 10/10	<p><b>Substance Use</b></p> <p><b>Speakers: Jaclyn Sauer and Jack Makolewski</b></p> <p><b>Reading:</b> Littrell, J. (2011). How addiction happens, how change happens, and what social workers need to know to be effective facilitators of change. <i>Journal of Evidence-based Social Work</i>, 8:469-486.</p> <p>McNeil, R, Kerr, T., Pauly, B, Wood, E., &amp; Small, W.(2015). Advancing patient-centered care for structurally vulnerable drug-using populations: a qualitative study of the perspectives of people who use drugs regarding the potential integration of harm reduction interventions into hospitals. <i>Addiction</i>, 111, 685–694.</p>	<p>Assessment activity</p>	

Week	Topic	Practice Activity	Assignment
7. 10/17	<p data-bbox="245 191 711 218"><b>Adult Guardianship and Mental Health Act</b></p> <p data-bbox="245 289 472 317"><b>Speaker: So Han Yip</b></p> <p data-bbox="245 388 342 415"><b>Reading:</b></p> <p data-bbox="245 422 678 510">ReAct: Act on Adult Abuse and Neglect. Its your duty- On line course – Learning Hub</p> <p data-bbox="245 575 857 602"><a href="https://learninghub.phsa.ca/Courses/12395">https://learninghub.phsa.ca/Courses/12395</a></p> <p data-bbox="245 674 638 762">Young, J. &amp; Everett, B. (2018) When Patients choose to live at risk. BC Medical Journal 60(6) 314 - 318</p> <p data-bbox="245 804 686 926">Marshall, J., Cotterell, D., Chan, P., Scott, M. &amp; Clements, G. (2017) Protection of the vulnerable older adult. BC Medical Journal 59 (7), 356- 361</p> <p data-bbox="245 997 418 1024"><b>Recommended:</b></p> <p data-bbox="245 1066 667 1155">Young, J. &amp; Everett, B. (2015) Cause of Death Schizophrenia. <i>BC Medical Journal</i> 57(10) 434 – 437.</p> <p data-bbox="245 1226 938 1283">Committed to Change: Protecting Rights of involuntary patients under the Mental Health Act. March 2019</p> <p data-bbox="245 1354 919 1411"><a href="https://bcombudsperson.ca/documents/committed-change-protecting-rights-involuntary-patients-under-mental-health-act">https://bcombudsperson.ca/documents/committed-change-protecting-rights-involuntary-patients-under-mental-health-act</a></p> <p data-bbox="245 1482 570 1539">React Adult Protection Program <a href="http://www.vchreact.ca/">http://www.vchreact.ca/</a></p>	Collaborative Case Studies	

Week	Topic	Practice Activity	Assignment
8. 10/24	<p><b>Assessment Part IV: The 3D's: Dementia, Depression, and Delirium</b></p> <p><b>Speakers: Eve Lyon &amp; Lisa McFarling</b></p> <p><b>Reading:</b></p> <p>Recognizing Delirium, Depression, and Dementia:  <a href="http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf">http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf</a></p> <p>Birt, L., Poland, F., Csipke, E. &amp; Charlesworth, G. (2017). Shifting dementia discourses from deficit to active citizenship. <i>Sociology of Health and Illness</i>. 39 (2), 199-211.</p> <p>Contador, I., Fernandez-Calvo, B., Palenzuela, D., Migueis, S, &amp; Ramos, F (2012). Prediction of burden in family caregivers of patients with dementia: A perspective of optimism based on generalized expectancies of control. <i>Aging and Mental Health</i>, 16(6), 675-682</p> <p>Chiu, M, Wesson, V. &amp; Sadavoy, J. (2013). Improving caregiver competence, stress coping, and mental well-being in informal dementia carers. <i>World Journal of Psychiatry</i>, 3 (3) 65- 73.</p> <p>Circle of Care  <a href="https://www.doctorsofbc.ca/sites/default/files/doctorsofbc_supporting_family_caregivers_web-ready.pdf">https://www.doctorsofbc.ca/sites/default/files/doctorsofbc_supporting_family_caregivers_web-ready.pdf</a></p> <p>Caregivers in Distress  <a href="https://www.seniorsadvocatebc.ca/app/uploads/sites/4/2015/09/CaregiversReport.pdf">https://www.seniorsadvocatebc.ca/app/uploads/sites/4/2015/09/CaregiversReport.pdf</a></p>	Collaborative Case Studies	
9. 10/31	<p><b>Advance Care Planning</b></p> <p><b>Speaker: Wallace Robinson</b></p> <p><b>Reading:</b></p> <p>Song, J. (2007). Dying on the streets: Homeless persons' concerns and desires about end of life care, <i>Society of General Internal Medicine</i>, 22:435-441.</p> <p>Too Little, Too Late: How we fail vulnerable Canadians as they die and what to do about it.</p> <p>Final Project Report for the Equitable Access to Care Study in Victoria, British Columbia  <a href="https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf">https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf</a></p> <p>Representation Agreements (7 &amp; 9); POA; Advance Directives, etc.</p> <p>Nidus website: <a href="http://www.nidus.ca/?page_id=214">http://www.nidus.ca/?page_id=214</a></p>	Collaborative Case Studies	<b>Assignment 2: Going to the Movies: Psychosocial assessment due</b>

Week	Topic	Practice Activity	Assignment
10. 11/07	<p><b>Child and Adolescent Health</b></p> <p><b>Speakers: BC Children’s Hospital Social Workers</b></p> <p><b>Reading:</b></p> <p>Perrin, J, Gnanasekaran, S, &amp; Delahaye, J. (2012). Psychological Aspects of Chronic Health. <i>Pediatrics In Review</i>. 33(3) 99 – 109.</p>	Collaborative Case Studies	
11. 11/14	<p><b>End of Life Care: Serious Illness Conversations and MAiD</b></p> <p><b>Speaker: Carrie Smith</b></p> <p><b>Reading:</b></p> <p>Bernacki, R. &amp; Block, S. (2014) Communication about serious illness care goals: A review and synthesis of best practices, <i>JAMA</i> online Oct 20 2014</p> <p>Nuhn, A., Holmes, S., Kelly, M., Just, A., Shaw, J. &amp; Wiebe, E. (2018). Experiences and perspectives of people who pursued medical assistance in dying. <i>Canadian Family Physician</i>, 64: 380-386.</p> <p>Wiebe, E., Shaw, J., Green, S., Trouton, K. &amp; Kelly, M. (2018). Reasons for requesting medical assistance in dying. <i>Canadian Family Physician</i>, 64: 674-679.</p>		
12. 11/21	<b>Case in Point Group presentations</b>	Group Presentations	<b>Assignment 3: Case in Point Presentations due</b>
13. 11/28	<b>Last class – party and wrap up</b>	Evaluation	
12/05	<b>Major Paper</b>		<b>Assignment 4: Major Paper due</b>

**RECOMMENDED SUPPLEMENTARY READINGS:**

- Chandrakant, P. (2003). *Public Health and Preventive Medicine in Canada, 5<sup>th</sup> Edition*. Canada: Saunders.
- Donahoe, M., Ed. (2013). *Public health and social justice*. San Francisco: Jossey-Bass.
- Egan, M. and Kadushin, G. (2007). *Social work practice in community-based health care*. Binghamton, NY: The Haworth Press.
- Fierlbeck, K. (2011). *Health care in Canada: A citizen's guide to policy and politics*. Toronto: University of Toronto Scholarly Publishing Division.
- Fort Cowles, L. A. (2003). *Social work in the health field: a care perspective. Second edition*. Binghamton, NY: The Haworth Press.
- Gehlert, S. and Browne T. A. (Eds.). (2012). *Handbook of health social work. Second edition*. Hoboken, NJ: John Wiley & Sons.
- Heinonen, T. and Metteri, A. (Eds.) (2005). *Social work in health and mental health: Issues, developments, and actions*. Toronto: Canadian Scholars' Press.
- Hillman, J. L. (2002). *Crisis intervention and trauma: New approaches to evidence-based practice*. NY: Kluwer Academic/Plenum Publishers.
- Raphael, D. (2010). *About Canada: Health and illness*. Halifax: Fernwood Publishers.
- Rootman, I., Dupéré, S., Pederson, A., & O'Neill, M. (Eds.), *Health promotion in Canada (3rd ed.)*. Toronto, ON: Canadian Scholars' Press, Inc.
- Rhodes, R., Battin, M., & Silvers, A. (Eds.) (2012). *Medicine and social justice: Essays on the distribution of healthcare*. New York: Oxford.
- Ruger, J. (2010). *Health and social justice*. New York: Oxford.
- Social Work Section of the American Public Health Association (2013). *Handbook for public health social work*. New York: Springer.
- Sommers-Flanagan, J. and Sommers-Flanagan, R. (2014). *Clinical interviewing. Fifth edition*. Hoboken, NJ: John Wiley & Sons.
- Spitzer, D. (Ed.) (2011). *Engendering migrant health: Canadian perspectives*. Toronto: University of Toronto Press Scholarly Publishing Division
- Taket, A. (2012). *Health equity, social justice, and human rights*. New York: Routledge.
-

## USEFUL WEBSITES

### Federal Government:

Human Resources and Skills Development Canada (HRSDC):

<http://www.hrsdc.gc.ca/eng/home.shtml> and

[http://www.socialunion.gc.ca/menu\\_e.html](http://www.socialunion.gc.ca/menu_e.html)

### BC Government Websites:

Search Engine: <http://www.bcconnects.gov.bc.ca/>

Statistics: <http://www.bcstats.gov.bc.ca/> Government's

main site: <http://www.gov.bc.ca/> MCFD:

<http://www.gov.bc.ca/mcf/>

Aboriginal Reconciliation and Relations <http://www.gov.bc.ca/arr/index.html>

Housing and Social Development <http://www.gov.bc.ca/hsd/index.html> Health:

<http://www.gov.bc.ca/healthservices/>

Community Living British Columbia <http://www.communitylivingbc.ca/>

Evidence Network.ca: <http://umanitoba.ca/outreach/evidencenetwork/archives/8941>

## ASSIGNMENTS

### Submitting Assignments-

Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

### 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 snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor's office or at the main office counter.

## 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. No learning analytics are being used in this 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.

**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	73.5	
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.