



**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Social Work**  
**Course Outline - SOWK 440Q – Social Work in Health Care**  
**3 Credits**

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.

**BSW Mission Statement:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

<b>Year/Term</b>	2020 Winter, Term 1, September 8 – December 1, 2020
<b>Course Title</b>	SOWK 440Q – Social Work in Health Care
<b>Credit Value</b>	3
<b>Course Schedule</b>	Tuesdays, 5:00 – 8:00pm
<b>Course Location</b>	online

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Kelly Allison	Virtual	604-626-8834	Kelly.Allison@ubc.ca
<b>Office Hours</b>	by appointment		

## **PREREQUISITE and/or COREQUISITE**

There are no prerequisites for this course.

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## **COURSE DESCRIPTION:**

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

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## **PANDEMIC CHANGES:**

Given the Covid-19 pandemic, the University of British Columbia has directed all all UBC programs to redesign courses to be delivered online (COVID-19 UBC's approach to the fall term, UBC Broadcast, May 11, 2020). As a result, this course has been redesigned to be delivered online.

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## **COURSE STRUCTURE AND LEARNING ACTIVITIES:**

The course will have both asynchronous and synchronous learning aspects to it. The asynchronous learning will involve class readings, watching educational videos and instructional videos and participating in discussion boards and class activities and quizzes. The synchronous learning will involve short lectures, small group discussion and case study analysis.

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## **LEARNING OUTCOMES:**

Upon completion of this course students will be able to:

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

There is no textbook for this course. Course readings are outlined and are available through UBC Library Course Reserve through Canvas.

## COURSE SCHEDULE:

Please refer to our Canvas modules for a complete description of synchronous and asynchronous components of the course.

<b>SESSION 1:</b>	<b>September 8 , 2020</b>
<b>TOPIC:</b>	<b>Introduction to Social Work in health care</b>
	<b>Synchronous Class Time: We will meet in Collaborate Ultra (accessed through Canvas) from 5-7 pm today</b>
<b>READING:</b>	Bryson, S. & Bosma, H. (2018). Health social work in Canada: Five trends worth noting, <i>Social Work in Health Care</i> . 57(7): 1-26 Government of Canada. (2017) Canada's Health Care System. <a href="https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/health-care-system/canada.html">https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/health-care-system/canada.html</a> Nicholas, D et al. (2019). Examining professional competencies for emerging and novice social workers in health care. <i>Social Work in Health Care</i> . 58(6): 596-611
<b>SESSION 2:</b>	<b>September 15, 2020</b>
<b>TOPIC:</b>	<b>The Role and Scope of Practice of Social Work in Health Care</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING:</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 Craig, S. L. & Muskat B. (2013) Bouncers, brokers and glue: The self-described roles of social workers in urban hospitals. <i>Health and Social Work</i> , 38 1:7-16. Ashcroft, R., Kourgiantakis, T., Fearing, G., & Robertson, T. (2018). Social Work's scope of practice in primary mental health care: A scoping review. <i>British Journal of Social Work</i> . 49(2):1-17
<b>SESSION 3:</b>	<b>September 22, 2020</b>
<b>TOPIC:</b>	<b>Bringing the Social to Health Care Practice</b>
	<b>Synchronous Class Time: 5-6:15 Collab Ultra (via Canvas)</b>
<b>READING:</b>	Mikkonen, J. and Raphael, D. (2010) Social Determinants of Health: The Canadian Facts. <a href="http://www.thecanadianfacts.org/">http://www.thecanadianfacts.org/</a> Kilicaslan, J. & Petrakis, M. (2019). Heteronormative models of healthcare delivery: investigating staff knowledge and confidence to meet the needs of LGBTIQ+ people. <i>Social Work in Health Care</i> . 58(6): 612-632 Bethune, R., Absher, N., Obiagwu, M., Qartmout, T., Steeves, M., Yaghoubi, M., Tikoo, R., Szafron, M., Dell, C. & Farag, M. (2019). Social determinants of self-reported health for Canada's indigenous peoples: a public health approach. <i>Public Health</i> , 176, 172-180.
<b>SESSION 4:</b>	<b>September 29, 2020</b>

<b>TOPIC:</b>	<b>The Interprofessional Team and Interdisciplinary Practice</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>REQUIRED READING:</b>	Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health Social Work</i> . 41(2): 101-109 Glaser, B. & 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
<b>SESSION 5:</b>	<b>October 6, 2020- No Class on Tuesday evening</b>
<b>TOPIC:</b>	<b>Ethics in the Health Care Context</b>
	<b>Participation in UBC Health Ethics Module ( choose either Friday October 2, 2-3pm or Tuesday Oct 6<sup>th</sup> 10-11 am) More information about how to register will be given in class</b>
<b>READING:</b>	Mattison, M. (2000). Ethical decision making: the person in the process. <i>Social Work</i> . 45(3): 201-212 Sasson, S. (2000). Beneficence versus respect for autonomy: An ethical dilemma in social work practice. <i>Journal of Gerontological Social Work</i> . 33(1): 5-16
<b>SESSION 6:</b>	<b>October 13, 2020</b>
<b>TOPIC:</b>	<b>Patient and Family Centred Care</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING</b>	Brooks-Cleator, L., Philips, B. & Giles ,A. (2018). Culturally safe health initiatives for indigenous people in Canada: A scoping review. <i>Canadian Journal of Nursing Research</i> ,50 (4), 202-213. Craig, S., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centred care. <i>Social Work in Health Care</i> . 54(5): 422-443. Hadland, S. E., Yehia, B. R., & Makadon, H. J. (2016). Caring for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Inclusive and Affirmative Environments. <i>Pediatric clinics of North America</i> , 63(6), 955–969. <a href="https://doi.org/10.1016/j.pcl.2016.07.001">https://doi.org/10.1016/j.pcl.2016.07.001</a>
<b>SESSION 7:</b>	<b>October 20, 2019</b>
<b>TOPIC:</b>	<b>Bio-Psycho-Social-Spiritual Assessments</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING:</b>	Nilsson, D. et al. (2013). The why of practice: Utilizing PIE to analyze social work practice in Australian hospitals. <i>Social Work in Health Care</i> . 52: 280-295 Hodge, D. (2019). Spiritual assessment with refugees and other migrant populations: A necessary foundation for successful clinical practice. <i>Journal of Religion and Spirituality in Social Work: Social Thought</i> , 38 (2), 121-139. <a href="https://doi.org/10.1080/15426432.2019.1597663">https://doi.org/10.1080/15426432.2019.1597663</a> Winchester, S. (2019). Social Determinants of Health Assessment Tool: Implications for healthcare practice. <i>Social Work in Public Health</i> . 34(5): 395-408
<b>SESSION 8:</b>	<b>October 27, 2020</b>
<b>TOPIC:</b>	<b>Social Work Interventions in Health Care</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>

<b>READING:</b>	<p>Cagle, J. &amp; Kovacs, P. (2009). Education: A complex and empowering social work intervention at the end of life. <i>Health &amp; Social Work, 34 (1), 17-27.</i></p> <p>Gibbons, J. &amp; Plath, D. (2012). Single Session Social Work in Hospitals. <i>The Australian and New Zealand Journal of Family Therapy. 33(1): 39-53.</i></p> <p>Nelson, M. (2000) A view of social work advocacy in hospitals in eastern Ontario. <i>Social Work in Health Care, 29:4, 69-92.</i></p> <p>Forchuk, C., MacClure, S., Van Beers, M., Smith, C., Csiernik, R., Hoch, J. &amp; Jensen, E. (2008). Developing and testing an intervention to prevent homelessness among individuals discharged from psychiatric wards to shelters and 'No Fixed Address'. <i>Journal of Mental Health and Psychiatric Nursing, 15 (7), 569-575.</i></p>
<b>SESSION 9:</b>	<b>November 3, 2020</b>
<b>TOPIC:</b>	<b>Legislation and Health Care Decision Making</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING:</b>	<p>BC Ministry of Health. (2011). Health Care Providers Guide to Decision Making. <a href="http://www.health.gov.bc.ca/library/publications/year/2011/health-care-providers'-guide-to-consent-to-health-care.pdf">http://www.health.gov.bc.ca/library/publications/year/2011/health-care-providers'-guide-to-consent-to-health-care.pdf</a></p> <p>Province of British Columbia. (2013). My Voice: Expressing My Wishes for Future Health Care Treatment. <a href="http://www.health.gov.bc.ca/library/publications/year/2013/MyVoice-AdvanceCarePlanningGuide.pdf">http://www.health.gov.bc.ca/library/publications/year/2013/MyVoice-AdvanceCarePlanningGuide.pdf</a></p> <p>Cummings, C., &amp; Bentley, K. (2014). Contemporary health related decision aids: Tools for social work practice. <i>Social Work in Health Care. 53: 762-775</i></p> <p>Peterson, K. (2012). Shared decision making in health care settings: A role for social work. <i>Social Work in Health Care. 51: 894-908</i></p>
<b>SESSION 10:</b>	<b>November 10, 2020 – ASSIGNMENT 2 DUE</b>
<b>TOPIC:</b>	<b>Social Work Practice in Aging and Adult Abuse and Neglect</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING:</b>	<p>Chapter 1, McInnis-Dittrich, K. (2020). <i>Social Work with Older Adults. (5th Ed).</i> Pearson.</p> <p>Duffy, F. &amp; Healy, J.P. (2011). Social Work with Older People in a Hospital Setting. <i>Social Work in Health Care. 50(2): 109-123</i></p> <p>McGovern, J. (2015). Living Better with Dementia: Strengths-Based Social Work Practice and Dementia Care. <i>Social Work in Health Care. 54(5): 408-421</i></p>
<b>SESSION 11:</b>	<b>November 17, 2020</b>
<b>TOPIC:</b>	<b>Mental Health and Substance Use</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING:</b>	<p>Karoll, B. (2010). Applying social work approaches, harm reduction and practice wisdom to better serve those with alcohol and drug use and disorders. <i>Journal of Social Work, 10 (3) 263-281.</i></p> <p>Sutherland, S. &amp; Adams, M. (2019). Building on the definition of social and emotional wellbeing: an indigenous ( Australian, Canadian and New Zealand viewpoint.) <i>Ab-Original: Journal of Indigenous Studies and First Nations Peoples and First People's cultures., 3(1) 48-72.</i></p>

	Williams,C., Almeida, M. & Knyahnytska, Y. (2015). Towards a biopsychosociopolitical frame for recovery in the context of mental illness. <i>The British Journal of Social Work</i> , 45, (suppl_1)i9–i26, <a href="https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bcv100">https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bcv100</a> Links to an external site.
<b>Session 12:</b>	<b>November 24, 2020</b>
<b>TOPIC:</b>	<b>Death and Dying and Grief and Grieving</b>
	<b>Synchronous Class Time: 5-6:15 pm Collab Ultra (via Canvas)</b>
<b>READING:</b>	<p>Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss just as all losses require change. <i>Australian Social Work</i>, 58(2): 167-178</p> <p>Fulton, A. 2012). Dealing with client death and dying: a letter to social work practicum students. <i>Reflections:Narratives of Professional Helping</i> 18 (2): 69-76.</p> <p>Moon,F. Fraser,L. &amp; McDermott,F. (2019) Sitting with silence: hospital social work interventions for dying patients and their Families, <i>Social Work in Health Care</i>, 58:5, 444-458, DOI: 10.1080/00981389.2019.1586027</p>
<b>Session 13</b>	<b>December 1, 2020</b>
<b>TOPIC:</b>	<b>Conclusion: Pulling it all together</b>
	<b>Synchronous Class Time:5-6:15 pm Collab Ultra (via Canvas)</b>
	Lianekhammy, J., Miller, J., Lee, J., Pope, N., Barnhart S. & Grise-Owens, E. (2018). Exploring the self-compassion of health-care social workers: How do they fare?, <i>Social Work in Health Care</i> , 57(7): 563-580

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## ASSIGNMENTS:

### Assignment #1: The Social Determinants of Health Paper

**30%**

This assignment will help you explore the social determinants of health in greater detail and consider health care social work's role in addressing the social determinants of health. The entire assignment (part 1 and part 2) should be between 4-6 pages long.

Part 1: Each student will choose three social determinants of health that they would like to learn more about. Using at least 2 academic references for each determinant (6 academic references in total), Students will address the following questions:

- 1) Explain the specific social determinant of health.
- 2) Explain how this determinant of health impacts health outcomes.
- 3) Describe what this social determinant of health looks like in the Canadian context.

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

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

**Assignment #2: A Bio-psycho-social-spiritual assessment assignment****30%**

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

Your assessment should include the following categories:

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

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

**Assignment #3 Case Study****40%**

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

- 1) Skills for engagement and assessment with this client including how you will enact patient and family centered care (and address culture and diversity)
- 2) the key issues that need to be addressed and the social work role with this patient and family
- 3) relevant legislation that will guide your practice or intervention with this client
- 4) strategies for how you will work with the various multidisciplinary professionals in the case
- 5) identify any ethical dilemmas in the case
- 6) theoretical approaches that may be beneficial in working with this patient and/or family

This case study should be approximately 6 pages in length. Please refer to the marking rubric for this assignment in Canvas.

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**NAMES AND GENDER PRONOUNS**

Class rosters are generally provided to the instructor with students' legal names; however, the Instructor and Teaching Assistant will respect your request to address you by the name and/or gender pronoun(s) you use for yourself. If you need general support around this issue, please be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. <https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity>

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## SCHOOL/COURSE POLICIES:

### Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook [https://schoolsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook\\_2018-19.pdf](https://schoolsocialwork.sites.olt.ubc.ca/files/2018/07/Handbook_2018-19.pdf)

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## 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/>

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## WELLNESS SUPPORTS

<https://students.ubc.ca/health/counselling-services>

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## APA CITATION STYLE GUIDE

<https://guides.library.ubc.ca/apacitationstyle>

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## 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>



**Academic Honesty and Integrity:** All work submitted in this course must be your own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of the Instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented. It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person's ideas and present them as yours without proper citations. It is plagiarism to use another student's work (current or past) as your own. Violations of academic honesty will be taken seriously. 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. Consequences may include failure in the course and suspension from your academic program.

**Access and Disability Accommodations:** UBC School of Social Work and the Instructor/Teaching Assistant for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Centre for Accessibility. Students with accommodations approved through the Centre for Accessibility Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Centre for Accessibility should do so immediately:

<http://you.ubc.ca/ubc-life/campus-community/students-disabilities/>

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## 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.

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## 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.

**UBC GRADING CRITERIA:**

<b>UBC GRADING CRITERIA</b>			
<b>Letter Grade</b>	<b>Percent Range</b>	<b>Mid-Point</b>	
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.