

COURSE OUTLINE

SOWK 551

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəy^əm (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

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.

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>

Course Info

Year/Term	Winter 2020-21, January 14, 2021- April 8, 2021
Course Title	SOWK 551 Health and Social Care Praxis
Credit Value	3 credits
Course Schedule	Thursdays, 10am-12pm
Course Location	Online

Instructor	Office Location	Office Phone	Email address
Kelly Allison	Online	604-626-8834	Kelly.Allison@ubc.ca

Prerequisite and/or Corequisite

There are no pre-requisites for this course.

Course Description

This course will examine and develop, at an advanced level, the practice knowledge and skills required to be a social worker within a continuum of health care contexts. The primary focus of this course will be the increasing complexity of integrating social work practice with the current issues in the health care system. The course content will identify unique population needs, practice settings, social work interventions and policy issues. The course emphasizes the importance of the social determinants of health and trauma informed practice 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.

Course Structure and Learning Activities

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.

Learning Outcomes

1. Articulate the social work role and scope of practice within a healthcare setting
 2. Apply relevant theoretical frameworks for practice.
 3. Demonstrate practice competencies in bio-psycho-social-spiritual assessments and intervention planning
 4. Critically analyze the diverse specialty areas and settings for the delivery of health care social work;
 5. Articulate the links between theory, policy and social work practice in health care.
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Required Textbooks(s) and Learning Materials

There is no textbook for this course. Required readings can be accessed through our Canvas site Library Course reserve 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 of Learning

Journal Club Summary and Reflection	- 25%	Due Feb 4, 2021
Bio-psycho-social-spiritual Assessment	- 35%	Due Mar 4, 2021
Major Independent Project	- 40%	Due Apr 8, 2021

Course Schedule

SESSION 1:	Thursday January 14
TOPIC:	Introduction to the Course/ The Role of Social Work in Health Care
READINGS:	<p>Nicholas, D., Jones, C., McPherson, B. Hilsen, L, Moran, J. & Mielke, K. (2019) Examining professional competencies for emerging and novice social workers in health care. <i>Social Work in Health Care</i>, 58:6, 596-611, DOI: 10.1080/00981389.2019.</p> <p>Ashcroft,R. Van Katwyk,T. & Hogarth,K (2016) An examination of the biomedical paradigm: A view of social work. <i>Social Work in Public Health</i>, 31:3, 140-152, http://dx.doi.org/10.1080/19371918.2015.1087918:</p> <p>Ashcroft R, McMillan C, Ambrose-Miller W, McKee R, Brown JB. (2018). The emerging role of social work in primary health care: A survey of social workers in ontario family health teams. <i>Health Soc Work</i>. 1; 43(2):109-117. doi:10.1093/hsw/hly003.</p>
SESSION 2:	Thursday January 21
TOPIC:	Frameworks for Practice: Social Determinants of Health and TIC
READINGS:	<p>Andermann, A. (2018). Screening for social determinants of health in clinical care: moving from the margins to the mainstream. <i>Public Health Reviews</i> 39:19 https://doi.org/10.1186/s40985-018-0094-7</p> <p>Finkelhor, D. (2018). Screening for adverse childhood experiences (ACEs): Cautions and suggestions. <i>Child Abuse and Neglect</i>, 85, 174-179.</p> <p>Levenson, J. (2020) Translating trauma-informed principles into social work practice. <i>Social Work</i>. 65 (3) 288-298.</p> <p>Tseris, E. (2013). Trauma theory without feminism? Evaluating contemporary understandings of traumatized women. <i>Affilia</i>, 28(2), 153-164.</p>

SESSION 3:	Thursday January 28
TOPIC:	Bio-Psycho-Social-Spiritual Assessments
READINGS:	<p>Barkley, J. (2009). Biopsychosocial assessments: why the biopsychosocial and rarely the social? <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i>. 18 (4) 344-347.</p> <p>Berzoff, J. & Drisko, J. (2015). What clinical social workers need to know: Bio-psycho-social knowledge and skills for the twenty first century. <i>Clinical Social Work Journal</i>. 43. 10.1007/s10615-015-0544-3.</p> <p>Sommers-Flanagan (2014). The Mental Status Examination.</p> <p>Cummings,S.,Fitzpatrick,E., McAuliffe,D.,McKain,S.,Martin,C. & Tonge, A. (2007) Raising the <i>Titanic</i>: Rescuing social work documentation from the sea of ethical risk. <i>Australian Social Work</i>, 60:2, 239-257.</p> <p>Dean,R. & Levitan Poorvu, N (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i>.89 (4) pp 596-604.</p>
SESSION 4:	Thursday February 4
TOPIC:	Indigenous History, Trauma and Healthcare Practice
READINGS:	<p>Brown, A & Tang, S.Y. (2008). 'Race matters: racialization and egalitarian discourses involving Aboriginal people in the Canadian health care context. <i>Ethnicity & Health</i>, 13(2), 109-127.</p> <p>King, M., Smith, A., Gracey, M. (2009). Indigenous health part 2: the underlying causes of the health gap. <i>Lancet</i>, 374, 76-85.</p> <p>Browne et al. (2016) Enhancing health care equity with Indigenous populations: evidence-based strategies from an ethnographic study. <i>BMC Health Services Research</i> (2016) 16:544</p> <p>Turpel-Lafond (2020) In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care. Report for the Ministry of Health.</p>
SESSION 5:	Thursday February 11
TOPIC:	Working with People with Substance Use in Health Care
	<i>Guest Speaker Jaclyn Sauer and Kaye Robinson</i>
READING:	<p>McNeil, R., Kerr, T., Pauley, B., Wood, E., & Small, W. (2016). 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> 11 (4), 685-694.</p> <p>Lukshin, V. Harm Reduction in substance abuse treatment: Pragmatism as an epistemology for social work practice. <i>Journal of Social Work Practice in the Addictions</i>, 11 (1), 96-100.</p>

READING WEEK: February 18 - NO CLASS	
SESSION 6:	Thursday February 25
TOPIC:	Transgender Children and Youth: Ethics and Decision Making in Health care <i>Guest Speaker Robin Lalani and Mabel Tan, Transgender Clinic, BCCH</i>
READINGS:	Richmond, K., Burnes, T., & Carroll, K. (2012). Lost in trans-lation: Interpreting systems of trauma for transgender clients. <i>Traumatology, 18</i> (1), 45-57. Olson, K., Durwood, L., DeMeules, M. & McLaughlin, K. (2016). Mental health of transgender children who are supported in their identities. <i>Pediatrics, 137</i> (3) DOI: 10.1542/peds.2015-3223 McBride, K., Folkers, K., Friesen, P., Sultan, D., Quinn, G., Bateman-House, A., Parent, B., Konnoth, C., Janssen, A., Shah, L., Bluebond-Langner, R. & Salas-Humara, C. (2018). Ethical issues in gender affirming care for youth. <i>Pediatrics, 142</i> (6), 1-9.
SESSION 7:	Thursday March 4
TOPIC:	Working with Refugees and Immigrants in Healthcare Guest Speaker: Laura Moran Bonilla
READINGS:	Agic B., Andermann L., McKenzie K., Tuck A. (2019) Refugees in host countries: psychosocial aspects and mental health. In: Wenzel T., Droždek B. (eds) <i>An Uncertain Safety</i> . Springer, Cham. https://doi.org/10.1007/978-3-319-72914-5_ Aery, A. (2018). <i>Facilitators to accessing primary and preventive care for immigrants and refugees in Canada: A literature review</i> . Toronto, ON Wellesley Institute.
SESSION 8:	Thursday March 11
TOPIC:	Mental Health <i>Guest Speaker: Anna Thompson, Case Manager, Community Mental Health</i>
READINGS:	Charles, J. & Bentley, J. (2016). Stigma as an organizing framework for understanding the early history of community mental health and psychiatric social work. <i>Social Work in Mental Health, 14</i> :2, 149-173, DOI: 10.1080/15332985.2014.964448 O'Brien, A. & Calderwood, K. (2010). Living in the Shadows: A Canadian Experience of Mental Health Social Work, <i>Social Work in Mental Health, 8</i> :4, 319-335, DOI: 10.1080/15332980903484988
SESSION 9:	Thursday March 18
TOPIC:	Disability <i>Guest Speaker- Karen Hodge, Social Worker Complex Care Co-ordination, Sunnyhill Hospital</i>

READINGS:	<p>Meade, M. Mahmoudi, E. & Lee, S. (2015) The intersection of disability and healthcare disparities: a conceptual framework, <i>Disability and Rehabilitation</i>, 37:7, 632-641, DOI: 10.3109/09638288.2014.</p> <p>Canadian Institute for Health Information. (2020) <i>Children and Youth With Medical Complexity in Canada</i>. Ottawa, ON: CIHI</p> <p>Canadian Association of Paediatric Health Centres (CAPHC), Complex Care Community of Practice (2018). CAPHC Guideline for The Management of Medically Complex Children & Youth Through the Continuum of Care.</p>
SESSION 10:	Thursday March 25
TOPIC:	Grief and Loss
READINGS:	<p>Holland, J.M. & Neimeyer, R.A. (2010). An examination of stage theory of grief among individuals bereaved by natural and violent causes: a meaning-oriented contribution. <i>Omega- Journal of Death and Dying</i>, 61(2), 103-120.</p> <p>Rothaupt, J.W. & Becker, K. (2007). A literature review of western bereavement theory: from deathecting to continuing bonds. <i>The Family Journal</i>, 15(1), 6-15.</p> <p>Tedeschi, R.G. & Calhoun, L.G. (2008). Beyond the concept of recovery: growth and the experience of loss. <i>Death Studies</i>, 32, 27-39.</p> <p>Shear, K. (2015). Complicated grief. <i>New England Journal of Medicine</i>, 372:153-160</p>
SESSION 11:	Thursday April 1
TOPIC:	WRAP UP!
SESSION 12:	No Class in Lieu of Journal Club

Assignments

1. Journal Club Summary and Reflection: 25%

Students will be divided into smaller groups to participate in a mock journal club. Journal clubs are useful to student learning as they; 1) encourage students to search for research articles representing the best evidence to inform clinical practice 2) encourage students to critically read and appraise current literature 3) provide opportunity to hone presentation, discussion and debating skills.

Each student will select a research article of interest related to the role and scope of practice of social work in health care and send it to their journal club participants (and the instructor) one week before their presentation. Each group will schedule three half hour meetings outside of class time (we will not hold one class at the end of semester in lieu of this expected time) where each student will present an overview of the article and facilitate a discussion about the article or the relevant topic and its implications for social work practice.

All other members of the journal club are expected to come to journal club prepared (having read the article) and ready to engage in discussion on others' presented articles. **You are not being graded on your presentation.**

The instructor will demonstrate a journal club presentation and further guidelines for the presentation will also be distributed in class.

Following your presentation, you will write up a summary of your journal club presentation and the discussion that ensued. Sections to be included in this summary are as follows: 1) Summary of the article- highlights of content, methodological issues, your own critique of the article 2) Discussion questions that you used to facilitate the discussion as well as key themes/issues discussed related to implications for practice. 3) A reflection on your process as a facilitator. **Please refer to marking rubric on Canvas.**

Due date February 4, 2021 Length 2-4 pages

2. Bio-psycho-social Assessment and Intervention Plan 35%

The purpose of this assignment is to build on your previous BSW or MSW courses and use the fundamental assessment knowledge covered in this course to conduct a bio-psycho-social-spiritual assessment of a client or simulated client with a health care issue. The focus on this assessment will be the incorporation of theory in your formulation and a mini mental status report. You will either work with a client from practicum or work (if doing so, you will need to get consent) or someone willing to act as a simulated client. You will write up a condensed biopsychosocial assessment including a formulation and possible intervention plan relevant to the client in your context.

Due March 4, 2021 Length: 8-10 pages

3. Major Independent Project- Social Work in Health Care Proposal 40%:

The purpose of this assignment is to encourage students to not only study problems and issues related to social work in healthcare, but to be leaders and initiators in solving problems. For this assignment, students will choose a problem or issue in social work practice in healthcare that particularly intrigues them. By reviewing relevant research and considering relevant policy, legislation and stakeholders, students will give an overview of their understanding of the problem **and propose a way of addressing the issue that is within the scope of practice of social work** and grounded in theoretical knowledge. Some possible examples are; develop an educational session for team member on the social determinants of health, create policy guidelines for trauma informed care in a health care team or unit, propose a group using a particular treatment modality for a specific population etc. The possibilities are endless. Please discuss your particular idea with your instructor by March 5, 2020. Student are encouraged to present this proposal via a modality of their choice (once approved by the instructor). Some example might be an infographic poster presentation, a podcast, online video presentation, prezzi presentation etc. Examples will be available on Canvas. **Please refer to the marking rubric on Canvas.**

Due April 8, 2021.

School/Course Policies

Attendance

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

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.

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/>

University Policies

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:

<https://senate.ubc.ca/policies-resources-support-student-success>

Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies:

Canvas

Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

- Review statistics on course content being accessed to support improvements in the course
- Track frequently asked questions in discussion forum

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

UBC 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.