

School of Social Work

Course Outline

SOWK 551

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



THE UNIVERSITY OF BRITISH COLUMBIA
Faculty of Arts

arts.ubc.ca

COVID-19 Safety

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>

In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you miss class because of illness please email the course instructors (email addresses above) to let us know you will be absent. You may also want to:

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. If you don't yet know anyone in the class, post on the discussion forum to connect with other students.
- Consult the class resources on Canvas. We will upload any PPT slides or class handouts.
- Attend office hours (online).
- Email us to discuss further how to best make up key course material.

In-term Concessions: Please reach out to discuss any concerns you have about assignment content or deadlines.

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.

Course Info

Year/Term	Term 1, Winter 2021-22, September 9–December 2, 2021
Course Title	SOWK 551: Health and Social Care Praxis
Credit Value	3 credits
Course Schedule	Thursdays, 9am-12pm
Course Location	St. Paul's Hospital - 1081 Burrard Street Hurlburt Auditorium, Providence Building, Level 2

Instructor	Office Location	Office Phone	Email Address	Office Hours
Teresa Robitaille	SPH	604.806.8068	trobitaille@providencehealth.bc.ca	By appointment
Jaclyn Sauer	SPH	604.682.2344 ext. 62644	jsauer@providencehealth.bc.ca	By appointment

Prerequisite and/or Corequisite

There are no prerequisites for this course.

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.

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. Student participation in class discussions will be evaluated in part on the alacrity with which comments and reflections are offered. Evaluative tools are described below.

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.

Required Textbook(s) and Learning Materials

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 may recommend readings based on their presentation topic. A list of additional readings may be provided prior to each class session.

Handouts, course materials, and PPT slides will be posted on CANVAS.

Assessment of Learning

1. “Going to the Movies”: Practice in Assessment Skills - 30%

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 are included in the syllabus.

Due: Oct. 21, 2021

2. Case in Point - 25% - 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 are included in the syllabus. Grades will be given to the group as a whole,

Groups will present on: November 25, 2021

3. Major Project – Renewable Assignment – 45%

In this assignment, students are asked to create an open educational resource for health social work practice. Students will research a particular topic or issue related to health care social work, provide a synthesis of the most recent literature on the topic and make suggestions for the application to social work practice in health care.

- Analyze the latest research/ literature/ knowledge about a specific topic related to health care social work using a variety of sources
- Synthesize the literature to highlight major themes
- Apply this knowledge to social work practice by outlining recommendations for use in practice
- Share your work with a wider audience to add value to the field of health social work

More details can be found under the ‘Assignments’ heading below.
Topic suggestions and further instructions will be provided in class.

Papers are due December 9, 2021. Use APA formatting please.

Course Schedule

Session 1:	September 9, 2021
Topic:	<p>Introduction to the Course & Course Overview</p> <p>10:30-11:30: Panel of Front-Line Social Workers: A Day in the Life of Hospital Social Workers Guests: Ashkan Rahmani (VCH), Zoe Schwartz (BC Children's), Marcia Moore (PHC)</p>
Reading:	<p>Required:</p> <p>Bryson, S. & Bosma, H. (2018): Health social work in Canada: Five trends worth noting, <i>Social Work in Health Care</i>, DOI: 10.1080/00981389.2018.1474161</p> <p>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.</p> <p>Recommended:</p> <p>Muskat, B., Craig, S.L., and Mathai, B. (2017). Complex families, the social determinants of health and psychosocial interventions: Deconstruction of a day in the life of hospital social workers. <i>Social Work in Health Care</i>, 56(8), 765-778.</p> <p>Nicholas, D.B., Jones, C., McPherson, B., Hilsen, L. Moran, J., and 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.</p>
Session 2:	September 16, 2021
Topic:	<p>Theoretical foundations of Social Work Practice in Health Care</p> <p>Guest: Karen Kew, Site Lead for Social Work, Long Term Care (Providence Health Care)</p>
Reading:	<p>Required:</p> <p>Hankivsky, O. & Christoffersen, A. (2008) Intersectionality and the determinants of health: A Canadian perspective. <i>Critical Public Health</i>, 18(3): 271- 283.</p> <p>Levenson, J. (2017). Trauma-informed social work practice. <i>Social Work</i>, 62(2).</p> <p>Raphael, D., Bryan, T., Mikkonen, J. and Raphael, A. (2020). <i>Social determinants of health: The Canadian facts</i> (2nd ed.).</p> <p>Juhila, K., Ranta, J., Raitakari, S. and Banks, S. (2021). Relational autonomy and service choices in social worker-client conversations in an outpatient clinic for people using drugs. <i>British Journal of Social Work</i>, 51.</p> <p>Recommended:</p>

	<p>Shahram, S., Bottorff, J.L., Oelke, N.D., Kurtz, D.L.M., Thomas, V., Spittal, P.M., and For the Cedar Project Partnership. (2017). Mapping the social determinants of substance use for pregnant-involved young Aboriginal women. <i>International Journal of Qualitative Studies in Health and Well-Being</i>, 12.</p> <p>Andermann, A. (2016). Taking action on the social determinants of health: A framework for health professionals. <i>CMAJ</i>, 188.</p>
Session 3:	September 23, 2021
Topic:	<p>Anti-Indigenous Racism in health care Indigenous approaches & resilience</p> <p>Guest Speakers: Olivia Palomino Meraz, Indigenous Cultural Safety Coordinator Neil Fowler, Manager Indigenous Wellness & Reconciliation Department, Providence Health Care</p>
Reading:	<p>Required:</p> <p><i>In Plain Sight: Addressing Indigenous-Specific Racism and Discrimination in B.C. Health Care</i> (2020). https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Summary-Report.pdf</p> <p>Wesley-Esquimaux, C. & Snowball, A. (2010). Viewing violence, mental illness and addiction through a wise practices lens. <i>International Journal of Mental Health and Addiction</i>, 8, 390-407.</p> <p>Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action. https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf</p> <p>Recommended</p> <p>Greenwood, M., De Leeuw, S., Lindsay, N.M., and Reading, C. (Eds.) (2015). <i>Determinants of Indigenous peoples' health in Canada: Beyond the social</i>. Canadian Scholars' Press.</p> <p>Lux, M. (2016). <i>Separate Beds: A history of Indian Hospitals in Canada, 1920s-1980s</i>. University of Toronto Press.</p>
Session 4:	September 30, 2021 – No Class
Topic:	-----
Reading:	-----
Session 5:	October 7, 2021

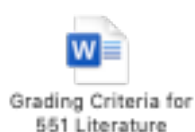
Topic:	Biopsychosocial Assessments Mental Health / Suicide Risk Assessment Guest: Connor McFadden, Clinical Social Work, Brief Intervention Clinic, St. Paul's Hospital.
Reading:	<p>Required</p> <p>Graybeal, C. (2001) Strengths-Based social work assessment: Transforming the dominant paradigm. <i>Families in Society: The Journal of Contemporary Human Services</i>, 82(3), 233 – 242.</p> <p>Cummings, C. & Bentley, K. (2018). A recovery perspective on wellness: Connection, awareness, congruence. <i>Journal of Psychosocial Rehabilitation Mental Health</i>. 5, 139-150.</p> <p>Bilsker, D & Samra J. (2007). Working with the suicidal patient: A guide for health care professionals. Consortium for Organizational Mental Health. Faculty of health Sciences, Simon Fraser University. https://www.sfu.ca/content/dam/sfu/carmha/resources/wwsp/WWSP.pdf</p> <p>Turecki, G. & Brent, D. (2016). Suicide and suicidal behaviour. <i>Lancet</i>, 387, 1227 – 1239.</p> <p>Recommended</p> <p>Biopsychosocial-spiritual Assessment: An Overview https://www.ebsco.com/sites/g/files/nabnos191/files/acquiadam-assets/Social-Work-Reference-Center-Skill-Biopsychosocial-Spiritual-Assessment.pdf</p> <p>Sommers-Flanagan, J. and Sommers-Flanagan, R. (2013). The mental status examination. <i>Clinical Interviewing</i>. 249-287.</p>
Session 6:	October 14, 2021
Topic:	Substance Use
Reading:	<p>Required</p> <p>McNeil, R, Kerr, T., Pauly, B, Wood, E., & 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. <i>Addiction</i>, 111(4), 685-694.</p> <p>Vakharia, S.P. and Little, J. (2017). Starting where the client is: Harm reduction guidelines for clinical social work practice. <i>Clinical Social Work</i>, 45, 65-76.</p> <p>Mullins, G. (Host). (2020, January 30). Love in a state of emergency. <i>Crackdown</i> [Audio podcast]. Retrieved from https://crackdownpod.com/podcast/episode-12-love-in-a-state-of-emergency/</p> <p>Recommended</p>

	<p>Lavalley, J., Kastor, S., Valleriani, J. and McNeil, R. (2018). Reconciliation and Canada's overdose crisis: Responding to the needs of Indigenous Peoples. <i>Canadian Medical Association Journal</i>, 190 (50), 466-467.</p> <p>Naloxone training - http://www.naloxonetraining.com/</p>
Session 7:	October 21, 2021
Topic:	<p>Advance Care Planning/Serious Illness Conversations</p> <p>Guest: Wallace Robinson, Advance Care Planning Lead, Providence Health Care</p>
Reading:	<p>Required</p> <p>Bernacki, R. & 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>Too Little, Too Late: How we fail vulnerable Canadians as they die and what to do about it. Final Project Report for the Equitable Access to Care Study in Victoria, British Columbia https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf</p> <p>Recommended:</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>Representation Agreements (7 & 9); POA; Advance Directives, etc. Nidus website: http://www.nidus.ca/?page_id=214</p>
Session 8:	October 28, 2021
Topic:	Adult Guardianship and Mental Health Act
Reading:	<p>Required</p> <p>Laidlaw, J, Lange, L, & Henthorne, E (2021). Management of vulnerable adult patients seeking to leave hospital: Understanding and using relevant legislation. <i>BC Medical Journal</i>, 63 (6) 106 – 11.</p> <p>Young, J. & Everett, B. (2018). When Patients choose to live at risk. <i>BC Medical Journal</i> 60(6) 314 - 318</p> <p>Marshall, J., Cotterell, D., Chan, P., Scott, M. & Clements, G. (2017) Protection of the vulnerable older adult. <i>BC Medical Journal</i> 59 (7), 356- 361</p> <p>Recommended:</p> <p>Young, J. & Everett, B. (2015). Cause of Death Schizophrenia. <i>BC Medical Journal</i> 57(10) 434 – 437.</p>

	<p>Committed to Change: Protecting Rights of involuntary patients under the Mental Health Act. March 2019 https://bcombudsperson.ca/documents/committed-change-protecting-rights-involuntary-patients-under-mental-health-act</p> <p>React Adult Protection Program http://www.vchreact.ca/</p>
Session 9:	November 4, 2021
Topic:	<p>Working with Youth</p> <p>Guests: Social Work Case Managers from Foundry - Granville</p>
Reading:	<p>Required</p> <p>Additional recommended readings to be added by guest speakers.</p> <p>Ruiz-Roman, C., Juarez, J. and Molina, L. (2020). Facing adversity together by looking beyond ability: An approach to resilience among at-risk children and youth. <i>European Journal of Social Work</i>, 23(2).</p> <p>Goodyear, T., Robinson, S., Jenkins, E., Gagnon, M., Mitchell, K. and Knight, R. (2020). Involuntary stabilization care of youth who overdose: A call for evidence- and ethics-informed substance use policy. <i>Canadian Journal of Public Health</i>, 112.</p> <p>Warshawski, T., Charles, G., Moore, E., Virani, A., Preto, N., Pollicino, A. and Warf, C. (2020). Building an effective system of care for adolescents following opiate overdose: Stabilization care, residential secure care, family and community engagement, and ethical concerns. In C. Warf and G. Charles (Eds.), <i>Clinical care for homeless, runaway and refugee youth, runaway and refugee youth</i> (pp. 157-185). Springer Nature Switzerland</p>
Session 10:	November 11, 2021 – No Class
Topic:	-----
Reading:	-----
Session 11:	November 18, 2021
Topic:	<p>Grief and Loss and Medical Assistance in Dying</p> <p>Guests: Harvey Bosma, Hospice and Palliative Care Services, Providence Health Care Carrie Smith, MAiD Response Lead, Providence Health Care</p>
Reading:	<p>Required</p> <p>Trouton, K., Beuthin, R., Thompson, M., Bruce, A., Lemire-Elmore, C., Zhang, A., & Daudt, H. (2020). Attitudes and expectations regarding bereavement support for</p>

	<p>patients, family members and friends: Findings from a survey of MAiD providers. <i>BC Journal of Medicine</i> 62 (1): 18 – 23.</p> <p>Fish, J. (2017). The experience of bereavement following a physician assisted suicide (PAS): What do we know about the needs of these bereaved? <i>Bereavement Care</i> 36:1, 8-10.</p> <p>Recommended</p> <p>BC College of Social Workers. (2021). Practice guidance: Medical assistance in dying. https://bccsw.ca/wp-content/uploads/BCCSW-MAiD-Guideline-2021-1.pdf</p>
Session 12:	November 25, 2021
Topic:	Case in Point Group presentations
Reading:	None
Session 13:	December 2, 2021
Topic:	<p>Leadership in Health Care – Panel</p> <p>Course review & wrap-up</p>
Reading:	None

Assignments



School/Course Policies

Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the Advising page of our website: <https://socialwork.ubc.ca/undergraduate/advising/>

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. 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.

Recording of classes is not permitted.

UBC Grading Criteria

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 73.5 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.