**School of Social Work**

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.*

## BSW Mission

The 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.

## COURSE INFORMATION

| Year/Term/Dates | Winter 2022-23, Term 1, September 7–December 7, 2022 |
|---|---|
| Course Title | SOWK 440Q: Social Work in Health Care |
| Credit Value | 3 credits |
| Course Schedule | Wednesdays, 5-8pm |
| Course Location | Jack Bell Building, 2080 West Mall, Room 124 |

| Instructor | Office Location | Office Phone | Email Address | Office Hours |
|---|---|---|---|---|
| Kelly Allison | Jack Bell Room 233 | 604.822.6220 | kelly.allison@ubc.ca | Wednesdays 4-5 or by appt (online or in person) |

# Prerequisite and/or Corequisite

There are no pre-requisites for this course however the course builds on previous social work knowledge.

# Course Description

A series of seminars offered during the final term of studies which address salient issues in social policy and social work practice and draw upon combined knowledge from social work and related disciplines.

This term, this course will focus 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

# Course Structure and Learning Activities

The course will include lectures, small group discussions of readings, educational videos and case study analysis.

# 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 heath 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.

# Required Textbook(s) and Learning Materials

There is no required text for this course. Readings can be accessed through the library online course reserve system through Canvas.

# Assessment of Learning

| | | |
|---|---|---|
| The Social Determinants of Health Paper | 28% | Due Oct 5, 2022 |
| UBC Health IEthics Module | 2% | Due Oct 10, 2022 |
| Choice of A or B | 30% | Due Nov 9, 2022 |

      A      Bio-Psycho-Social-Spiritual Assessment
      B      Critical Analysis of Health Care Issue Paper

| | | |
|---|---|---|
| Case Study | 40% | Due Dec 14, 2022 |

# Course Schedule

| SESSION 1: | September 7, 2022 |
|---|---|
| **TOPIC:** | **Introduction to Social Work in Health Care** |
| **READINGS:** | Bryson, S. & Bosma, H. (2018). Health social work in Canada: Five trends worth noting, *Social Work in Health Care.* 57(7): 1-26<br><br>Government of Canada. (2017) Canada's Health Care System. https://www.canada.ca/en/health-canada/services/health-care-system/reports-publications/health-care-system/canada.html<br><br>Nicholas, D et al. (2019). Examining professional competencies for emerging and novice social workers in health care. *Social Work in Health Care.* 58(6): 596-611 |
| **SESSION 2:** | **September 14, 2022** |
| **TOPIC:** | **The Role and Scope of Practice of Social Work in Health Care** |
| **READINGS:** | Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? *Social Work in Health Care.* 40(3): 1-14<br><br>Craig, S. L. & Muskat B. (2013) Bouncers, brokers and glue: The self-described roles of social workers in urban hospitals. *Health and Social Work*, 38 1:7-16.<br><br>Ashcroft, R., Kourgiantakis, T., Fearing, G., & Robertson, T. (2018). Social Work's scope of practice in primary mental health care: A scoping review. *British Journal of Social Work.* 49(2):1-17 |
| **SESSION 3:** | **September 21, 2022** |

| TOPIC: | **Bringing the Social to Health Care Practice** |
|---|---|
| **READINGS:** | Raphael, D., Bryant, T., Mikkonen, J. and Raphael, A. (2020). Social Determinants of Health: The Canadian Facts. Oshawa: Ontario Tech University Faculty of Health Sciences and Toronto: York University School of Health Policy and Management. http://www.thecanadianfacts.org/<br><br>Allan, B. & Smylie, J. (2015). First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. Toronto, ON: the Wellesley Institute<br><br>de Moissac D. & Bowen S. (2017). Impact of language barriers on access to healthcare for official language minority Francophones in Canada. Healthcare Management Forum. 30(4):207-212. doi: 10.1177/0840470417706378. |
| **SESSION 4:** | **September 28, 2022** |
| **TOPIC:** | **Ethics in the Health Care Context - Guest Speaker Jennifer Gibson, Clinical Ethicist Providence Health Care** |
| **READINGS:** | Breslin, J.M., MacRae, S.K., Bell, J. *et al.* Top 10 health care ethics challenges facing the public: views of Toronto bioethicists. *BMC Med Ethics* **6,** 5 (2005). https://doi.org/10.1186/1472-6939-6-5<br><br>Davidson, G. Brophy, L. & Campbell, J. (2016). Risk, recovery and capacity: Competing or complementary approaches to mental health social work. *Australian Social Work*, 69(2), 158-168, DOI: 10.1080/0312407X.2015.1126752<br><br>Banks, S., Cai, T., De Jonge, E., Shears, J., Shum, M., Sobočan, A. M. & Weinberg, M. (2020). Practising ethically during COVID-19: Social work challenges and responses. *International Social Work*, *63*(5), 569-583. |
| **SESSION 5:** | **October 5, 2022 - Assignment #1 Due** |
| **TOPIC:** | **The Interprofessional Team and Interdisciplinary Practice** |
| **READINGS:** | Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. Health Social Work. 41(2): 101-109<br><br>Craig, S. L., Eaton, A. D., Belitzky, M., Kates, L. E., Dimitropoulos, G., & Tobin, J. (2020). Empowering the team: a social work model |

| | of interprofessional collaboration in hospitals. Journal of Interprofessional Education & Practice, 19, 100327. |
|---|---|
| **Participation in UBC Health Ethics Module on Friday, October 7, 2:15-3:45pm. We will have a shorter class on Dec 7 in lieu of this time commitment. More information about how to register will be given in class.** | |
| **SESSION 6:** | **October 12, 2022** |
| **TOPIC:** | **Bio-Psycho-Social-Spiritual Assessments** |
| **READINGS:** | Nilsson, D. et al. (2013). The why of practice: Utilizing PIE to analyze social work practice in Australian hospitals. *Social Work in Health Care*. 52: 280-295<br><br>Barkley, J. (2009). Biopsychosocial assessments: why the biopsycho and rarely the social? *Journal of the Canadian Academy of Child and Adolescent Psychiatry*. 18 (4) 344-347.<br><br>Hodge, D. (2019). Spiritual assessment with refugees and other migrant populations: A necessary foundation for successful clinical practice. Journal of Religion and Spirituality in Social Work: Social Thought, 38 (2), 121-139. https://doi.org/10.1080/15426432.2019.1597663 |
| **SESSION 7:** | **October 19, 2022** |
| **TOPIC:** | **Centering Patients and Families in their Health Care** |
| **READINGS:** | Greenwood, M., Lindsay, N., King, J., & Loewen, D. (2017). Ethical spaces and places: Indigenous cultural safety in British Columbia health care. *AlterNative: An International Journal of Indigenous Peoples*, *13*(3), 179-189.<br><br>Hadland, S. E., Yehia, B. R., & Makadon, H. J. (2016). Caring for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Inclusive and Affirmative Environments. *Pediatric clinics of North America*, *63*(6), 955–969. https://doi.org/10.1016/j.pcl.2016.07.001<br><br>Pauly, B., McCall, J. , Browne, A. J. , Parker, J. & Mollison, A. (2015). Toward Cultural Safety. *Advances in Nursing Science, 38* (2), 121-135. doi: 10.1097/ANS.0000000000000070. |
| **SESSION 8:** | **October 26, 2022** |
| **TOPIC:** | **Social Work Interventions in Health Care** |
| **READINGS:** | Cagle, J. & Kovacs, P. (2009). Education: A complex and empowering social work intervention at the end of life. *Health &* |

| | |
|---|---|
| | *Social Work, 34 (1), 17-27.*<br><br>Gibbons, J. & Plath, D. (2012). Single Session Social Work in Hospitals. *The Australian and New Zealand Journal of Family Therapy.* 33(1): 39-53.<br><br>Nelson, *M. (2000)* A view of social work advocacy in hospitals in eastern Ontario. *Social Work in Health Care, 29:4, 69-92.*<br><br>Forchuk, C., MacClure, S., Van Beers, M., Smith, C., Csiernik, R., Hoch, J. & Jensen, E. (2008). Developing and testing an intervention to prevent homelessness among individuals discharged from psychiatric wards to shelters and 'No Fixed Address'. *Journal of Mental Health and Psychiatric Nursing, 15 (7), 569-575.* |
| **SESSION 9:** | **November 2, 2022** |
| **TOPIC:** | **Legislation and Health Care Decision Making** |
| **READINGS:** | BC Ministry of Health. (2011). Health Care Providers Guide to Decision Making. [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)<br><br>Province of British Columbia. (2013). My Voice: Expressing My Wishes for Future Health Care Treatment. [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)<br><br>Cummings, C., & Bentley, K. (2014). Contemporary health related decision aids: Tools for social work practice. *Social Work in Health Care.* 53: 762-775<br><br>Peterson, K. (2012). Shared decision making in health care settings: A role for social work. *Social Work in Health Care.* 51: 894-908 |
| **November 9, 2022 – No class due to Reading Break** ||
| **SESSION 10:** | **November 16, 2022** |
| **TOPIC:** | **Social Work Practice in Aging and Adult Abuse and Neglect** |
| **READINGS:** | McInnis-Dittrich, K. (2020). The context of social work practice with older adults (Chapter 1). In *Social Work with Older Adults. (5th Ed).* Pearson. |

| | |
|---|---|
| | Duffy, F. & Healy, J.P. (2011). Social Work with Older People in a Hospital Setting. *Social Work in Health Care*. 50(2): 109-123 |
| | Berg-Weger, M., Morley, J.E. (2020). Loneliness and social Isolation in older adults during the COVID-19 pandemic: Implications for gerontological social work. *Journal of Nutrition, Health and Aging* 24, 456–458. https://doi.org/10.1007/s12603-020-1366-8 |
| | McGovern, J. (2015). Living Better with Dementia: Strengths-Based Social Work Practice and Dementia Care. *Social Work in Health Care*. 54(5): 408-421 |
| **SESSION 11:** | **November 23, 2022 - Online Asynchronous Module - No in-person class** |
| **TOPIC:** | **Mental Health and Substance Use** |
| **READINGS:** | Karoll, B. (2010). Applying social work approaches, harm reduction and practice wisdom to better serve those with alcohol and drug use and disorders. *Journal of Social Work,* 10 (3) 263-281. |
| | Lavallee, L.F., Poole, J.M. Beyond Recovery: Colonization, Health and Healing for Indigenous People in Canada. *Int J Ment Health Addiction* **8,** 271–281 (2010). https://doi.org/10.1007/s11469-009-9239-8 |
| | Williams, C., Almeida, M. & Knyahnytska, Y. (2015). Towards a biopsychosociopolitical frame for recovery in the context of mental illness. *The British Journal of Social Work*, 45, (suppl_1)i9–i26, https://doi-org.ezproxy.library.ubc.ca/10.1093/bjsw/bcv100Links to an external site. |
| **SESSION 12:** | **November 30, 2022** |
| **TOPIC:** | **Death and Dying and Grief and Grieving** |
| **SESSION 13:** | Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss just as all losses require change. *Australian Social Work,* 58(2): 167-178 |
| | Moon, F. Fraser,L. & McDermott,F. (2019) Sitting with silence: hospital social work interventions for dying patients and their Families, Social Work in Health Care, 58:5, 444-458, DOI: 10.1080/00981389.2019.1586027 |
| | Curtin, N. & Garrison, M. (2018) "She was more than a friend": |

| | Clinical intervention strategies for effectively addressing disenfranchised grief issues for same-sex couples, *Journal of Gay & Lesbian Social Services*, 30(3), 261-281, DOI: 10.1080/10538720.2018.1463885 |
|---|---|
| **TOPIC:** | **Conclusion: Pulling it all together** |
| **READING:** | Miller, J., Lianekhammy, J., Pope,N., Lee, J. & Grise-Owens, E. (2017) Self-care among healthcare social workers: An exploratory study, *Social Work in Health Care*, 56(10), 865-883, DOI: 10.1080/00981389.2017.1371100 |

# Assignments

**Assignment #1: The Social Determinants of Health Paper          28%          Oct 5, 2022**

This assignment will help you explore the social determinants of health in greater detail and consider a health care social work's role in addressing the social determinants of health. The entire assignment (part 1 and part 2) should be between 6-8 pages long.

Part 1: Each student will choose two social determinants of health that they would like to learn more about (Use The Canadian Facts 2nd Edition list as a basis for choosing your SDH). Using at least 4 academic references for each determinant (8 academic references in total), In the paper, students will:

1)  Explain the specific social determinant of health.

2)  Explain the pathway for how this determinant of health impacts health outcomes.

3)  Describe what this social determinant of health looks like in the Canadian context (Nationally or Provincially) using statistics where applicable.

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 can highlight and take action in addressing 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**
**Participation and Completion of the UBC Health IEthics Module  2%  October 10, 2022**

Students will be given 1 mark for attending the online component of this module and 1 mark for submitting the reflection assignment at the end of the module.

**Assignment #3: Choice of A or B                                30%     November 9, 2022**

**A: Bio-psycho-social-spiritual assessment assignment**

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) Family composition

5) Identify the bio-psychosocial spiritual information relevant to this case (with appropriate headings for your client's information)

6) Client Strengths, capabilities and resources as well as any potential risks where applicable

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

-------------------------------------------------OR-------------------------------------------------

**B: Critical Analysis of Health Care Issue Paper**

Students will research an area related to health and illness that is of particular interest to them.

A topic covered in the course can be selected and built upon or you can choose an issue of interest that was not discussed in the course. Your paper should introduce the topic, include any current debates, tensions and or research evidence about the topic. The paper should explain the relevance of the health care issue to social work practice and examine the implications for social work practice generally, and specifically for them as practitioners. Students are expected to review literature and/or reports beyond the assigned course readings to demonstrate depth and breadth of knowledge of the health / healthcare topic. It is expected that students review at least 10 literature sources for this assignment. The final critical analysis paper will be 8-10 pages not including references and will be written in accordance with the current edition of American Psychological Association (APA) publication manual. Proper in-text citations and references are expected.

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

**ONLY ONE OF THESE SECOND ASSIGNMENTS IS REQUIRED**

| **Assignment #4 Case Study** | **40%** | **December 14, 2022** |

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, the social work role with this patient and family and a brief intervention plan

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 and address any interprofessional conflict

5) Identify any ethical dilemmas in the case

6) Your positionality in relation to the case

This case study should be approximately 8-10 pages in length. At least 6 scholarly references should be used in your analysis.

Please refer to the marking rubric for this assignment in Canvas

# SCHOOL/COURSE POLICIES

## COVID-19

The School follows UBC health and safety guidelines. Please see https://covid19.ubc.ca/ for current information and guidance.

## 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.

Students may not record class or group discussions without prior permission of all individuals in attendance.

# Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see earlyalert.ubc.ca).

# GRADING CRITERIA

| Letter Grade | Percent Range | Mid-Point | |
|---|---|---|---|
| A+<br><br>A<br><br>A- | 90-100<br><br>85-89<br><br>80-84 | 95<br><br>87<br><br>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+<br><br>B<br><br>B- | 76-79<br><br>72-75<br><br>68-71 | 77.5<br><br>83.5<br><br>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+<br><br>C<br><br>C- | 64-67<br><br>60-63<br><br>55-59 | 65.5<br><br>62.5<br><br>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. |