



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.*

***School Mission Statement:** Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

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 INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 6–December 7, 2022
Course Title	SOWK 551: Health and Social Care Praxis
Course Value	3 credits
Course Schedule	Thursdays, 9am-12pm
Course Location	St. Paul's Hospital - 1081 Burrard Street Rooms will change throughout the term – please look at the course schedule below for room numbers.

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

Course Schedule

Session 1:	September 8, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
Topic:	Course Overview / Introduction to Health Care Social Work Practice Panel of Front-Line Social Workers: A Day in the Life of Hospital SWs Guests: Joyti Gandham, Vancouver General Hospital Siobhan Gallagher, St. Paul's Hospital Sarah Rush, BC Children's Hospital
Reading:	Required 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 Fantus, S., Greenberg, R.A., Muskat, B., & Katz, D. (2017). Exploring moral distress for hospital social workers. <i>British Journal of Social Work</i> , 47, 2273-2290. Recommended 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. 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.
Session 2:	September 15, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
Topic:	Theoretical Foundations of Social Work Practice in Health Care
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>Reading, C. (2018). Structural determinants of Aboriginal peoples' health. In Greenwood, M., De Leeuw, S., & Lindsay, N.M. (Eds.). <i>Determinants of Indigenous peoples' health: Beyond the social</i>. (3-17). Canadian Scholars' Press.</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>Raphael, D., Bryan, T., Mikkonen, J. and Raphael, A. (2020). <i>Social determinantsof health: The Canadian facts</i> (2nd ed.).</p>
Session 3:	September 22, 2022 Room: Hurlburt Auditorium, Providence Building, Level 2
Topic:	Anti-Indigenous Racism in Health Care Guests: Providence Health Care Indigenous Wellness Team
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>Walker, L.M. and Behn-Smith, D. (2018). Medicine is relationship: Relationship is medicine. In Greenwood, M., De Leeuw, S., & Lindsay, N.M. (Eds.).</p>

	<p><i>Determinants of Indigenous peoples' health: Beyond the social.</i> (320-332). Canadian Scholars' Press.</p> <p>Nixon, S. (2019). The coin model of privilege and critical allyship: implications for health. <i>BMC Public Health</i>, 19(1).</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>Recommended</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>
Session 4:	<p>September 29, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library</p>
Topic:	<p>Psychosocial Assessments</p> <p>Guest: Jenny Hyman, SW Site Lead and Research, Education and Practice Coordinator Providence Health Care</p>
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>Srikanthan, S. (2021). Values not our own: Interrogating psychosocial suitability in the transplant social work assessment. <i>Health & Social Work</i>, 46(4), 308-311.</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>
Session 5:	<p>October 6, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library</p>

Topic:	Mental Health / Suicide Risk Assessment Guest: Connor McFadden, Brief Intervention Clinic at St. Paul's Hospital
Reading:	<p>Required</p> <p>Cummings, C. & Bentley, K. (2018). A recovery perspective on wellness: Connection, awareness, congruence. <i>Journal of Psychosocial Rehabilitation MentalHealth</i>. 5, 139-150.</p> <p>Morrow, M. and Weisser, J. (2012). Towards a social justice framework of mental health recovery. <i>Studies in Social Justice</i>, 6(1).</p> <p>Recommended</p> <p>Sommers-Flanagan, J. and Sommers-Flanagan, R. (2013). The mental status examination. <i>Clinical Interviewing</i>. 249-287.</p> <p>Mental Health Commission of Canada. (2015). Guidelines for Recovery-Oriented Practice. Pages 8-18. https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/MHCC_RecoveryGuidelines_ENG_0.pdf</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>
Session 6:	October 13, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
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.</p>

	<p><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>McNeil, S. (2021) Understanding substance use stigma. <i>Journal of Social Work Practice in the Addictions</i>, 21(1), 83-96.</p>
Session 7:	<p>October 20, 2022 Room: The Villa, Burrard Building, Rooftop level</p>
Topic:	<p>Serious Illness Conversations / Advance Care Planning</p> <p>Guest: Wallace Robinson, Advance Care Planning Lead, Providence Health Care</p>
Reading:	<p>Required</p> <p>Serious Illness Conversations with Structurally Vulnerable Patients in Hospital. https://www.youtube.com/watch?v=2_q8SrYy36w</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>*if you don’t have previous training related to consent and decision making the following video is required content*</p> <p>Providence Health Care (2022). Consent & Substitute Decision Making: the law, the principles, and documentation - https://www.youtube.com/watch?v=GXKUth7_c98</p> <p>Representation Agreements (7 & 9); POA; Advance Directives, etc.Nidus website: http://www.nidus.ca/?page_id=214</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-</p>

	441.
Session 8:	October 27, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
Topic:	Adult Guardianship and the 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>BCMedical Journal</i>, 63 (6) 106 – 11.</p> <p>Yip, S.H., O'Connor, D., Shakeri Shemirani, F., Brown, A., and Hyman, J. (2022). Emergency assistance in situations of abuse, neglect, and self-neglect: Exploring the complexity and challenges. <i>Journal of Elder Abuse & Neglect</i>, 34(2) 124-151.</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>BCMedical 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>
Session 9:	November 3, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
Topic:	Working with Youth – Clinical Approaches Guest: Amie Anderson, Youth Mental Health and Substance Use Counsellor, Foundry Granville
Reading:	<p>Required</p> <p>Strahan, E.J., Stillar, A., Files, N., Nash, P., Scarborough, J., Connors, L., Guesella, J., Henderson, K., et al. (2017). Increasing parental self-efficacy with emotion-focused family therapy for eating disorders: A process mode. <i>Person-Centered & Experiential Psychotherapies</i>, 16(3), 256-269.</p> <p>Malik, S., Joychan, S., Zajac, J., Sinisgalli, S. and Namerow, L. (2021). Using an attachment-informed framework in the clinical care of children and adolescents: A review of attachment theory and its impact on developmental psychopathology. <i>Psychiatric Annals</i>, 51(7), 300-315.</p>

Session 10:	November 10, 2022 – No Class
Session 11:	November 17, 2022 Room: Hurlburt Auditorium, Providence Building, Level 2
Topic:	Grief and Loss & Medical Assistance in Dying Guests: Harvey Bosma, Hospice and Palliative Care Services, Providence Health Carrie Smith, MAiD Response Lead, Providence Health
Reading:	Required Beuthin, R., Bruce, A., Thompson, M., Andersen, A.E. & Lundy, S. (2022). Experiences of grief-bereavement after a medically assisted death in Canada: Brining death to life. <i>Death Studies</i> , 46(8), 1982-1991. Antifaeff, K. (2019). Social work practice with medical assistance in dying: A case study. <i>Health & Social Work</i> , 44(3), 185-192. Recommended BC College of Social Workers. (2021). Practice guidance: Medical assistance in dying. https://bccsw.ca/wp-content/uploads/BCCSW-MAiD-Guideline-2021-1.pdf
Session 12:	November 24, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
Topic:	Case in Point Group Presentations
Reading:	No reading
Session 13:	December 1, 2022 Room: Providence Level 1 (Bsmnt), Room 1550 UBC Library
Topic:	Leadership in Health Care – Panel Course Review & Wrap-Up
Reading:	No reading

Assignments

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. Further guidelines and movie options will be posted on Canvas.

Due: October 13, 2022

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 24, 2022

3. Open Education Literature Review - 45%

In this assignment, students will create an open educational resource for health social work practice. Open educational resources are learning resources that are published in the open and can be reused, remixed, revised, retained, and redistributed by others. These OER's will be used by future students to learn about specific topics related to health care social work and used as the basis for classroom or practicum projects (i.e., developing best practice guidelines, support group curriculums, creating information material for patients/family etc.). Community health care social workers can also use these literature reviews in their practice in similar ways. This assignment will allow MSW students to become producers of knowledge, contribute to the education of future students, and contribute to the field of health care social work.

To begin, 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.

Objectives:

- Analyze the latest research/ literature/ knowledge about a specific topic related to health care social work using 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

Assignment Instructions:

- 1) Choose a topic or issue related to social work practice in healthcare that particularly intrigues you. We have a brief list of topic ideas that health care social workers in the lower mainland have identified as being useful. You may choose one of these topics or choose a topic related to health care social work that you are interested in (please discuss your topic with your instructor first). Make sure to narrow the focus of your topic so that it can be adequately researched for this assignment.
- 2) Search the literature. Be sure to define keywords in your search, and consider your source selection criteria (specific time frame, location focus, specific patient population, specific therapeutic modality etc. It is important to include any articles that are contrary to your point of view. Use a minimum of 10-15 sources (most sources should be peer reviewed journal articles, but high quality grey literature can also be included) to gather the most current information about the topic.
- 3) Read the articles thoroughly and evaluate them. Look for themes or patterns (common findings/ trends in the research/ influential theories). Develop a thesis statement based on your conclusions.
- 4) Write your paper synthesizing the information gained from multiple sources, weaving them into a coherent discourse, using the sources as evidence to support key points.
- 5) Include a section titled "Application to Practice" where you outline how this literature review might be used in social work practice in health care (a second conversation with your community social worker might help with this section).
- 6) Upload your review to the Wiki as well as to Canvas (you can publish your review anonymously if this feels more comfortable).

Use the license creator <https://creativecommons.org/share-your-work/> to give your work a creative commons license. You can edit your submission after receiving feedback from your Instructor if you wish (this is not required).

Here is a guidebook on doing a social work literature review (notice this is an open educational resource)

<https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/29080/Guidebook-for-Social-Work-Literature-Reviews-and-Research-Questions-1587069015.pdf?sequence=1&isAllowed=y>

For more information on renewable assignments, please see:
<https://flexible.learning.ubc.ca/news-events/renewable-assignments-student-work-adding-value-to-the-world/>

Due: December 8, 2022

Assignment Submission Process

Please submit all assignments through Canvas. Assignments should be submitted as a Word Document.

Due dates are set in order to ensure that instructors have an opportunity to provide feedback to students on assignments in a timely manner and to ensure that end of term grade submission deadlines are met. If a student has questions or concerns about an assignment deadline please speak with the instructors as early as possible.

SCHOOL/COURSE POLICIES

COVID-19

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

Please note: as this course is taught at St. Paul's Hospital students are required to follow the mask guidelines established for all hospital sites in BC. Masks are required within hospital settings for all staff, visitors and students and therefore students will need to wear a mask while in the hospital and also while in the classroom at St. Paul's Hospital. Masks are available to everyone at the main entrance or from the instructors.

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+	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	83.5	
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.