



# 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 xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sim, 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

<b>Year/Term/Dates</b>	2023 Winter, Term 2, January 8 to April 12, 2024
<b>Course Title</b>	SOWK 551: Health and Social Care Praxis
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Thursdays, 10am – 1pm

Instructor	Office Location	Email Address
Agata Stanielewicz	University of British Columbia	Agata.stanielewicz@fraserhealth.ca
<b>Office hours</b>	By appointment	

## Course Description

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.

## Pre-requisites

There are no pre-requisites for this course.

## Learning Outcomes

At the completion of this course, students will be able to:

- Articulate theories related to health and illness
- Explain the roles of social work in current health care practices in Canada
- Explain the interplay between the social determinants of health, intersectionality and health outcomes
- Articulate the links between theory, practice and social work practice in health care

## Course Format

This course will include a combination of lectures, guest speakers, seminars 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.

## Required and Recommended Readings

There is no required text for this course. Required readings may be found online via Canvas or through the UBC Library website. Because this 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 PowerPoint slides will be posted on Canvas each week.

## Assignments

*Please note that a more detailed description of the assignments with Rubrics will be available on Canvas.*

### **“Going to the Movies”: Practice in Assessment Skills – February 15<sup>th</sup>, 2024 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.

### **Case in Point – Group Presentation – March 21<sup>st</sup>, 2024 25%**

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 brief case summary, clear links between theory and practice, critical self-reflection and an exploration of individual/group learning, and a discussion about challenges and implications for future practice.

Guidelines and evaluative criteria are included on Canvas. Grades will be given to the group as a whole.

### **Literature Review – April 11<sup>th</sup>, 2024 45%**

In this assignment, will complete a literature review about a topic that is relevant to social work practice in health care. 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 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

## 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 the keywords used 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).

Here is a guidebook on doing a social work literature review

<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>

## Assignment Submission Process and Due Dates

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 to explore potential options.

## Grading Breakdown

"Going to the Movies": Practice in Assessment	30%
Case in Point – Group Presentation	25%
Literature Review	45%

## Course Schedule

<b>SESSION 1:</b>	<b>January 11<sup>th</sup>, 2023</b>
<b>TOPIC:</b>	<p><b>Course Overview – Introduction to Health Care Social Work Practice</b></p> <p><b>Panel – Front-Line Social Workers: A Day in the Life of Hospital Social Workers</b></p> <ul style="list-style-type: none"> <li>• Fraser Health Authority</li> <li>• Providence Health Authority</li> </ul>
<b>Required Reading</b>	<p>Bryson, S. &amp; Bosma, H. (2018): Health social work in Canada: Five trends worth noting. <i>Social Work in Health Care</i>, 57(8), 581-606.</p> <p>Craig, S.L., et al. (2020). Empowering the team: A social work model of interprofessional collaboration in hospitals. <i>Journal of Interprofessional Education &amp; Practice</i>, 19, 1-9.</p> <p>Craig, S. L., Betancourt, I., &amp; Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. <i>Social Work in Health Care</i>, 54(5), 422-443.</p>
<b>Recommended Reading</b>	<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 Page 4 of 14 workers in health care. <i>Social Work in Health Care</i>, 58(6), 596-611.</p>
<b>SESSION 2:</b>	<b>January 18<sup>th</sup>, 2023</b>
<b>TOPIC:</b>	<b>Theoretical Foundations of Social Work Practice in Health Care</b>
<b>Required Reading</b>	<p>Reading, C. (2018). Structural determinants of Aboriginal peoples' health. In Greenwood, M., De Leeuw, S., &amp; Lindsay, N.M. (Eds.). <i>Determinants of Indigenous peoples' health: Beyond the social</i>. (3-17). Canadian Scholars' Press.</p> <p>Baines, D. and Sauer, J. (2022). Bridging the practice-activism divide: Advocacy, organizing and social movements. In Baines, D., Clark, N. &amp; Bennet, B. (Eds.). <i>Doing anti-oppressive social work: Rethinking theory and practice</i>, 4<sup>th</sup> Ed. (164-186). Fernwood Publishing.</p>

	<p>Levenson, J. (2017). Trauma-informed social work practice. <i>Social Work</i>, 62(2).</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>
<b>Recommended Reading</b>	<p>Hankivsky, O. &amp; Christoffersen, A. (2008) Intersectionality and the determinants of health: A Canadian perspective. <i>Critical Public Health</i>, 18(3): 271- 283</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 determinants of health: The Canadian facts (2<sup>nd</sup> ed.)</i>.</p>
<b>SESSION 3:</b>	<b>January 25<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Serious Illness Conversations / Advance Care Planning</b> <b>Guest:</b> Fraser Health Advanced Care Planning Consultant Panel
<b>Required Reading</b>	<p>Serious Illness Conversations with Structurally Vulnerable Patients in Hospital. <a href="https://www.youtube.com/watch?v=2_q8SrYy36w">https://www.youtube.com/watch?v=2_q8SrYy36w</a></p> <p>Bernacki, R. &amp; 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</p> <p><a href="https://www.virtualhospice.ca/Assets/report-too-little-too-late_20210618100943.pdf">https://www.virtualhospice.ca/Assets/report-too-little-too-late_20210618100943.pdf</a></p>
<b>Recommended Reading</b>	<p><b>*If you do not have previous training related to consent and decision making the following video is required content*</b></p> <p>Providence Health Care (2022). Consent &amp; Substitute Decision Making: the law, the principles, and documentation - <a href="https://www.youtube.com/watch?v=GXKUth7_c98">https://www.youtube.com/watch?v=GXKUth7_c98</a></p> <p>Representation Agreements (7 &amp; 9); POA; Advance Directives, etc. Nidus website: <a href="https://nidus.ca/">https://nidus.ca/</a></p>

<b>SESSION 4:</b>	<b>February 1<sup>st</sup>, 2024</b>
<b>TOPIC:</b>	<b>Psychosocial Assessments</b>
<b>Required Readings</b>	<p>Srikanthan, S. (2021). Values not our own: Interrogating psychosocial suitability in the transplant social work assessment. <i>Health &amp; Social Work</i>, 46(4), 308- 311.</p> <p><i>Additional readings/handouts as assigned</i></p>
<b>Recommended Readings</b>	<p>Sommers-Flanagan, J. and Sommers-Flanagan, R. (2013). The mental status examination. <i>Clinical Interviewing</i>. 249-287.</p> <p>Biopsychosocial-spiritual Assessment: An Overview</p> <p><a href="https://www.ebsco.com/sites/default/files/acquiadam-assets/Social-Work-Reference-Center-Skill-Biopsychosocial-Spiritual-Assessment.pdf">https://www.ebsco.com/sites/default/files/acquiadam-assets/Social-Work-Reference-Center-Skill-Biopsychosocial-Spiritual-Assessment.pdf</a></p>
<b>SESSION 5:</b>	<b>February 8<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Anti-Indigenous Racism in Health Care Guest: Tsawwassen First Nation</b>
<b>Required Reading</b>	<p><i>In Plain Sight: Addressing Indigenous-Specific Racism and Discrimination in B.C. Health Care</i> (2020).</p> <p><a href="https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Summary-Report.pdf">https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Summary-Report.pdf</a></p> <p>Martin, C. and Walia, H. (2019). Red women rising: Indigenous women survivors in Vancouver's Downtown Eastside. <a href="#">MMIW-Report-Final-March-10-WEB.pdf (dewc.ca)</a></p> <p>Walker, L.M. and Behn-Smith, D. (2018). Medicine is relationship: Relationship is medicine. In Greenwood, M., De Leeuw, S., &amp; Lindsay, N.M. (Eds.). <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>

<b>Recommended Reading</b>	<p>Truth and Reconciliation Commission of Canada. (2015). Truth and Reconciliation Commission of Canada: Calls to Action.</p> <p><a href="https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf">https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf</a></p> <p>Wesley-Esquimaux, C. &amp; 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>
<b>SESSION 6:</b>	<b>February 15<sup>th</sup>, 2023</b>
<b>TOPIC:</b>	<b>Mental Health &amp; Substance Use</b> <b>Guest:</b> Providence Health Care Panel
<b>Required Reading</b>	<p>McNeil, R, Kerr, T., Pauly, B, Wood, E., &amp; 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>Crackdown Podcast. (2023). Backlash. <a href="#">Episode 39: Backlash — Crackdown Podcast</a></p>
<b>Recommended Reading</b>	<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>
<b>** READING BREAK FEBRUARY 19<sup>TH</sup> – FEBRUARY 23<sup>RD</sup> **</b>	
<b>SESSION 7:</b>	<b>February 29<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Mental Health and Suicide</b> <b>Guest:</b> TBD



<b>Required Readings</b>	<p>Cummings, C. &amp; Bentley, K. (2018). A recovery perspective on wellness: Connection, awareness, congruence. <i>Journal of Psychosocial Rehabilitation Mental Health</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>Bilsker, D &amp; 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.  <a href="https://www.sfu.ca/content/dam/sfu/carmha/resources/wwsp/WWSP.pdf">https://www.sfu.ca/content/dam/sfu/carmha/resources/wwsp/WWSP.pdf</a></p>
<b>Recommended Readings</b>	<p>Mental Health Commission of Canada. (2015). Guidelines for Recovery-Oriented Practice. Pages 1-23.</p> <p><a href="https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/MHCC_RecoveryGuidelines_ENG_0.pdf">https://www.mentalhealthcommission.ca/wp-content/uploads/drupal/MHCC_RecoveryGuidelines_ENG_0.pdf</a></p>
<b>SESSION 8:</b>	<b>March 7<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Social Work in Palliative Care &amp; Medical Assistance in Dying</b> <b>Guest:</b> Pascale de Kerckhove
<b>Required Reading</b>	<p>Beuthin, R., Bruce, A., Thompson, M., Andersen, A.E. &amp; 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.</p> <p>Antifaeff, K. (2019). Social work practice with medical assistance in dying: A case study. <i>Health &amp; Social Work</i>, 44(3), 185-192.</p>
<b>Recommended Reading</b>	<p>BC College of Social Workers. (2021). Practice guidance: Medical assistance in dying. <a href="https://bccsw.ca/wp-content/uploads/BCCSW-MAiD-Guideline-2021-1.pdf">https://bccsw.ca/wp-content/uploads/BCCSW-MAiD-Guideline-2021-1.pdf</a></p>
<b>SESSION 9:</b>	<b>March 14<sup>th</sup>, 2023</b>
<b>TOPIC:</b>	<b>Working with Refugees and Immigrants in Health Care</b> <b>Guest Speaker:</b> Laura Moran Bonilla
<b>Required Reading</b>	<p>McKeary, M. &amp; Newbold, B. (2010). Barriers to care: The challenges for canadian refugees and their health care providers, <i>Journal of Refugee</i></p>

	<p>Studies, 23 (4), 523–545, <a href="https://academic.oup.com/jrs/article-abstract/23/4/523/1522819?login=false">https://academic.oup.com/jrs/article-abstract/23/4/523/1522819?login=false</a></p> <p>Aery, A. (2018). Facilitators to accessing primary and preventive care for immigrants and refugees in Canada: A literature review. Toronto, ON Wellesley Institute.</p> <p>Miller, K., Brown, C.R., Shramko, M. &amp; Svetaz, N.V.(2019). Applying trauma informed practices to the care of refugee and immigrant youth: 10 clinical pearls. <i>Children</i>, 6 (8) ,94- <a href="https://doi.org/10.3390/children6080094">https://doi.org/10.3390/children6080094</a></p>
<b>Recommended Reading</b>	Kavukcu, N., & Altıntaş, K. H. (2019). The challenges of the health care providers in refugee settings: a systematic review. <i>Prehospital and disaster medicine</i> , 34(2), 188-196.
<b>SESSION 10:</b>	<b>March 21<sup>st</sup>, 2024</b>
<b>TOPIC:</b>	Case in Point Group Presentations
<b>SESSION 11:</b>	<b>March 28<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Working with Youth: Clinical Approaches</b>
<b>Required Reading</b>	<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 &amp; 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>
<b>Recommended Reading</b>	Rumping, S., Boendermaker, L., & de Ruyter, D. J. (2019). Stimulating interdisciplinary collaboration among youth social workers: A scoping review. <i>Health &amp; social care in the community</i> , 27(2), 293-305.
<b>SESSION 12</b>	<b>April 4<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Adult Guardianship</b>
<b>Required Reading</b>	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>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 &amp; Neglect</i>, 34(2) 124-151.</p> <p>Young, J. &amp; 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. &amp; Clements, G. (2017) Protection of the vulnerable older adult. <i>BC Medical Journal</i> 59 (7), 356-361</p>
<b>Recommended Reading</b>	Young, J. & Everett, B. (2015). Cause of Death: Schizophrenia. <i>BC Medical Journal</i> 57(10) 434 – 437.
<b>SESSION 13</b>	<b>April 11<sup>th</sup>, 2024</b>
<b>TOPIC:</b>	<b>Leadership in Health Care</b> Panel Presentation
	No readings

## SCHOOL/COURSE POLICIES

### 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/>

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

### Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## 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>

## Retaining Assignments

Students should retain a copy of all submitted assignments (in case of loss) and should also retain their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can 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: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the 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. It is not permitted to record classes, unless permission has been granted by the instructor.

## 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.