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.

<table>
<thead>
<tr>
<th>YEAR/TERM</th>
<th>Fall and Winter, 2014 - 15</th>
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<tbody>
<tr>
<td>COURSE TITLE</td>
<td>SOWK 440Q - Social Work And In Health (3 credits)</td>
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<tr>
<td>COURSE SCHEDULE</td>
<td>Tuesdays, 4:30 – 7:30 pm, Term 1</td>
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<tr>
<td>COURSE LOCATION</td>
<td>Room 224 - Jack Bell Building (School of Social Work)</td>
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COURSE DESCRIPTION:

This is an undergraduate course focused on exploring Social Work practice in the field of health.

LEARNING OUTCOMES:

- Students will be familiar with common issues associated with Social Work practice in the field of health;
- Students will be able to articulate the role of social work as a member of the health care team;
- Students will develop the basic skills necessary for working in hospitals and community health setting;
- Students will begin to articulate the link between theory, practice and policy in the health care field;

COURSE STRUCTURE:

This course will include a combination of lecture, seminar, and small group meetings. I draw on adult and dialogic principles of learning and teaching – we all have something to teach and learn - and believe that learning best takes place in an environment where differing opinions, analyses, and life experiences can be discussed in a respectful manner. Students (and instructor) are expected to arrive on time for class, have completed required readings, facilitate the learning of others by drawing attention to
interesting resources, and be prepared to openly discuss and participate meaningfully in class discussions and activities.

Evaluative tools are described below.

Course Context and Prerequisites:

Required and Recommended Reading:


Four chapters of this text are being used as required readings. It has been selected because it is a Canadian text, drawing on Canadian social workers.


This is a good overview text for understanding social work in health care – a good reference text to have on hand. Unfortunately (for our needs) it is US based. I am using two chapters as a required reading.

In addition, each class has selected required readings associated with it. These are located in e journals or are downloadable.

Assessment, Grading, Evaluation:

1. Articulating the Social Work role in health care: There are three components to this assignment:
   a) Write a one sentence personal definition of “social work in health care” at the beginning of this course. Hand it in at the end of the second class;

   b) As the course goes on, reflect, refine and develop this definition by comparing and contrasting Social Work with other health disciplines. Be prepared to hand-in your process notes – there is an expectation that you will have at least bi-weekly entries.

   c) Articulate a one sentence personal definition to be handed in by December 5, 2014.

   Value: 25%

   Evaluation Criteria: I will be looking for depth of reflection, clarity of vision and comprehensiveness, including being able to compare and differentiate the social work role from that of other disciplines.

2. Select a health care setting (other than where you are doing a practicum) that intrigues you. There are two main components to this assignment:

   a) Shadow Experience: Find a social worker to shadow for at least two hours followed by a debriefing session. Write a descriptive report (maximum 2 double-space pages) of
this experience. Consider the following: What roles did you observe the social worker taking on? What knowledges were put into action to complete work? What policies inform the social work actions? How was a critical (social justice) lens used and/or relevant/not relevant during your observation period?

Value: 30%
Due Date: October 28, 2014
Length: 8 – 10 pages

Evaluation Criteria: Grading criteria will include the depth of understanding of this and the social work role in relation to health focus, policies, and context, as well as the demonstration of the ability to think critically.

b) **Major Paper:** Examine the literature around this setting/issue and describe and critique the state of knowledge in relation to it and the social work role. Consider how existing policy practices help frame social work activities.

Value: 40%
Due: December 5, 2014
Length: 14 – 16 pages
Evaluation criteria: see attached

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**COURSE POLICIES [attendance, participation, academic dishonesty]:**

Adapted Excerpt from the UBC calendar:

**Regular attendance is expected** of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Students who are absent from more than three classes will be deemed to have not completed the requirements of course, . .

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let me know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all 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.

**Academic Dishonesty:**
Please review the UBC Calendar “Academic regulations” for the university policy on
cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation. If you wish to better understand how to properly cite the work of others, please arrange to meet with me to discuss.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off. You will be asked to leave the class if you are using computers or hand-held for anything unrelated to the classroom activities.

All cell phones must be turned off.

**COURSE SCHEDULE**

**Week 1 (September 2, 2014):** Introduction and finalization of course outline and assignments

**Week 2 (September 9, 2014) - Setting the Context**

**Required Reading**


**Week 3 (September 16, 2014) - Bringing in the ‘social’**

**Required Reading**


**Week 4: (September 23, 2014) - Narrowing the focus: Hospital social work**

**Required Reading**


**Week 5 (September 30, 2014): The social work contribution to assessment**

**Required Readings**


**Week 6 (October 7, 2014): Beyond the hospital**

**Required Reading**


**Week 7 (October 14, 2014): NO CLASS**
Class time can be used for shadow exercise. An additional 'make-up' class will be available the first week of December.

**Week 8 (October 21, 2014) – The health care team**

**Required Reading**


**Week 9 (October 28, 2014): Ethical Issues and Social Work Role**


**Week 10 (Nov. 4, 2014): Special topics (Aging)**


**Week 11 (Nov. 11, 2014): - Remembrance Day - NO CLASS**

**Week 12 (Nov. 18, 2014): Addictions**


**Week 13 (Nov. 25, 2014): Pulling it all together**

**Required Reading**

USEFUL WEBSITES

BC Government Websites

Search Engine: http://www.bcconnects.gov.bc.ca/

Statistics: http://www.bcstats.gov.bc.ca/

Government’s main site: http://www.gov.bc.ca/

Aboriginal Reconciliation and Relations http://www.gov.bc.ca/arr/index.html

Health: http://www.gov.bc.ca/healthservices/

Community Living British Columbia http://www.communitylivingbc.ca/

Evidence Network.ca: http://umanitoba.ca/outreach/evidencenetwork/archives/8941

ASSIGNMENTS

Submitting Assignments:
Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments:
Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or at the main office counter.

GRADING CRITERIA:

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<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td>Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows</td>
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<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Score</td>
<td>Description</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td>some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td>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.</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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