

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

**YEAR/TERM:** 2015 - 16 Winter  
**COURSE TITLE:** SOWK 440Q – Social Work in Health Care  
**COURSE SCHEDULE:** Tuesdays, 4:30-7:30, Term 1  
**COURSE LOCATION:** Room 224, Jack Bell Building

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Erin Henthorne		Tuesdays 3:30-4:30 or by appointment		

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**COURSE DESCRIPTION**

This is an undergraduate course focused on exploring social work practice in the field of health care.

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**LEARNING OUTCOMES**

Upon completion:

- Students will be familiar with common issues associated with social work practice in the field of health care
- Students will be able to articulate the role of social work as a member of the interprofessional health care team
- Students will develop the basic skills and knowledge necessary for working in hospitals and community health settings
- Students will begin to articulate the link between theory, practice, and policy in the health care field
- Students will be able to understand and articulate the purpose of their assessment and intervention plans

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## UNIVERSITY POLICIES

*“Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” (UBC Calendar)*

**Disabilities:** 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 your instructor 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.

**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](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

**Retaining Assignments:** Students should 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.

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## COURSE POLICIES

### Attendance and Participation

For this course to be successful, students are expected to attend all classes, be prepared, have read the required readings, and actively participate in learning in the classroom. Non attendance and lateness for any reason may result in the student being disallowed from submitting final papers. This is a practice course and emulates a professional practice reality. Hence, students are expected to function as if a professional in a service agency. If a student is going to miss a class due to illness, s/he must call the instructor and submit a doctor’s note.

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### SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

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### 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 regular mail (the student provides a self-addressed, stamped, envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor and destroyed one year after submission.

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### LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available.

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**FORMAT OF THE COURSE:**

The course is structured as a participatory seminar and will consist of discussions of issues and readings, lectures, guest speakers, videos, and peer presentations.

**REQUIRED TEXTBOOK \***

There is no textbook for this course. Course readings are outlined and are available through UBC Connect or the UBC Library.

**COURSE SCHEDULE FOR SOCIAL WORK 440Q**

<b>SESSION 1:</b>	<b>September 8, 2015</b>
<b>TOPIC:</b>	<b>Introduction: Social Work in health care - identifying and debunking the myths.</b>
<b>SESSION 2:</b>	<b>September 15, 2015</b>
<b>TOPIC:</b>	<b>Setting the Context - Why Social Workers in Health Care</b>
<b>READING:</b>	Gregorian, C. (2005). A career in hospital social work: Do you have what it takes? <i>Social Work in Health Care</i> . 40(3): 1-14 Craig, S. L. & Muskat B. (2013) Bouncers, brokers and glue: The self-described roles of social workers in urban hospitals. <i>Health and Social Work</i> , 38 1:7-16. Findley, P. (2014) Social work practice in the chronic care model: chronic illness and disability care. <i>Journal of Social Work</i> 14:83.
<b>SESSION 3:</b>	<b>September 22, 2015</b>
<b>TOPIC:</b>	<b>Bringing the Social to Health Care Practice</b>
<b>READING:</b>	Mikkonen, J. and Raphael, D. (2010) Social Determinants of Health: The Canadian Facts. <a href="http://www.thecanadianfacts.org/">http://www.thecanadianfacts.org/</a> Moniz, C. (2010). Social work and social determinants of health perspective: a good fit. <i>Health and Social Work</i> . 35(4): 310 - Craig, S., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health. <i>Health and Social Work</i> . 53: 311-331 Levin, R. & Muskat, B. (2013). The experience of urban Aboriginals with health care services in Canada: Implications for social work practice. <i>Social Work in Health Care</i> . 39(1-2): 165-179
<b>SESSION 4:</b>	<b>September 29, 2015</b>
<b>TOPIC:</b>	<b>Social Work and the Interprofessional Team</b>
<b>REQUIRED READING:</b>	Kitchen, A. & Brook, J., (2005) Social work at the heart of the medical team. <i>Social Work in Health Care</i> . 40(4): 1-18 Tamura, Y., Bontje, P., Nakata, Y., & Nasuda, N. (2005). Can one eat collaboration? Menus as metaphors of interprofessional collaboration. <i>Journal of Interprofessional Care</i> . 19(3): 215-222
<b>SESSION 5:</b>	<b>October 6, 2015</b>
<b>TOPIC:</b>	<b>Patient and Family Centred Care</b>

<b>READING:</b>	Craig, S., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centred care. <i>Social Work in Health Care</i> . 54(5): 422-443 Epstein, R., & Street, R. (2011). The values and value of patient-centred care. <i>Annals of Family Medicine</i> . 9(2): 100-103
<b>SESSION 6:</b>	<b>October 13, 2015</b>
<b>TOPIC:</b>	<b>The Social Work Assessment</b>
<b>READING</b>	Nilsson, D. et al. (2013). The why of practice: Utilizing PIE to analyze social work practice in Australian hospitals. <i>Social Work in Health Care</i> . 52: 280-295 Klett, S., et al. (2014). Developing a reliable and valid scale to measure psychosocial acuity. <i>Social Work in Health Care</i> . 53: 503-517 Tebb, S., Berg-Werger, M., & Rubio, D. (2013). The caregiver well-being scale: Developing a short-form rapid assessment instrument. <i>Health and Social Work</i> . 38(4): 223-230
<b>SESSION 7:</b>	<b>October 20, 2015</b>
<b>TOPIC:</b>	<b>Social Work Therapeutic Intervention</b>
<b>READING:</b>	Gibbons, J. & Plath, D. (2012). Single Session Social Work in Hospitals. <i>The Australian and New Zealand Journal of Family Therapy</i> . 33(1): 39-53 Wahab, S. (2005). Motivational interviewing and social work practice. <i>Journal of Social Work</i> . 5(1): 45-60 Auslander, G., (2000). Outcomes of social work intervention in health care settings. <i>Social Work in Health Care</i> . 31(2): 31-46
<b>SESSION 8:</b>	<b>October 27, 2015</b>
<b>TOPIC:</b>	<b>Health Care Decision Making</b>
<b>READING:</b>	BC Ministry of Health. (2011). Health Care Providers Guide to Decision Making. <a href="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</a> Province of British Columbia. (2013). My Voice: Expressing My Wishes for Future Health Care Treatment. <a href="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</a> Cummings, C., & Bentley, K. (2014). Contemporary health related decision aids: Tools for social work practice. <i>Social Work in Health Care</i> . 53: 762-775 Peterson, K. (2012). Shared decision making in health care settings: A role for social work. <i>Social Work in Health Care</i> . 51: 894-908
<b>SESSION 9:</b>	<b>November 3, 2015</b>
<b>TOPIC:</b>	<b>Ethics in the Health Care Context</b>
<b>READING:</b>	Mattison, M. (2000). Ethical decision making: the person in the process. <i>Social Work</i> . 45(3): 201-212 Bragg, T., Dotolo, D., Blacksher, E. (2015). Finding a seat at the table together: Recommendations for improving collaboration between social work and bioethics. <i>Bioethics</i> . 29(5): 362-368 McAuliffe, D., & Sudbery, J. (2005). Who do I tell: Support and consultation in cases of ethical conflict. <i>Journal of Social Work</i> . 5: 21-42

<b>SESSION 10:</b>	<b>November 10, 2015 – ASSIGNMENT 2 DUE</b>
<b>TOPIC:</b>	<b>Social Work Practice in Aging and Adult Abuse and Neglect</b>
<b>READING:</b>	Joubert, L. et al. (2013). Caring for the depressed elderly in the emergency department: Establishing links between sub-acute, primary, and community care. <i>Social Work in Health Care</i> . 52: 222-238 Preyde, M., & Brassard, K. (2011). Evidence based risk factors for adverse health outcomes in older patients after discharge home and assessment tools: A systematic review. <i>Journal of Evidence Based Social Work</i> . 8: 445-468 Day, M., McCarthy, G., & Leahy-Warren, P. (2012). Professional social workers views on self-neglect: An exploratory study. <i>British Journal of Social Work</i> . 42: 725-743
<b>SESSION 11:</b>	<b>November 17, 2015</b>
<b>TOPIC:</b>	<b>Mental Health and Substance Use</b>
<b>READING:</b>	Canadian Mental Health Association. (2004). BC's Mental Health Act in Plain Language. <a href="http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/health-care-partners/colleges-board-and-commissions/mental-health-review-board/mha_plain.pdf">http://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/health-care-partners/colleges-board-and-commissions/mental-health-review-board/mha_plain.pdf</a> BC Mental Health and Substance Use Planning Council. (2013). The Trauma Informed Practice Guide. <a href="http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a> Hitchens, K., & Becker, D. (2014). Social work and the DSM: A qualitative examination of opinions. <i>Social Work in Mental Health</i> . 12: 303-309
<b>Session 12:</b>	<b>November 24, 2015</b>
<b>TOPIC:</b>	<b>Death and Dying and Grief and Grieving</b>
<b>READING:</b>	Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss just as all losses require change. <i>Australian Social Work</i> , 58(2): 167-178 Calderwood, K. (2001). Adapting the transtheoretical model of change to the bereavement process. <i>Social Work</i> . 56(2): 107-118 Boelk, A. & Kramer, B. (2011). Advancing theory of family conflict at the end of life: A hospice case study. <i>Journal of Pain and Symptom Management</i> . 44(5) 655-670
<b>Session 13</b>	<b>December 1, 2015</b>
<b>TOPIC:</b>	<b>Conclusion: Pulling it all together</b>
	In class debate

## ASSIGNMENTS FOR SOCIAL WORK 440Q

### ASSIGNMENT #1 – REFLECTIVE JOURNAL

Students will submit 5 reflection papers over the course of the semester. These papers will summarize responses, reactions, and learning related to the weekly readings and class discussions. These recordings will address the application of learning to the practice setting. Papers are to be no longer than 500 words.

Value: 30%

**ASSIGNMENT #2 – MAJOR PAPER**

Students will connect with a social worker who is employed in a health care setting and conduct an interview with the social worker. They will provide a description of the setting and report in on the role, scope, and function of the social worker in that context. They will describe the theoretical framework used by the social worker to address the practice issues common in their particular setting. Finally students will be asked to draw on the social work literature to expand on the theoretical perspectives by including an additional theoretical perspective and an analysis of how they would integrate theory to address the practice issues that arise in that particular setting.

DUE DATE: November 10, 2015

Value: 40%

**Students’ papers will be graded on the following criteria:**

- Accuracy and depth of understanding, representation and analysis of content
- Ability to articulate the social work role in the chosen health care setting
- Ability to describe the practice context and the major practice issues arising in the chosen setting
- Ability to apply a theoretical framework to the practice context
- Appropriate organization, spelling, syntax, and grammar
- Appropriate application and use of resources

**ASSIGNMENT #3 – IN CLASS DEBATE**

Students will be put in groups for a classical debate. Students will be prepared to present arguments on both sides of the assigned resolution. Following the debate students will submit a three page reflection paper summarizing their key learning from the process and the application of those learning to the practice setting.

Value: 30%

**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

B B-	72-75 68-71	83.5 69.5	clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.