



**THE UNIVERSITY OF BRITISH COLUMBIA**

**School of Social Work**  
**Course Outline – SOWK 551**

**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.**

<b>Year/Term</b>	<b>Fall 2016</b>
<b>Course Title</b>	<b>SOWK 551 – Health Praxis: Social Work Intensive in Settings in Healthcare Settings Program</b>
<b>Course Schedule</b>	<b>Thursdays, 9:00 am – 12:00 pm (Term 1)</b>
<b>Course Location</b>	<b>St. Paul’s Library, Conference Level, St. Paul’s Hospital</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>E-mail address</b>
Dr. Harvey Bosma	St. Paul’s Hospital	604-806-8068	<a href="mailto:HBosma@providencehealth.bc.ca">HBosma@providencehealth.bc.ca</a>
Teresa Robitaille	Mt. St. Joseph’s	604-874-1141 78647	<a href="mailto:TRobitaille@providencehealth.bc.ca">TRobitaille@providencehealth.bc.ca</a>
<b>Office Hours</b>	By appointment		

**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.

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## 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.

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## COURSE STRUCTURE:

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 with which comments and reflections are offered. Evaluative tools are described below.

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## REQUIRED READING:

**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 will recommend readings based on her/his presentation topic. A list of readings will be provided prior to each class session.

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## ASSESSMENT, GRADING, EVALUATION:

### 1. Reflective Journals - 20%

Students will complete two 2-page reflective journals. Journals should demonstrate integration of course material and draw on class discussions, readings and presentations. The purpose of these journals is to allow students dialogical space in which to respond affectively, think critically, and metabolize the main ideas of the course.

**Journals are due on Sept 22 & Oct. 6, 2016.**

### 2. "Going to the Movies": Practice in Assessment Skills - 25%

For this assignment, students will select a film from a list of films provided by the co-instructors. Students will then complete a condensed bio-psychosocial assessment of a main character from the film. Guidelines will be provided in class.

**Due October 20, 2016.**

### 3. Case in Point - 20% - group presentation

Students will divide into groups. Each group will present a case study connected 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 will be provided in class. **Groups will present on Nov. 17, 2016.**

- 4. Major Paper - 35%:** Students will submit a research paper on an aspect of social work practice in healthcare that particularly intrigues them. Topics may include social determinants of health/public health, social justice in healthcare, cultural safety, chronic disease, palliative and end of life care, mental health, substance use, trauma informed care, or a population-focused topic like health and cultural safety for transgender and gender variant people, Aboriginal people, or immigrant/newcomer groups. Paper limit is 2000 words. **Papers are due December 8, 2016. Use APA formatting please.**

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COURSE POLICIES [ATTENDANCE, PARTICIPATION, ACADEMIC DISHONESTY]:

Excerpt from the UBC calendar:

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.

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.

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

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.

COURSE SCHEDULE:

Week	Topic	Practice Activity	Assignments
<p><b>1</b> <b>9/08</b></p>	<p><b>Intro to Course</b></p> <p><b>Guest Panel: Hospital Social Workers</b> (VGH, BC Children's, PHC, SMH)</p> <p><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.</p> <p>Craig, S. &amp; 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.</p> <p>Glaser, B. &amp; Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care, <i>Social Work in Health Care</i>, 55, 5: 395-408.</p>	<p>A Day in the Life of a Social Worker</p>	
<p><b>2</b> <b>9/15</b></p>	<p><b>Social Determinants of Health Framework</b></p> <p><b>Speakers: TBD</b></p> <p><b>Reading:</b> Mikkonen, J. and Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i>. Online:<a href="http://www.thecanadianfacts.org">http://www.thecanadianfacts.org</a></p> <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>Smedley, B (2012). The Lived Experience of Race and Its Health Consequences. <i>American Journal of Public Health</i>, 102 (5), 933-935.</p> <p>Bywaters, P. (2009). Tackling inequalities in health: A global challenge for social work. <i>BJSW</i>, 39, 353:367.</p> <p>Poverty: A clinical tool for primary care in Ontario. Online: <a href="http://www.healthprovidersagainstpoverty.ca/system/files/Poverty%20a%20Clinical%20Tool%20with%20Refs%20Nov%202013_0.pdf">http://www.healthprovidersagainstpoverty.ca/system/files/Poverty%20a%20Clinical%20Tool%20with%20Refs%20Nov%202013_0.pdf</a></p>	<p><b>Public health exercise</b></p> <p><b>Video:</b> <b><i>Unnatural Causes</i></b></p>	

	<p><b>Chez Soi Final Report (Vancouver):</b>  <a href="http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf">http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf</a></p>		
<p><b>3 9/22</b></p>	<p><b>Assessment Part I: Illness Experience vs. Diagnosis</b></p> <p><b>Speakers: TBD</b></p> <p><b>Reading:</b>  Kleinman, A. &amp; Benson, P. (2006) Anthropology in the clinic: The problem of cultural competency and how to fix it. <i>PLoS Medicine</i>, 3(10), 1673-1676.</p> <p>Kleinman, A. (2013). From illness as culture to caregiving as moral experience. <i>New England Journal of Medicine</i>, 368(15): 1376-1377.</p> <p>BC Trauma Informed Practice Guide  <a href="http://bcewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf">http://bcewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf</a></p> <p>Richmond, K., Burnes, T., &amp; Carroll, K. (2012). Lost in translation: Interpreting systems of trauma for transgender clients, <i>Traumatology</i> 18(1), 45–57.</p> <p>Machtiger, E., Cuca, Y., Khanna, N., Rose, C. &amp; Kimberg, L. (2015). From treatment to healing: The promise of trauma-informed primary care. <i>Women's Health Issues</i>, 25(3), 193–197.</p> <p>Kassam-Adams, N. et al., (2015). Nurses' views and current practice of trauma-informed pediatric nursing, <i>Journal of Pediatric Nursing</i>, 30, 478–484.</p> <p><b>Recommended</b>  Dorazio-Migliore, M., Migliore, S., &amp; Anderson, J. (2005). Crafting a praxis oriented culture concept in the health disciplines: Conundrums and possibilities. <i>Health</i>, 9(3): 339-360.</p> <p>Tervalon, M., &amp; Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. <i>Journal of HealthCare for the Poor and Underserved</i>, 9(2), 117-125.</p>	<p>Conducting Biopsychosocial Assessments (Part I)</p> <p>Asking Kleinman's questions</p> <p>Trauma Informed Care</p> <p>Cultural Safety</p>	<p><b>Reflective Journal #1 due</b></p>

<p><b>4</b> <b>09/29</b></p>	<p><b>Assessment Part II: Biopsychosocial Assessment</b></p> <p><b>Speaker: Melissa Tyson and Teresa Robitaille</b></p> <p><b>Reading:</b> Handouts</p>	<p>Conducting Biopsychosocial Assessments (Part II) Documentation, Case Study</p>	
<p><b>5</b> <b>10/06</b></p>	<p><b>Assessment Part III: Mental Health Assessment</b> <i>Mental Health Status Exam: Conducting and documenting</i> <i>Suicide risk assessment</i></p> <p><b>Speaker: Elise Durante</b></p> <p><b>Reading:</b> Handouts from <i>Where to Start and What to Ask</i> and <i>Clinical Interviewing</i></p> <p>Other readings will be posted on Connect</p>	<p>Conducting Biopsychosocial Assessments (Part III) Mental Health</p>	<p><b>Reflective Journal #2 Due</b></p>
<p><b>6</b> <b>10/13</b></p>	<p><b>Advance Care Planning</b></p> <p><b>Speaker: Wallace Robinson</b></p> <p><b>Reading:</b> 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>Song, J. (2007). Dying on the streets: Homeless persons' concerns and desires about end of life care, <i>Society of General Internal Medicine</i>, 22:435-441.</p> <p>Representation Agreements (7 &amp; 9); POA; Advance Directives, etc.</p> <p>Nidus website: <a href="http://www.nidus.ca/?page_id=214">http://www.nidus.ca/?page_id=214</a></p>		
<p><b>7</b> <b>10/20</b></p>	<p><b>Assessment Part IV: The 3D's: Dementia, Depression, and Delirium</b></p> <p><b>Speakers: Eve Lyon and Christine Schiller</b></p> <p><b>Reading:</b> O'Connor, D., Hall, M., &amp; Donnelly, M. (2009). Assessing capacity within a context of abuse or neglect. <i>Journal of Elder Abuse &amp; Neglect</i>, 21: 156-169.</p>	<p>Collaborative Case Studies</p>	<p><b>Psychosocial assessment paper due</b></p>

	<p>Recognizing Delirium, Depression, and Dementia:  <a href="http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf">http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf</a></p>		
<p><b>8</b> 10/27</p>	<p><b>Adult Guardianship and Mental Health Act</b></p> <p><b>Speakers: Julia Peirce and Dmytro Khabarov</b></p> <p><b>Reading:</b>  React Adult Protection Program  <a href="http://www.vchreact.ca/">http://www.vchreact.ca/</a></p> <p>Public Trustee of B.C.  <a href="http://www.trustee.bc.ca/Pages/default.aspx">http://www.trustee.bc.ca/Pages/default.aspx</a></p> <p>B. C. Centre for Elder Advocacy and Support  <a href="http://bcceas.ca/">http://bcceas.ca/</a></p> <p>B.C. Community Response Network  <a href="http://www.bccrns.ca/generated/homepage.php">http://www.bccrns.ca/generated/homepage.php</a></p>		
<p><b>9</b> 11/03</p>	<p><b>Child &amp; Adolescent Health</b></p> <p><b>Speaker: TBD</b></p> <p><b>Reading:</b></p>	<p>Collaborative Case Studies</p>	
<p><b>10</b> 11/10</p>	<p><b>Substance Use</b></p> <p><b>Speakers: Kohen Elander and Jaclyn Sauer</b></p> <p><b>Reading:</b>  Littrell, J. (2011). How addiction happens, how change happens, and what social workers need to know to be effective facilitators of change. <i>Journal of Evidence-based Social Work</i>, 8:469-486.</p>	<p>Assessment activity</p>	
<p><b>11</b> 11/17</p>	<p><b>Case in Point Group presentations</b></p>	<p>Group Presentations</p>	<p><b>Case in Point Presentations</b></p>
<p><b>12</b> 11/24</p>	<p><b>End of Life</b></p> <p><b>Speaker: Tammy Dyson and Harvey Bosma</b></p> <p><b>Reading:</b>  <a href="http://www.centerforloss.com/companioning-philosophy/">http://www.centerforloss.com/companioning-philosophy/</a></p>	<p>Collaborative Case Studies</p>	

13 12/01	Last class – party and wrap up	Evaluation	
12/08	Major Paper		Major paper due

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RECOMMENDED SUPPLEMENTARY READINGS:

Chandrakant, P. (2003). *Public Health and Preventive Medicine in Canada, 5<sup>th</sup> Edition*. Canada: Saunders.

Donahoe, M., Ed. (2013). *Public health and social justice*. San Francisco: Jossey-Bass.

Egan, M. and Kadushin, G. (2007). *Social work practice in community-based health care*. Binghamton, NY: The Haworth Press.

Fierlbeck, K. (2011). *Health care in Canada: A citizen's guide to policy and politics*. Toronto: University of Toronto Scholarly Publishing Division.

Fort Cowles, L. A. (2003). *Social work in the health field: a care perspective. Second edition*. Binghamton, NY: The Haworth Press.

Gehlert, S. and Browne T. A. (Eds.). (2012). *Handbook of health social work. Second edition*. Hoboken, NJ: John Wiley & Sons.

Heinonen, T. and Metteri, A. (Eds.) (2005). *Social work in health and mental health: Issues, developments, and actions*. Toronto: Canadian Scholars' Press.

Hillman, J. L. (2002). *Crisis intervention and trauma: New approaches to evidence- based practice*. NY: Kluwer Academic/Plenum Publishers.

Raphael, D. (2010). *About Canada: Health and illness*. Halifax: Fernwood Publishers.

Rootman, I., Dupéré, S., Pederson, A., & O'Neill, M. (Eds.), *Health promotion in Canada (3rd ed.)*. Toronto, ON: Canadian Scholars' Press, Inc.

Rhodes, R., Battin, M., & Silvers, A. (Eds.) (2012). *Medicine and social justice: Essays on the distribution of healthcare*. New York: Oxford.

Ruger, J. (2010). *Health and social justice*. New York: Oxford.

Social Work Section of the American Public Health Association (2013). *Handbook for public health social work*. New York: Springer.

Sommers-Flanagan, J. and Sommers-Flanagan, R. (2014). *Clinical interviewing. Fifth edition*. Hoboken, NJ: John Wiley & Sons.



Spitzer, D. (Ed.) (2011). *Engendering migrant health: Canadian perspectives*. Toronto: University of Toronto Press Scholarly Publishing Division

Taket, A. (2012). *Health equity, social justice, and human rights*. New York: Routledge.

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#### USEFUL WEBSITES:

##### **Federal Government:**

Human Resources and Skills Development Canada (HRSDC):

<http://www.hrsdc.gc.ca/eng/home.shtml> and

[http://www.socialunion.gc.ca/menu\\_e.html](http://www.socialunion.gc.ca/menu_e.html)

##### **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/>

**MCFD:** <http://www.gov.bc.ca/mcf/>

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

**Housing and Social Development**<http://www.gov.bc.ca/hsd/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>

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#### 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.

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GRADING CRITERIA:

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 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+ B B-	76-79 72-75 68-71	77.5 83.5 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+ 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.