

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.

Year/Term	Fall and Winter 2015-2016
Course Title	SOWK 550 - Social Work and Social Justice (3 credits) Section 001 (Health)
Course Schedule	Wednesdays, 2:00-5:00 pm (Term 1)
Course Location	Room 223 - Jack Bell Building

Instructor	Office Hours	e-mail address
Emma Gauvin	By appointment on Wednesdays	emma.gauvin@ubc.ca

COURSE DESCRIPTION:

This is a graduate course designed to help students to locate themselves within the constructs of human rights and social justice with a view to developing a comprehensive practice framework consistent with Social Work theory, values, and ethics.

This section is focused on principles of human rights and social justice as they relate to health and mental health social work—policy, practice, and research.

LEARNING OUTCOMES:

- Students will learn to locate themselves in a professional and political context.
- Students will develop a social justice framework for social work practice.
- Students will learn about social justice in historical, theoretical, and practice contexts by exploring theories of human rights and social development from a variety of perspectives.
- Students will learn about social justice by exploring theories of human rights and social development within various fields of practice—including health, mental health, social care, and children and youth services.
- Students will learn to examine sociopolitical patterns of power and privilege and the consequences of accessibility—or lack of accessibility—to structures of socioeconomic opportunities.
- Students will reflect upon ways in which cultural assumptions, beliefs, and value systems enhance or hinder practice with people of diverse backgrounds. Students will develop and nurture approaches and perspectives to practicing social work with and across differences.
- Students will build a framework for validating diversity.
- Students will develop an understanding about how to influence public policy in ways that will limit or reverse social inequality.

COURSE STRUCTURE:

Sessions will include a variety of discussions, small group work, and lectures, and will be supplemented by videos, peer presentations, and guest speakers. Class members are expected to attend every class and to arrive in class prepared to participate. Additionally, there is an expectation that differing opinions, analyses, and life experiences will be discussed in a respectful, professional manner.

COURSE CONTEXT: This course is mandatory for students in the advanced year of the M.S.W.

REQUIRED READING: There are no required texts for this course.

ASSIGNMENTS:

Assignments will be discussed in further detail during the first session.

1. **Reflective Journals (15%):**

At the beginning of class for weeks 2-8 and week 13 (**Sept. 16 – Nov. 4 & Dec. 2**) students will submit a one-page reflective journal based on their chosen readings for the week. You do not need to use APA formatting for journals.

2. **Group Meetings (15%):**

In Week 2, students will form small groups based on a social justice issue in health care. Groups will meet every other week to discuss relevant articles, data, etc. The course instructor will visit groups and provide support and guidance as needed. Active participation in group planning is the basis for this portion of the student's final grade. These meetings are opportunities to develop the group presentations described below.

3. **Group Presentations (30%):**

Within their groups, students will critically examine literature, statistics, news media, and other sources of information on their chosen social justice issue. From this analysis, put together a presentation for your colleagues in class to address the following questions:

- 1) What is the social justice issue at hand?
- 2) What are the health concerns resulting from this issue?
- 3) What is the role for the social work profession in addressing this issue?
- 4) What measures are already being taken to address the issue?

Creativity is encouraged (ie. Interview social workers involved in this issue, and/or from different health jurisdictions; review innovative programs that have been designed to address the issue; look at existing research and policies; create a policy or programs to address identified gaps, etc.) Presentations will be on **November 18 and November 25**.

4. **Final Papers (40%):**

Students will submit a paper on a topic that particularly interests them and will be useful for their professional development as social workers in health care. The purpose of this paper is to integrate learning from the course, including social justice frameworks and intersecting social determinants of health.

Paper limit is 2000 words. Please use APA formatting. Students may hand in papers at any point during the course, but the final date for submission is **Friday, December 11th, 2015 at noon**.

READINGS

September 9, 2015 - Introduction to the Course & Social Justice Theories

Anderson, J. M., Rodney, P., Reimer-Kirkham, S., Browne, A. J., Khan, K. B., & Lynam, M. J. (2009). Inequities in Health and Healthcare Viewed Through the Ethical Lens of Critical Social Justice: Contextual Knowledge for the Global Priorities Ahead. *Advances in Nursing Science*, 32(4), 282-294.

Chu, W. C. K. Tsui, M-S and Yan, M.C. (2009). Social work as a moral and political practice. *International Social Work*, 52(3): 287–298.

O'Brien, M. (2010). Social justice: Alive and well (partly) in social work practice? *International Social Work*, 54 (2): 174-190.

RECOMMENDED:

Healy, C.M. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, 55 (6), 735-748.

Solas, J. (2008). Social work and social justice: What are we fighting for? *Australian Journal of Social Work*, 61 (2): 124-136.

WEBSITES:

Harvard University Justice course: <http://www.justiceharvard.org/>

September 16, 2015 - Health Inequities, Health Disparities, and the Social Determinants of Health; Intersectionality of Social Justice Issues in Health

Ashcroft, R. (2010). Health inequities: Evaluation of two paradigms. *Health & Social Work*, 35 (4): 249-256.

Craig, S.L., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? *Social Work in Health Care*, 52(4), 311-331.

Braveman, P., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L., Manderscheid, R., Troutman, A. (2011). Health disparities and health equity: The issue is justice. *American Journal of Public Health*, 101, S1, S149-S155.

Moniz, C. (2010). Social work and the social determinants of health perspective: A good fit. *Health & Social Work*, 35 (4): 310-313.

RECOMMENDED:

Bryant, T., Raphael, D., Schrecker, T., & Labonte, R. (2011). Canada: A land of missed opportunity for addressing the social determinants of health. *Health Policy*, 101(1), 44-58.

Health Disparities Task Group of the Federal/Provincial/Territorial Advisory Committee on Population Health and Health Security. (2004). Reducing Health Disparities - Roles of the Health Sector: Recommended Policy Directions and Activities. Ottawa, ON: Public Health Agency of Canada. Retrieved from: http://www.phac-aspc.gc.ca/ph-sp/disparities/pdf06/disparities_discussion_paper_e.pdf

McGibbon, E., & MacPherson, C. (2011). Applying intersectionality and complexity theory to address the social determinants of women's health. *Women's Health and Urban Life*, 10(1), 59-86.

Robinson, L.M., Dauenhauer, J., Bishop, K.M., & Baxter, J. (2012). Growing health disparities for persons who are aging with intellectual and developmental disabilities: The social work linchpin. *Journal of Gerontological Social Work*, 55(2), 175-190.

WEBSITES:

Health Equity Institute: <http://healthequity.sfsu.edu/>

Healthy People 2020: <http://www.healthypeople.gov/>

Wellsey Institute: Advancing Urban Health: <http://www.wellesleyinstitute.com/>

September 23, 2015 - Health Care Systems and Approaches to Health Care

Frohlich, K. & Potvin, L., (2008). The inequalities paradox: The population approach and vulnerable populations. *American Journal of Public Health*, 98 (2), 216-221.

Pauly, B., MacDonald, M., Hancock, T., Martin, W., & Perkin, K. (2013). Reducing health inequities: The contribution of core public health services in BC. *Biomed Central*, 13. Retrieved from: <http://www.biomedcentral.com/1471-2458/13/550#Study%20Protocol>

Pinto, A., et al. (2012). "Equity in public health standards: a qualitative document analysis of policies from two Canadian provinces. *International Journal for Equity in Health* 11(1).

RECOMMENDED:

BC Ministry of Health. (2014). Setting priorities for the BC health system. Retrieved from: <http://www.health.gov.bc.ca/library/publications/year/2014/Setting-priorities-BC-Health-Feb14.pdf>.

Canadian Centre for Policy Alternatives. (2014). How can we create a cost-effective system of primary and community care built around interdisciplinary teams? Retrieved from: <https://www.policyalternatives.ca/sites/default/files/uploads/publications/BC%20Office/2014/12/CCPA%20Health%20Consultation%20Submission%20Dec%202014%20final.pdf>

September 30, 2015 - Access to Health Care

Iftene, A., & Manson, A. (2013). Recent crime legislation and the challenge for prison health care. *Canadian Medical Association Journal*. 185(10), 886-889.

Miller, A. (2013). Prison health care inequality. *Canadian Medical Association Journal*. 185(6), E249-E250.

Nanjunda, D. C. (2009). The contribution of social work in promoting rural health. *Global Health Promotion*. 16(3), 59-62.

Peter, E., Spalding, K., Kenny, N., Conrad, P., McKeever, P., & Macfarlane, A. (2007). Neither seen nor heard: Children and homecare policy in Canada. *Social Science & Medicine*, 64(8), 1624-1635.

RECOMMENDED:

Bodor, R. (2009). The future for social work and mental health in rural and northern Canada. *Rural Society*, 19(4), 289-292.

Public Health Agency of Canada. (2006). How healthy are rural Canadians? Retrieved from: https://secure.cihi.ca/free_products/rural_canadians_2006_report_e.pdf.

WEBSITES:

BC Community Health Profiles:

<http://www.phsa.ca/our-services/programs-services/population-public-health/community-health-data/bc-community-health-profiles>

Corrections – Access to Physical and Mental Health:

<http://www.oci-bec.gc.ca/cnt/priorities-priorites/health-sante-eng.aspx>

Corrections Services Canada: <http://www.csc-scc.gc.ca/health/002006-1004-eng.shtml>

Prison Health Now: <http://www.prisonhealthnow.ca/>

October 7, 2015 - Social Justice in Physical Health Care

Hunter, C. E., Palepu, A., Farrell, S., Gogosis, E., O'Brien, K., & Hwang, S. W. (2015). Barriers to prescription medication adherence among homeless and vulnerably housed adults in three Canadian cities. *Journal of Primary Care and Community Health*, 6(3), 154-161.

Kentikelenis, A., Karanikolos, M., Papanicolas, I., Basu, S., McKee, M., & Stuckler, D. (2011). Health effects of a financial crisis: Omens of a Greek tragedy. *Lancet*, 378(9801), 1457-1458.

Stuber, J., Meyer, I., & Link, B. (2008). Stigma, prejudice, discrimination and health. *Social Science & Medicine*, 67, 351-357

Vila-Rodriguez, F. (2013). The hotel study: Multimorbidity in a community sample living in marginal housing. *American Journal of Psychiatry*, 170(12), 1413.

RECOMMENDED VIDEO:

How to Survive a Plague – Available on Netflix, more info at <http://surviveaplague.com/>

October 14, 2015 - Social Justice in Mental Health Care

Kolaitis, G. & Giannakopoulos, G. (2015). Greek financial crisis and child mental health. *Lancet*, 386(9991), 335.

Larson, G. (2008). Anti-oppressive practice in mental health. *Journal of Progressive Human Services*, 19(1): 39-54.

Lawrence, D., Kisely, S., & Pais, J. (2010). The epidemiology of excess mortality in people with mental illness. *Canadian Journal of Psychiatry*, 55(12), 752-760.

Williams, K. & Chapman, M. (2011). Comparing health and mental health needs, service use, and barriers to services among sexual minority youths and their peers. *Health Social Work*, 36(3): 197-206.

RECOMMENDED:

BC Ministry of Health. (2005). Guide to the mental health act. Retrieved from:
<http://www.health.gov.bc.ca/library/publications/year/2005/MentalHealthGuide.pdf>

October 21, 2015- Impact of Early Childhood Experiences on Health Outcomes

Felitti, V. J. & Anda, R. F. (2009). The relationship of adverse childhood experiences to adult medical disease, psychiatric disorders, and sexual behaviour: Implications for healthcare. In R. Lanius & E. Vermetten (Ed.), *The Hidden Epidemic: The Impact 57 of Early Life Trauma on Health and Disease*. (pp. 1-18). Cambridge, UK: Cambridge University Press.

Kools, S. (2013). Health profiles of adolescents in foster care. *Journal of Pediatric Nursing*, 28(3), 213-222.

Prins, H. (2002). Cui bono? Withholding treatment from violent and abusive patients in NHS trusts: "We don't have to take this." *The Journal of Forensic Psychiatry*. 13(2), 391-406.

RECOMMENDED:

PHSA. (2013). Trauma-informed practice guide. Retrieved from: http://bccewh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

Klinik. (2013). Trauma-informed: The trauma toolkit, 2nd ed. Retrieved from: http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf

October 28, 2015 - Culture and Race as Determinants of Health

de Leeuw, S., Greenwood, M., & Cameron, E. (2010). Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of indigenous children and families in Canada. *International Journal of Mental Health and Addiction*, 8 (2): 282-295.

McEldowney, R. & Connor, M.J. (2011). Cultural safety as an ethic of care: A praxiological process. *Journal of Transcultural Nursing*, 22(4), 342-349.

McKeary, M., & Newbold, B. (2010). Barriers to care: The challenges for Canadian refugees and their health care providers. *Journal of Refugee Studies*, 23(4), 523-545.

Smedley, B (2012). The Lived Experience of Race and Its Health Consequences. *American Journal of Public Health*, 102 (5), 933-935.

WEBSITES:

National Collaborating Centre for Aboriginal Health <http://www.nccah-ccnsa.ca/en/>

Wellesly Institute. (2015). First peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada. Retrieved from:
<http://www.wellesleyinstitute.com/wp-content/uploads/2015/02/Report-First-Peoples-Second-Class-Treatment-Feb-2015.pdf>.

November 4, 2015 Health promotion; Prevention; Role of research

Dawson, A., & Grill, K. (2012). Health promotion: Conceptual and ethical issues. *Public Health Ethics*, 5(2), 101-103.

McMullen, E. (2014). Translating Social Work Research for Social Justice: Focusing Translational research on equity rather than market. *Journal of Evidence-Based Social Work*, 11:1-2, 149-156.

Marshall, V.W., & Altpeter, M. (2005). Cultivating social work leadership in health promotion and aging: Strategies for active aging interventions. *Health & Social Work*, 30(2), 135-44.
Retrieved from <http://www.naswpress.org/publications/journals/hsw.html>

November 11, 2015 NO CLASS

November 18, 2015 GROUP PRESENTATIONS

November 25, 2015 GROUP PRESENTATIONS

December 2, 2015 Every Day Social Justice in Social Work Practice

Centre for Addictions Research in BC. (2013). Creating culturally safe care in hospital settings for people who use(d) illicit drugs. Retrieved from:
<http://www.uvic.ca/research/centres/carbc/assets/docs/bulletin11-creating-culturally-safe-care.pdf>

George, P., Coleman, B., Barnoff, L. (2007). Beyond “providing services:” Voices of service users on structural social work practice in community-based social service agencies. *Canadian Social Work Review*, 24 (1): 5-22.

Mclaughlin, A.M. (2011) Exploring Social Justice for Clinical Social Work Practice. *Smith College Studies in Social Work*. 81, 234 – 251.

Olonan, R. (2009). From hegemony to a fusion of horizons: The experience of the hospital social worker. *Canadian Social Work Review*, 26(2), 125-138.

FURTHER RELEVANT READINGS

Braveman, P., & Gruskin, S. (2003). Defining equity in health. *Journal of Epidemiology and Community Health*, 57, 254-258.

Braveman, P., Egerter, S., & Williams, D. (2010). The social determinants of health: Coming of age. *Annual Review of Public Health*, 32, 281-298.

Farmer, P. (2001). An Anthropology of Structural Violence. *Current Anthropology*, 45(1), 305-325.

Farmer, P. (2009). On Suffering and Structural Violence: A View from Below. *Race/Ethnicity: Multidisciplinary Global Perspectives*, 3(1), 11-28.

Hall, M. & Havens, B. (2011). The effect of social isolation and loneliness on the health of older women. Retrieved from: <http://www.pwhce.ca/effectSocialIsolation.htm>.

Hyslop, K. (2015). Are drug laws racist? *Megaphone Magazine*. Retrieved from:

http://www.megaphonemagazine.com/are_drug_laws_racist.

- Kentikelenis, A., Karanikolos, M., Papanicolas, I., Basu, S., McKee, M., & Stuckler, D. (2011). Health effects of a financial crisis: Omens of a Greek tragedy. *Lancet*, 378(9801), 1457-1458.
- Loppie Reading, C., & Wein, F. (2009). Health inequities and social determinants of Aboriginal Peoples' health. Prince George, BC National Collaborating Centre for Aboriginal Health.
- McCall, J., & Pauly, B. (2012). Providing a safe place: Adopting a cultural safety perspective in the care of Aboriginal women living with HIV/AIDS. *Canadian Journal of Nursing Research*, 44(2), 130-145.
- Marmot, M. (2007). Achieving health equity: From root causes to fair outcomes. *Lancet*, 370, 1153-1163.
- Marmot, M., Friel, S., Bell, R., Houweling, T. A. J., & Taylor, S. (2008). Closing the gap in a generation: health equity through action on the social determinants of health. *Lancet*, 372(9650), 1661-1669.
- Navarro, V. (2009). What we mean by social determinants of health. *International Journal of Health Services*, 39(3), 423-441.
- Pauly, B., MacDonald, M., Hancock, T., Martin, W., & Perkin, K. (2013). Reducing health inequities: The contribution of core public health services in BC. *Biomed Central*, 13. Retrieved from: <http://www.biomedcentral.com/1471-2458/13/550#Study%20Protocol>

REPORTS

- BC Ministry of Health. (2004). Social isolation among seniors: An emerging issue. Retrieved from: http://www.health.gov.bc.ca/library/publications/year/2004/Social_Isolation_Among_Seniors.pdf.
- McCreary Centre Society. (2015). Our communities, our youth: The health of homeless and street involved youth in BC. Retrieved from: http://www.mcs.bc.ca/pdf/Our_Communities_Our_Youth.pdf
- Toronto Central LHIN Strategic Advisory Council. (2015). Housing and its impact on health outcomes for populations with (and at risk of) complex care needs. Retrieved from: <http://www.homelesshub.ca/sites/default/files/SAC%2520Housing%2520and%2520Health%2520FINAL.pdf>.
- World Health Organization. (2002). Ethical choices in long-term care: What does justice require? Retrieved from: http://www.who.int/mediacentre/news/notes/ethical_choices.pdf

RELEVANT WEBSITES

- Centre for Primary Health Care and Equity: <http://www.cphce.unsw.edu.au/>
 Community Health Needs Assessment: <http://www.communitycommons.org/chna/>
 Homeless Hub: www.homelesshub.ca
 National Collaborating Centre on the Determinants of Health <http://www.nccdh.ca/>
 *Resource library: <http://nccdh.ca/resources/library>
 Unnatural Causes <http://www.unnaturalcauses.org/>
 Vancouver Foundation: <http://www.vancouverfoundationvitalsigns.ca/society/health-and-wellness/>

COURSE POLICIES [as per UBC calendar]:

Attendance:

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.

Accommodations:

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 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.

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.