



The University of British Columbia

School of Social Work
Course Outline – SOWK 551 (2)

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| Year/Term | 2015-2016 Winter/Spring |
| Course Title | SOWK 551 (2) Health Praxis: Social Work Intensive in Settings in Healthcare Settings Program (6 credits) |
| Course Schedule | Terms 1 & 2, Thursday, 9:00-12:00 p.m. |
| Course Location | St. Paul's Library, Conference Level, St. Paul's Hospital |

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.

| Instructor | Office Location | Office Phone | e-mail address |
|----------------------|------------------------------|--------------------|------------------------------------|
| Dr. Stephanie Bryson | Room 239, Jack Bell Building | 604-822-6622 | stephanie.bryson@ubc.ca |
| Teresa Robitaille | St. Paul's Hospital | 604-874-1141 78647 | trobitaille@providencehealth.bc.ca |
| Office Hours | 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 project-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.

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.
 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.

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.

ASSESSMENT, GRADING, EVALUATION:

1. Reflective Journals-10%

Students will complete three 2-page reflective journals. Journals should demonstrate integration of course material and may focus on readings or 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 17 & Oct 8 2015 (first term) and Jan. 14 (second term).

2. Grand Rounds Presentations-20%

Students will divide into groups. Each group will be assigned a case from the Social Determinants of Health virtual case series designed by UBC Faculties of Medicine, Dentistry, Nursing, and Pharmaceutical Sciences or another source. Groups will present their cases at a virtual “Grand Rounds.” Guidelines and evaluative criteria will be provided in class. **Groups will present on October 22, 2015.**

3. “Going to the Movies”: Practice in Assessment Skills-20%

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

Due November 19, 2015.

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, end of life, 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 February 11, 2016.** Use APA formatting please.

- 5. Case in Point presentations.** Students will choose a case, experience, or critical incident and prepare a brief presentation. This is an annual rite of passage at SPH, and staff will be invited to attend. Guidelines will be provided in class. **Case in Point Presentations March 24 & March 31.**

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 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 |
|-------------------|---|---|--------------------|
| 1 9/10 | <p>Intro to Course</p> <p>Guest Panel: Hospital Social Workers (VGH, BC Children’s, PHC, SMH)</p> <p>Reading: 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. & 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> | A Day in the Life of a Hospital Social Worker | |

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| <p>2 9/17</p> | <p>Social Determinants of Health Framework</p> <p>Reading: Mikkonen, J. and Raphael, D. (2010). <i>Social determinants of health: The Canadian facts</i>. Online:http://www.thecanadianfacts.org</p> <p>Hankivsky, O. & 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: http://www.healthprovidersagainstpoverty.ca/system/files/Poverty%20a%20Clinical%20Tool%20with%20Refs%20Nov%202013_0.pdf</p> | <p>Public health exercise</p> <p>Video: Unnatural Causes</p> | <p>Reflective Journal #1 due</p> |
| <p>3 9/24</p> | <p>Assessment Part I: Illness Experience vs. Diagnosis Patient & Family-Centred Care</p> <p>Reading:</p> <p>Kleinman, A. & 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>Berwick, D. What 'patient-centered' should mean: Confessions of an extremist. <i>Health Affairs</i>, 28(4): 555-565.</p> <p>Epstein, R., Fiscella, K., Lesser, C. & Stange, K. (2010). Why the nation needs a policy push on patient centered health care. <i>Health Affairs</i>, 29(8): 1489-1495.</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>Recommended:</p> <p>Dorazio-Migliore, M., Migliore, S., & 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., & 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>Patient & Family Centred Care</p> | |

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| 5 10/08 | Professional Boundaries Guest Speakers: Linda MacNutt, Centre for Practitioner Renewal Reading: http://www.cpso.on.ca/CPSO/media/images/Maintaining-Boundaries.pdf Concept of Crossing - Dr. o. Zur Ph.D: "To Cross or Not To Cross : Do Boundaries In Therapy Protect or Harm? " http://www.zurinstitute.com/boundariesintherapy.html | Role plays | Reflective Journal #2 due |
| 4 10/15 | Assessment Part II: Biopsychosocial Assessment Guest Speakers: Sandra Lee & Harvey Bosma Reading: Handouts | Conducting Biopsychosocial Assessments (Part II) Documentation, Interprofessional Teamwork, Rounds | |
| 5 10/22 | Grand Rounds Case Presentations <i>Readings assigned by student groups</i> | | Grand Rounds Presentations |
| 6 11/05 | Assessment Part III: Mental Health Assessment Reading: Handouts from <i>Where to Start and What to Ask</i> and <i>Clinical Interviewing</i> Other readings will be posted on Connect | Conducting Biopsychosocial Assessments (Part III) Mental Health Assessment | |
| 7 11/12 | Assessment Part IV: The 3D's: Dementia, Depression, and Delirium Speakers: Eve Lyon, Christine Schiller, Linda Schwartz Reading: O'Connor, D., Hall, M., & Donnelly, M. (2009). Assessing capacity within a context of abuse or neglect. <i>Journal of Elder Abuse & Neglect</i> , 21: 156-169. Recognizing Delirium, Depression, and Dementia: http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf | Collaborative Case Studies | |
| 8 11/19 | Adult Guardianship and MH Act Kleinman, A. (2009). The art of medicine Caregiving: the odyssey of becoming more human. <i>The Lancet</i> , 373, 292-293. React Adult Protection Program http://www.vchreact.ca/ Public Trustee of B.C. http://www.trustee.bc.ca/Pages/default.aspx B. C. Centre for Elder Advocacy and Support http://bcceas.ca/ B.C. Community Response Network http://www.bccrns.ca/generated/homepage.php | Collaborative Case Studies | Going to the Movies Assessment Paper due |

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| 9 12/03 | Housing and Poverty Guest speaker: Jeffrey Baergen, Community Engagement Coordinator of Union Gospel Mission (Session held at Union Gospel Mission) Chez Soi Final Report (Vancouver): http://www.mentalhealthcommission.ca/English/system/files/private/document/At%20Home%20Report%20Vancouver%20ENG.pdf | Field trip- Union Gospel Mission | |
| WINTER BREAK-END FIRST TERM | | | |

RECOMMENDED SUPPLEMENTARY READINGS:

- Chandrakant, P. (2003). *Public Health and Preventive Medicine in Canada, 5th 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*. Binghampton, 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*. Binghampton, 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.

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

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>

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:

| 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. |