



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
 Course Outline - SOWK 551 (2)

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.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term	2018 - 2019 Winter Term 2
Course Title	SOWK 551 Social Work in Health Care (3 credits)
Course Schedule	Thursday, 9:00am -12:00 p.m.
Course Location	Room ORCH 1001 in Orchard Commons

INSTRUCTOR	OFFICE LOCATION	OFFICE HOURS	OFFICE PHONE	E-MAIL ADDRESS
Kelly Allison	322	By appointment		Kelly.allison@ubc.ca

COURSE DESCRIPTION:

This purpose of this course is to facilitate the development and integration of engagement skills, psychosocial assessments, and social work interventions for working with the diversity of Canada's population presenting with a range of health and medical issues. The course examines multi-level methods of intervention, including health promotion, disease prevention, assessment, treatment, rehabilitation 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 physical and mental health.

LEARNING OUTCOMES:

At the completion of this course, students will be able to:

1. Articulate theories related to health and illness
2. Understand the psycho-social dimension of the experience of health, illness and disability.
3. Articulate a social work professional identity and role within healthcare settings.
4. Explain the interplay between the social determinants of health and individual health.
5. To complete and document a biopsychosocial assessment for individuals with a health issues relevant to a particular setting.
6. An understanding of the barriers to interprofessional practice and skills for collaboration with multidisciplinary teams.
7. Articulate the links between theory, policy, legislation and social work practice in health care.

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)

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.

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.

COURSE POLICIES [attendance, participation, academic dishonesty]:

Attendance:

The attendance policy is in the student handbook on page 11:

https://schoolofsocialwork.sites.olt.ubc.ca/files/2018/06/2017-08-30_Handbook_2017-18.pdf

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact the Centre for Accessibility preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

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

RETURN OF MARKED STUDENT ASSIGNMENTS:

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

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. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

This course will include a combination of seminar, lecture, guest speakers, problem based learning, and role play. Class members are expected to attend every class, and to come to class having read the material and prepared to contribute to discussion. We will be working collaboratively to build new knowledge together. 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.

COURSE SCHEDULE

Week	Topic	Class Topics/Themes	Assignments
<p>1 Jan 3</p>	<p><u>Introduction to Course</u> Readings:</p> <p>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>Epstein, R., Fiscella, K., Lesser, C. & Strange, K. (2010). Why the nation needs a policy push on patient centred health care. <i>Health Affairs</i>, 29(8), 1489-1495.</p> <p>Kitson, A., Marshall, A., Basset, K., & Zeitz, K. (2013). What are the core elements of patient-centred care? A narrative review and synthesis of the literature from health policy, medicine and nursing. <i>Journal of Advanced Nursing</i>, 69(1), 4-15.</p> <p>D'Amour, D., Ferrada-Videla, M., Rodriguez, L., & Beaulieu, M-D. (2005). The conceptual basis for interprofessional collaboration: core concepts and theoretical frameworks. <i>Journal of Interprofessional Care</i>, 19(Suppl1), 116-131.</p> <p>Hall, P. (2005). Interprofessional teamwork: professional cultures as barriers. <i>Journal of Interprofessional Care</i>, 19(Suppl1), 188-196.</p> <p>Recommended:</p> <p>Stephanie A. Bryson & Harvey Bosma (2018): Health social work in Canada: Five trends worth noting, <i>Social Work in Health Care</i>, DOI: 10.1080/00981389.2018.1474161</p>	<p>Social Work Practice in Health Care</p> <p>Patient-Centred Care</p> <p>Interdisciplinary Collaboration and Challenges</p>	

<p>2 Jan 10</p>	<p><u>Social Determinants of Health</u> Readings:</p> <p>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>Video Clips;</p> <p>Unnatural Causes</p> <p>Richard Wilkinson Ted Talk</p>	
<p>3 Jan 17</p>	<p><u>Illness Experience vs. Diagnosis</u> Readings:</p> <p>Harris, M., & Fallot, R. D. (2001). Envisioning a trauma-informed service system: A vital paradigm shift. <i>New directions for mental health services</i>, 89, 3-22.</p> <p>Richmond, K., Burnes, T., & Carroll, K. (2012). Lost in translation: Interpreting systems of trauma for transgender clients. <i>Traumatology</i>, 18(1), 45-57.</p> <p>Tseris, E. (2013). Trauma theory without feminism? Evaluating contemporary understandings of traumatized women. <i>Affilia</i>, 28(2), 153-164.</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 (London)</i>, 9(3): 339-360.</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>Wylie, L, Van Meyel,R.,Harder, H.,Sukhera,J. Luc,C.,Ganjavi,H. Elfakhani, M. & Wardrop,N. (2018) Assessing trauma in a transcultural context:challenges to mental health care with immigrants and refugees <i>Public Health Reviews</i>39:22 https://doi.org/10.1186/s40985-018-0102-y</p>	<p>Conducting Biopsychosocial Assessments (Part I)</p> <p>Trauma-Informed Practice</p> <p>Cultural Safety</p> <p>Theories of Illness</p>	

<p>4 Jan 24</p>	<p><u>Biopsychosocial Assessment</u> Readings: Sommers-Flanagan (2014). The Mental Status Examination. (this will be distributed in class). Charon, R. (2009). Narrative medicine as witness for the self-telling body. <i>Journal of Applied Communication Research</i>, 37(2), 118-131. Kazak et al. (2007). Evidence-based assessment, intervention and psychosocial care in pediatric oncology: A blueprint for comprehensive services across treatment. <i>Journal of Pediatric Psychology</i>, 32(9), 1099-1110. Guidelines for Psychosocial Assessments. This will be handed out in class the week prior.</p>	<p>Assessment Practice Scenarios/Role Plays Documentation Parallel Charting</p>	
<p>5 Jan 31</p>	<p><u>Indigenous History, Trauma and Health Care Practice</u> Brown, A & Tang, S.Y. (2008). 'Race matters: racialization and egalitarian discourses involving Aboriginal people in the Canadian health care context. <i>Ethnicity & Health</i>, 13(2), 109-127. King, M., Smith, A., Gracey, M. (2009). Indigenous health part 2: the underlying causes of the health gap. <i>Lancet</i>, 374, 76-85. Paige's story. https://www.rcybc.ca/sites/default/files/documents/pdf/reports_publications/rcy-pg-report-final.pdf</p>	<p>Paige's story</p>	<p>Journal Club #1</p>
<p>6 Feb 7</p>	<p><u>Ethics and Decision-Making in Health Care</u> Readings: Reynolds, R. (2012). An ethical stance for justice-doing in community work and therapy. <i>Journal of Systemic Therapy</i>, 31(4), 18-33. Jonsen, A., Siegler, M., & Winslade, W.J. (2006). <i>Clinical ethics: a practical approach to ethical decisions in clinical medicine</i>. (further specifics provided in class). Please familiarize yourself with the information and resources on Trans Care BC (http://www.phsa.ca/our-services/programs-services/trans-care-bc)</p>	<p>Models of Ethical Decision Making: Guest Speaker: Robin Lalani and Mabel Tan Transgender Clinic BCCH</p>	<p>Journal Club #2</p>
<p>7 Feb 14</p>	<p><u>Addictions in Health Care</u> Readings: 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>Guest Speaker: Kaye Robinson and Jaclyn Sauer</p>	<p>Biopsychosocial Assessment Assignment #2 Due</p>

<p>8 Feb 28</p>	<p><u>Grief and Loss</u></p> <p>Holland, J.M. & Neimeyer, R.A. (2010). An examination of stage theory of grief among individuals bereaved by natural and violent causes: a meaning-oriented contribution. <i>Omega- Journal of Death and Dying</i>, 61(2), 103-120.</p> <p>Rothaupt, J.W. & Becker, K. (2007). A literature review of western bereavement theory: from decathecting to continuing bonds. <i>The Family Journal</i>, 15(1), 6-15.</p> <p>Tedeschi, R.G. & Calhoun, L.G. (2008). Beyond the concept of recovery: growth and the experience of loss. <i>Death Studies</i>, 32, 27-39.</p> <p>Wortman, C.B. & Silver, R.C. (1989). The myths of coping with loss. <i>Journal of Consulting and Clinical Psychology</i>, 57(3), 349-357.</p>	<p>Guest Speaker; Kerry Keats</p>	<p>Journal Club #3 Assignment #2 due</p>
<p>10 Mar 7</p>	<p><u>Disability</u></p> <p>Readings:</p> <p>Will be given out in class.</p>	<p>Guest Speaker: Karen Hodge</p>	
<p>11 Mar 14</p>	<p><u>Adolescent Mental Health</u></p> <p>Readings:</p> <p>MacPherson, H. Cheavans, J & Fristad, M. (2013). Dialectical behavior therapy for adolescents: theory, treatment, adaptations and empirical outcomes. <i>Clinical Child and Family Psychology Review</i>, 16 (1), 59-80.</p> <p>Tomm, K. A Critique of the DSM. http://www.familytherapy.org/documents/CritiqueDSM.PDF</p> <p>Carriere, J., Richardson, C (2013) Relationship is everything: Holistic approaches to Aboriginal child and youth mental health. <i>First Peoples Child and Family Review</i>, 7 (2), 8-26. Retrieved from https://docs.wixstatic.com/ugd/3dfdee_f5f55b1d7a8a46b58ebc74b24d11aaca.pdf</p>	<p>Guest Speaker: Angela Olsen, Child Health BC</p>	
<p>12 Mar 21</p>	<p>Case in Point Presentations</p>	<p>Group Presentations</p>	<p>Assignment #3 due</p>
<p>13 Mar 28</p>	<p>Wrap Up!</p>		<p>Independent Project Assignment #4 Due</p>

ASSIGNMENTS
1. Journal Club and Reflection: 15%

Students will conduct and participate in a journal club. Further description of 'journal club' will be discussed in class. In smaller groups, students will select a date to present their selected article for 'journal club.' Each student will have to present in their small group and lead a discussion about the article. Students will also engage in discussion on others' presented articles on weeks in which they are not presenting. Guidelines for presentation will be distributed in class. Following your presentation, you will write up a summary of your journal club. Sections to be included in this entry include: a summary of what was discussed and specific reference to: highlights of content, methodological issues, critique, & implications for practice as well a reflection on your process as a facilitator. Students will evaluate each other as facilitators. This journal reflection will be due 1 week after your journal club presentation. Your grade will be a combination of peer assessment and the mark on your reflection. **Due dates to be decided on first day of class.**

Due date to be determined on first day of class. Length: 3 pages.

2. Bio-psycho-social Assessment and Intervention Plan 20%

The purpose of this assignment is to build on your previous BSW or MSW courses and use the fundamental assessment knowledge covered in this course to conduct a bio-psycho-social assessment of a client with a health care issue. You will either work with a client from practicum or work (if doing so, you will need to get consent). You will write up a condensed biopsychosocial assessment including a formulation and possible intervention plan relevant to the client in your context.

Due February 15th Length: 5-7 pages

3. Case in Point- group presentations: 20%

Students will divide into small groups. Each group will present a case study, experience or critical incident connected to a practicum or work experience of one of their group members. The presentation will include a clinical summary, linkages between theory and practice, self-reflection connected to learning and a discussion about challenges and implications for learning and future practice. Guidelines and evaluative criteria will be present in class. Presentations will be 30 minutes in length with 10 extra minutes for facilitated class discussion.

Due March 22, 2018.

4. Major Independent Project- Integrative Social Work in Health Care Proposal 35%: Students will choose a problem or issue in social work practice in healthcare that particularly intrigues them. By reviewing relevant research and/or considering relevant policy, legislation and stakeholders, students will give an overview of their understanding of the problem and propose a way of addressing the issue that is within the scope of practice of social work and grounded in theoretical knowledge. Some possible examples are; developing an educational session for team member on the social determinants of health, creating policy guidelines for more trauma informed care in your health care team or unit, or proposing a group using a particular treatment modality for a specific population etc. The possibilities are endless. Please discuss your particular idea with your instructor by March 1, 2019.. Student can present this proposal via a modality of their choice (once approved by the instructor). Some example might be a poster presentation, podcast, online video presentation, prezzi presentation etc. More information will be given in class.

Due March 29, 2018.

5. Participation 10%

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.

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*. Binghamton, NY: The Haworth Press.

Fierbeck, 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.