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.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>2019 - 2020 Winter, Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 440Q – Social Work in Health Care</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Tuesdays, 5:00 – 8:00pm</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 224, Jack Bell Building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Henthorne</td>
<td>Room 342</td>
<td></td>
<td><a href="mailto:Erin.henthorne@ubc.ca">Erin.henthorne@ubc.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td></td>
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<tr>
<td></td>
<td>Tuesdays 4:30 or by appointment</td>
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COURSE DESCRIPTION:

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

LEARNING OUTCOMES:

Upon completion:
- Students will be familiar with common issues associated with Social Work practice in the field of health.
- Students will be able to articulate the role of social work as a member of the health care team.
- Students will develop the basic skills necessary for working in hospitals and community health setting.
- Students will begin to articulate the link between theory, practice and policy in the health care field.
• Students will be able to identify the social determinants of health and make critical linkages to the social foundation of health inequity.

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)

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at

https://senate.ubc.ca/policies-resources-support-student-success

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 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
The attendance policy is in the student handbook on page 11:
https://socialwork.ubc.ca/current-students/.
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 Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity 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.

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**LEARNING ANALYTICS**

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

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**SUBMITTING ASSIGNMENTS:**

Assignments are due as noted in this course outline, unless otherwise informed by the instructor. The final assignment is an in class debate. Attendance for this session is mandatory.

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**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:

The course is structured as a participatory seminar and will consist of discussions of issues and readings, lectures, guest speakers, videos, and peer presentations. Students are required to attend class prepared to participate having completed the required readings for the week.

REQUIRED TEXTBOOK(S):

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

COURSE SCHEDULE:

| SESSION 1: | September 3, 2019 |

<p>| SESSION 2: | September 10, 2019 |
| TOPIC: | Setting the Context - Why Social Workers in Health Care |</p>
<table>
<thead>
<tr>
<th>SESSION 3:</th>
<th>September 17, 2019</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Bringing the Social to Health Care Practice</td>
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<table>
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<tr>
<th>SESSION 4:</th>
<th>September 24, 2019</th>
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</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Social Work and the Interprofessional Team</td>
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<table>
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<tr>
<th>SESSION 5:</th>
<th>October 1, 2019</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Patient and Family Centred Care</td>
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</table>

<table>
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<tr>
<th>SESSION 6:</th>
<th>October 8, 2019</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>The Social Work Assessment</td>
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</table>

<table>
<thead>
<tr>
<th>SESSION 7:</th>
<th>October 15, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Social Work Therapeutic Intervention</td>
</tr>
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</table>
SESSION 8: October 22, 2019

TOPIC: Legislation and Health Care Decision Making

Social Work in Health Care. 53: 762-775  
Social Work in Health Care. 51: 894-908

SESSION 9: October 29, 2019

TOPIC: Ethics in the Health Care Context

Journal of Social Work. 5: 21-42  

SESSION 10: November 5, 2019 – ASSIGNMENT 2 DUE

TOPIC: Social Work Practice in Aging and Adult Abuse and Neglect

British Journal of Social Work. 42: 725-743  
Social Work in Health Care. 50(2): 109-123  
Social Work in Health Care. 54(5): 408-421

SESSION 11: November 12, 2019

TOPIC: Mental Health and Substance Use

Social Work in Mental Health. 12: 303-309

Session 12: November 19, 2019

TOPIC: Death and Dying and Grief and Grieving

Health and Social Work.
ASSIGNMENTS:

Assignment #1 – Reflective Journals
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 500 words. They are to be submitted no later than one week after the class being reflected upon.

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 5, 2019
LENGTH: 12-15 pages
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


Session 13  November 26, 2019

TOPIC: Conclusion: Pulling it all together

ASSIGNMENT #3 – IN CLASS DEBATE

**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 debate with an analysis of how that learning might be applied in the practice setting.

Value: 30%

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**UBC GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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