The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.
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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

Course Info

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Winter 2020. September 10 – December 3, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 551: Health and Social Care Praxis</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Term 1 Thursday, 9:00 am – 12:00pm</td>
</tr>
<tr>
<td>Course Location</td>
<td>Hybrid: In person: St. Paul’s Hospital, 1081 Burrard Street, Providence Building Level 1, Conference room 6 Virtual: CollabUltra See specific dates for confirmation of venue.</td>
</tr>
</tbody>
</table>
| Course Instructors | Teresa Robitaille 604 806 8068  trobitaille@providencehealth.bc.ca  
Jaclyn Sauer 604 682 2344, local 62644  jsauer@providencehealth.bc.ca |
Prerequisite and/or Corequisite

There are no prerequisites for this course.

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.

Course Structure and Learning Activities

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

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.

Required Textbooks(s) and Learning Materials

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 of Learning

1. **Social Determinants of Health: Critical review - 20%**
   Students will write a 3-page review of an article, podcast, or other reference material related to Social Determinants of Health. The review will contain a summary of the content and a discussion of the implications for practice and policy. Guidelines are included in the syllabus.

   **Reviews are due on Oct. 08, 2020.**

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 instructors. Students will then complete a condensed bio-psychosocial assessment of a main character from the film. Guidelines are included in the syllabus.

   **Due Nov 5, 2020.**

3. **Case in Point - 20% - group presentation**
   Students will divide into groups. Each group will present a case study related 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 are included in the syllabus. Grades will be given to the group as a whole,

   **Groups will present on Nov. 26, 2020.**

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, chronic disease, palliative and end of life care, mental health, substance use, cultural safety, 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. The paper will describe the research and its implications for social work practice. Paper limit is 2000 words. Marking matrix is included in the syllabus.

   **Papers are due December 03, 2020. Use APA formatting please.**

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**Course Schedule**

<table>
<thead>
<tr>
<th>SESSION 1:</th>
<th>September 10, 2020 Collab Ultra</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Introduction to the Course:</td>
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<tr>
<td></td>
<td>0900- 1200 Course Overview:</td>
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<tr>
<td></td>
<td>10:30 – 1130 Panel of Front Line Social Workers: A day in the Life of Hospital Social Workers Guests: Kelsey Antifaeff (VCH), Nav Bhatti (FHA), Pascale DeKerchove (PHSA), Marcia Moore (PHC)</td>
</tr>
<tr>
<td>READING:</td>
<td>Required:</td>
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<tr>
<td>SESSION 2:</td>
<td>September 17, 2020: CollabUltra</td>
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<tr>
<td><strong>TOPIC:</strong></td>
<td>Social Determinants of Health Framework</td>
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<tr>
<td></td>
<td>Narrated SDoH Presentation (Asynchronous – see Canvas for link)</td>
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<tr>
<td></td>
<td>10:30 – 11:30 Speakers: Housing and Community social workers Katherine MacPhee and Sarah Eisler (Synchronous) – CollabUltra</td>
</tr>
<tr>
<td><strong>READING:</strong></td>
<td><strong>Required:</strong></td>
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<tr>
<td></td>
<td><strong>Recommended:</strong></td>
</tr>
</tbody>
</table>
### SESSION 3:
September 24, 2020 – Collab Ultra

**TOPIC:**
Assessment Part 1: Biopsychosocial Assessment:

0930-1200 - Psycho social assessment process outlined through a Case study review and articulation of clinical impression: Synchronous presentation, class discussion and small group work:

**READING:**
**Required:**


Recognizing Delirium, Depression, and Dementia: [http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf](http://rgp.toronto.on.ca/torontobestpractice/ThreeDcomparison.pdf)

Handouts

**Recommended:**


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### SESSION 4:
October 1, 2020 – In person
St. Paul’s Hospital: Providence Building Level 1, Conference Room 6

**TOPIC:**
Assessment Part II: Illness experience vs. Diagnosis: Health social work practice with Indigenous people.


Visit to All Nations Sacred Space: small groups (date and times TBC)

**READING:**
**Required:**


**Recommended**


### SESSION 5:
**October 8, 2020 - Collab Ultra**

**TOPIC:** Child and Adolescent Health:

- Asynchronous presentation: (link on canvass)
- Speakers: BC Children's Hospital Social Workers (Synchronous) Pascale DeKerchove and Zoe Schwartz

**READING:** Required


### SESSION 6:
**October 15, 2020 Collab Ultra**

**TOPIC:** Substance Use:

- Asynchronous presentation (link on Canvas)
- 1030 – 1200 – Case Studies in small groups
- Speaker: Kaye Robinson, BCCSU Addiction Research Fellow (synchronous)

**READING:** Required


**Recommended**


Naloxone training - [http://www naloxonetraining com/](http://www naloxonetraining com/)


### SESSION 7:
**October 22, 2020 – In person**

**St. Paul’s Hospital: Providence Building Level 1, Conference Room 6**

**TOPIC:** Mental Health/Suicide Risk Assessment:

- Speaker: Connor McFadden, Clinical Social Work, Brief Intervention Clinic, St. Paul’s Hospital.
### READING:

**Required**


**Recommended**

Sommers and Flannigan: *Where to Start and What to Ask* and *Clinical Interviewing*

### SESSION 8:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 29, 2020</td>
<td>9:00-10:00</td>
<td>In person</td>
<td>Meenakshi Mannoe, Criminalization and Policing Campaigner, Pivot Legal Society.</td>
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<tr>
<td></td>
<td>10:15-11:30</td>
<td></td>
<td>Stephanie Docherty, Social Work, St. Paul’s Emergency</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Tony Ho, Social Worker, Assertive Community Treatment, Vancouver Coastal Health</td>
</tr>
</tbody>
</table>

**TOPIC:** Health Care and Policing: A critical examination

**READING:**

**Required**


**Recommended**


| SESSION 9: | Nov 5, 2020 – In person  
St. Paul’s Hospital: Providence Building Level 1, Conference Room 6 |
| --- | --- |
| TOPIC: | Advance Care Planning/Serious Illness Conversations  
Synchronous Presentation:  
Speaker: Wallace Robinson, Advance Care Planning Lead, Providence Health Care |
| READING: | **Required**  
Too Little, Too Late: How we fail vulnerable Canadians as they die and what to do about it.  
Final Project Report for the Equitable Access to Care Study in Victoria, British Columbia  
[https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf](https://www.uvic.ca/research/groups/peol/assets/docs/too-little-too-late.pdf)  
**Recommended:**  
Representation Agreements (7 & 9); POA; Advance Directives, etc.  
Nidus website: [http://www.nidus.ca/?page_id=214](http://www.nidus.ca/?page_id=214) |

| SESSION 10: | Nov 12, 2020 – In person  
St. Paul’s Hospital: Providence Building Level 1, Conference Room 6 |
| --- | --- |
| TOPIC: | Adult Guardianship and Mental Health Act  
Synchronous presentation and case study review  
Speaker: Karen Kew, Adult Protection Consultant, Providence Health Care. |
| READING: | **Required**  
Young, J. & Everett, B. (2018)  
When Patients choose to live at risk.  
*BC Medical Journal* 60(6) 314 - 318  
*BC Medical Journal* 59 (7), 356-361  
**Recommended:**  
*BC Medical Journal* 57(10) 434 – 437.  
Committed to Change: Protecting Rights of involuntary patients under the Mental Health Act. March 2019  
| SESSION 11: | Nov 19, 2020 – In person  
St. Paul’s Hospital: Providence Building Level 1, Conference Room 6 |
|---|---|
| TOPIC: | Grief and Loss and Medical Assistance in Dying  
Synchronous presentations and case study review  
Speakers:  
Harvey Bosma, Hospice and Palliative Care Services  
Carrie Smith, MAiD Response Lead Providence Health Care |
| READING: | Required  

| SESSION 12: | Nov 26, 2020 – In person  
St. Paul’s Hospital: Providence Building Level 1, Conference Room 6 |
|---|---|
| TOPIC: | Case in Point Group presentations  
In Person: St. Paul’s Hospital, Providence Level 1, Conference Room 6 |
| READING: |  |

<table>
<thead>
<tr>
<th>SESSION 2:</th>
<th>December 3, 2020 – Collab Ultra</th>
</tr>
</thead>
</table>
| TOPIC: | Leadership in Health Care  
Panel of Health Care Leaders  
Course review |
| READING: |  |

**Assignments:**  
- Movie Assignment 2020.docx  
- SDH Reference Review Assignment.docx  
- Grading rubric Case in point 2020.docx  
- Final Paper Marking Matrix-35 pts 2020.docx
School/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. 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.

Other school policies can be accessed through the school of social work student handbook https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

Learning Resources

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. https://learningcommons.ubc.ca/

University Policies

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

Learning Analytics

No learning analytics are being used in this class.
Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

UBC Grading Criteria

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</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>73.5</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>
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<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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</table>