Course Number	**SOWK 553.08 S01**	**Classroom**	Online
Course Name	**Social Work in Health Care**		
Day(s) & Time	Fridays, 1:00pm to 3:50pm		
Instructor	**Melanie Bucek**		
U of C E-mail	**melanie.bucek@ucalgary.ca**	**Phone**	**E-mail preferred**
Office Hours:	**Mondays, 4:00pm to 5:00pm; or by appointment**		

SYLLABUS STATEMENT

Examines contexts, theories, practice models and skill development in specialized fields of practice.

COURSE DESCRIPTION

This course will address the practice of social work in health care reflecting the health care needs of Canada's population. This course will provide an overview of the health care structure, the social determinants of health and the role of the social work profession. Key concepts pertinent to health care will be explored such as interprofessional teams, patient-centered care, care transitions, advanced care planning, ethical decision-making, assessment, intervention, documentation, continuous quality improvement and the skills required for social work efficacy. In managing chronic and complex health conditions, social workers bring a unique perspective and have an important role to play in health care by articulating the impact of socio-cultural factors on health and wellbeing, interventions to support the achievement of health outcomes and access to resources to enable continuity of care.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Be knowledgeable of Canada's health care structure, health equity and its challenges.
2. Identify the social determinants of health and critically assess these factors in relation to social work assessment and intervention.
3. Articulate social work professional identities and roles within the healthcare system.
4. Formulate interventions at care transitions that promote health outcomes and patient-centered care.
5. Reflect on social work competencies required in health care.
6. Recognize barriers to interprofessional practice and promote skills for collaboration with multidisciplinary teams.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required text for this online course. Readings and videos will be assigned on a weekly basis and some of the videos can be accessed on D2L. Please see the required materials for each Zoom session on the Class schedule.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This is an elective course. There are no pre-requisites for this course. The content covered will be applicable to practicum placements and integrative seminars in the BSW program. This course draws upon content derived from all the core courses in the program and applies content specifically to the health care context.

CLASS SCHEDULE

Date	Topic	Readings
Sept 11, 2020	Introduction to the Course Health Care Structure	Martin, D., Miller, A.P., Quesnel-Vallée, A., Caron, N.R., Vissandjée, B., Marchildon, G.P. (2018). Canada's universal health-care system: achieving its potential. *Lancet, 391*: 1718–35. http://dx.doi.org/10.1016/ S0140-6736(18)30181-8 Trudeau, J. (2018). Canada's vision for global health and gender equality. *Lancet*, *391*: 1643-1645. http://dx.doi.org/10.1016/ S0140-6736(18)30180-6 Philpott, J. (2018). Canada's efforts to ensure the health and wellbeing of Indigenous peoples. *Lancet, 391,* 1650-1651. http://dx.doi.org/10.1016/ S0140-6736(18)30179-X Clark, J., Horton, R. (2018). Challenges in health equity for Indigenous peoples in Canada. *Lancet, 391*, 1645-1648. http://dx.doi.org/10.1016/ S0140-6736(18)30177-6
Sept 18, 2020	Social Determinants of Health Guest Speaker: TBA	What are the Social Determinants of Health (n.d) Retrieve from https://www.cpha.ca/what-are-social-determinants-health Website of interest: www.thinkupstream.net Craig, S., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are social workers addressing the social determinants of health? Social Work in Health Care, 52(4), 311-331. doi: 10.1080/00981389.2013.764379 Czyzewski, K. (2011). Colonialism as a broader social determinant of health. The International Indigenous Policy

		Journal, 2(1), Retrieved from: http://ir.lib.uwo.ca/iipj/vol2/iss1/5 doi: 10.18584/iipj.2011.2.1.5 Muskat, B., Craig, S.L., & Mathai, B. (2018). Complex families, the social determinants of health, and psychosocial interventions: Deconstruction of a day in the life of hospital social workers. Social Work in Health Care, Advance online publication. doi: 10.1080/00981389.2018.1339761
Sept 25, 2020	Introduction of social workers and their roles in acute care hospital setting GUEST SPEAKER: Dr. Wayne Ambrose-Miller, Phd, RSW (Field Academic and Academic Advisor with the University of Windsor)	Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. Health & Social Work, 41(2), 101-109. doi: 10.1093/hsw/hlw006 Craig, S.L., & Muskat, B. (2013). Bouncers, brokers, & glue: The self-described roles of social workers in urban hospitals. Health & Social Work, 38(1), 7-16. doi: 10.1093/hsw/hls064 Glaser, B., & Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care. Social Work in Health Care, 55(5), 395-408. doi: 10.1080/00981389.2015.1116483
Oct 2, 2020	Patient and family centred care	Collaborative Practice Principles Supporting Patient and Family Centered Care. Material to be provided. Craig, S.L., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. Social Work in Health Care, 54(5), 422-443. doi: 10.1080/00981389.2015.1017074 Miller, G. (2012). Application of theory to family-centered care: A role for Social workers. *Social Work in Health Care*, *51*:89–106, doi: 10.1080/00981389.2011.609774
Oct 9, 2020	Care Transitions and Continuity of Care	Alberta's Hospital to Home: Guideline https://albertahealthservices.ca/info/Page17125.aspx Transition Measures https://albertahealthservices.ca/assets/info/hp/phc/if-hp-phc-phcin-hthth-measures.pdf Primary Health Care Integration Network: https://www.albertahealthservices.ca/info/Page15353.aspx

		https://www.hqontario.ca/Evidence-to-Improve-Care/Quality-Standards/View-all-Quality-Standards/Transitions-Between-Hospital-and-Home
		Health Quality Council of Alberta: Improving Continuity of Care Key Opportunities and a Status Report on Recommendations from the 2013 Continuity of Patient Care Study. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/10063353
		Working with Clients in the Continuing Care Process – Alberta Health Services. Material to be provided.
		Partners at Care Transition. Material to be provided.
Oct 16, 2020	Advanced Care Planning Guest Speaker: Alexandra Kushliak, B.A., BSW, RSW (Education Consultant with Alberta Health Services)	Presentation material to be provided.
Oct 23, 2020	Assessment and Intervention	Peterson, K.J. (2012). Shared decision making in health care settings: A role for social work. *Social Work in Health Care*, *51*(10), 894-908. DOI: 10.1080/00981389.2012.714448 De Saxe Zerden, L., Lombardi, B.M., MSW, Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. *Social Work in Health Care*, *58,*(1), 142-149. DOI: 10.1080/00981389.2019.1553934 Social Work General Assessment. To be provided. Core Clinical Activities for Social Work – Alberta Health Services. Material to be provided. Alberta Health Services – A review of the knowledge, assessment and intervention competencies. Material to be provided.
Oct 30, 2020	Discharge Planning	Wong, E.L., HK Yam, C., WL Cheung, A., CM Leung, M., WK Chan, F., YY Wong, F., & Yeoh, E.K. (2011). Barriers to effective discharge planning: a qualitative study investigating the perspectives of frontline healthcare professionals. *Health Services Research*. *11*(242), 2-10. http://www.biomedcentral.com/1472-6963/11/242

		Mizumaa, K., Amitania, M., Mizumab, M., Kawazuc, S., Sloanc, R.A., Ibusukid, R., Takezakid, T, Tetsuhiro, O. (2020). Clarifying differences in viewpoints between multiple healthcare professionals during discharge planning assessments when discharging patients from a long-term care hospital to home. *Evaluation and Program Planning*. *82*. 1-9. https://doi.org/10.1016/j.evalprogplan.2020.101848
Nov 6, 2020	Documentation Standards	Dziegielewski, S. (2013). Documentation and record keeping in the health care setting. In The changing face of health care social work, third edition: Opportunities and challenges for professional practice (Chapter 7). Retrieved from Proquest database. Reamer, F.G. (2005). Documentation Standards in Social Work: Evolving Ethical and Risk Management Standards. *Social Work*. *50*(4). 325-334. Clinical Documentation Directive – Alberta Health Services. Material to be provided.
Nov 13, 2020	FALL BREAK	No Class
Nov 20, 2020	Confidentiality, Personal Health Information Ethics in Health Care	Groshong, L., & Phillips, D. (2015). The Impact of Electronic Communication on Confidentiality in Clinical Social Work Practice. *Clinical Social Work Journal*. *43.* 142–150. DOI 10.1007/s10615-015-0527-4 Collingridge, M., Miller, S., & Bowles, W. (2001). Privacy and confidentiality in social work. *Australian Social Work*, *54*(2), 3-13. DOI: 10.1080/03124070108414319 Taylor, B., & Whittaker, A. (2018) Professional judgement and decision-making in social work, *Journal of Social Work Practice*, *32*(2), 105-109, DOI: 10.1080/02650533.2018.1462780
Nov 27, 2020	Continuous Quality Improvement	Presentation material to be provided.
Dec 4, 2020	Course Wrap Up	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES
Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that

will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Case Study
Weight: 50% (1 submission/week; each submission is worth 5%)
Aligned Course Learning Outcomes: 1-6

A case study will be provided at the beginning of the course. This case study will be used throughout the entire course. Students will be required to submit a written response (1-2 pages max.) to D2L. The topics and due dates are identified in the chart below. There will be a total of 10 weekly submissions. Students will review the case study apply their learning and reflection for that weeks' topic. In their written response, students will consider the questions:
> a) *Why* is this topic important?
> b) *How* do I address it?
> c) *What* the result will be by including it in your social work approach. Or if you chose to not include it in your approach, what will the result be? (risks/benefits).

By the end of the course, students will have a take-away document for future reference to support their social work practice in a health care setting. This document will be evidence of their awareness of the key concepts pertinent to health care and assist to prepare them to navigate these situations when they arise.

Weekly Individual Submissions:

Class Date	Weekly Topic	Due Date	Weight %
Sept 11	Case Study to be made available		
Sept 18	Social Determinants of Health	Sept 21	5
Sept 25	Social Worker Role/Inter-professional practice	Sept 28	5
Oct 2	Patient and Family Centered Care	Oct 5	5

Oct 9	Care Transitions and Continuity of Care	Oct 12	5
Oct 16	Advanced Care Planning	Oct 19	5
Oct 23	Assessment and Intervention	Oct 26	5
Oct 30	Discharge Planning	Nov 2	5
Nov 6	Documentation Standards	Nov 16	5
Nov 20	Confidentiality, Personal Health Information and Ethics	Nov 23	5
Nov 27	Continuous Quality Improvement	Nov 30	5

Assignment 2: Individual Self-Reflection journal to self-assess Social Work skills
Weight 15% (Pre-Evaluation 7.5%, Post-Evaluation 7.5%)
Aligned Course Learning Outcomes: 3, 4, 5

To prepare yourself for a health care setting, reflect upon the social work skills you currently have and where you would like to grow.

Pre-Evaluation:
Due date: September 18
Weight: 7.5%
At the beginning of the course, take note of your skills that you feel you are most confident with. Write a brief statement to support what experience you have with this skill and what enables you to feel competent with that particular skill.   Then write down the skills that you do not feel comfortable with and the areas you would like to improve upon. Write a brief statement to identify what hinders your ability to fulfil that particular skill. Indicate what you can do and what enablers are available to you so you can start to conceive how to move forward to achieve that skill. Submit a written response (1 -2 page maximum) to D2L.

Post-Evaluation:
Weight: 7.5%
Due date: November 27
At the end of the course, re-evaluate your skills. Write a brief statement about your self-assessment findings and identify what has stayed the same, what has changed and why. For skills you identify that could be improved, reflect upon the class topics and consider the following questions in your written response:

a) *Why* is this skill important?
b) *How* do I implement it? Or how would others recognize I am practicing this skill?
c) *What* the result will be by doing this?

Submit a written response (1-2 page maximum) to D2L.

Assignment 3: Paper (Practice, Policy, and Integrative Elements of a Health Problem or Population)
Weight: 35%
Assignment Due: Wednesday Dec 9, 2020
Aligned Course Learning Outcomes: 1-6

Individual written assignment. Maximum 10 pages, double-spaced and formatted to APA (7th Edition). Choose a health concern or population of interest in health social work and explore relevant issues in understanding practice, policy and integrative elements of that issue. In preparation for this paper, review literature and key sources that identify salient issues to consider in addressing, delivering and evaluating this issue (e.g., quality of life, psychosocial and care management elements, considerations for social work practice and policy, etc.). Include areas of professional learning and development, and potential implications for practice.

GUIDELINES FOR EVALUATION OF PAPERS

Page length is based on 1-inch margins
Times New Roman Font 12

Guidelines for marking of the assignments are based on the following qualities:
1. Logic: The relevance, orderly presentation of facts and arguments, and rational sequencing of sections.
2. Quality of Communication: Clarity of ideas, writing style and appropriate citation of references using current APA reference style (7th Edition).
3. Quality of Information: Relevance, scope and depth of material presented and degree of relevance to the topic. Integration of course lectures, discussions and other course materials.
4. Quality of Arguments: Ability to develop a line of thought, critical reasoning, and ability to present opposing arguments so that the paper represents a clear effort to illuminate the issues relevant to the phenomenon being discussed and to provide theoretical, clinical and empirical support for the position being developed in the paper.
5. Appropriate application: Ability to apply knowledge acquired in this and other relevant courses to the specific topic being addressed in the paper.
6. Personal/Professional Perspective: Awareness of personal value systems and the possibility of divergent points of view.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective drop box in D2L. Please submit assignments in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted."

LATE ASSIGNMENTS
Late assignments will be accepted only in exceptional circumstances and at the discretion or the instructor. **Late assignments without exceptions will be subject to a grade deduction of 5% for each day late**

EXPECTATIONS FOR WRITING

Writing quality is a component of the written assignments with the use of APA formatting for referencing. All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be viewed at https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html **.** The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k.html

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**