Fall 2021

Course & Session Number	SOWK 553.08 S01	Classroom	Online
Course Name	Social Work in Health Care		
Day(s) & Time	Fridays, 1:00 pm to 3:50 pm		
Instructor	David Nicholas		
U of C E-mail	nicholas@ucalgary.ca	U of C Phone	Office: 780-492-8094 Cell: 780-907-8205

SYLLABUS STATEMENT

This course 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 be able to:

1. Be knowledgeable about 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 health care 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. Please see the required materials for each Zoom session on the Class schedule.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for 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 10, 2021	Introduction to the Course Health Care Structure Social Work Roles in Hospital Settings	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,* 1718-1735. https://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. https://doi.org/10.1016/ S0140-6736(18)30180-6 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. https://doi.org/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. https://doi.org/10.1093/hsw/hls064
Sept 17, 2021	Social Determinants of Health Debra Samek, MSW, RSW	Canadian Public Health Association. (n.d.). W*hat are the social determinants of health?* https://www.cpha.ca/what-are-social-determinants-health 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. https://doi.org/10.1080/00981389.2013.764379 Muskat, B., Craig, S. L., & Mathai, B. (2017). 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*, *56*(8), 765-778. https://doi.org/10.1080/00981389.2017.1339761
Sept 24, 2021	1:00 pm: Keeping Agency – Making One's Care Wishes Known Brenden Lindsey, BSW, RSW 2:30 pm: Assessment and Transplantation	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. https://doi.org/10.1080/00981389.2015.1116483 Maldonado, J. R. (2019). Why it is important to consider social support when assessing organ transplant candidates? *The American Journal of Bioethics, 19*(11), 1-8. https://doi.org/10.1080/15265161.2019.1671689 Maldonado, J. R., Sher, Y., Loak, S., Swednsen, H., Skibola, D., Neri, E., David, E. E., Sullivan, C., & Standridge, K. (2015). The

	Sylvia Carbert, MSW, RSW: Social Work	Stanford Integrated Psychosocial Assessment for Transplantation: A prospective study of medical and psychosocial outcomes. *Psychosomatic Medicine, 77,* 1-13. https://doi.org/10.1097/PSY.0000000000000241 Notini, L., Vasileva, D., Orchanian-Cheff, A., & Buchman, D. Z. (2019). Ethical issues associated with solid organ transplantation and substance use: A scoping review. *Monash Bioethics Review, 37*, 111-135. https://doi.org/10.1007/s40592-019-00100-1
Oct 1, 2021	Social Work in Rehabilitation Glenrose Rehabilitation Hospital Team	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. https://doi.org/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, https://doi.org/10.1080/00981389.2011.609774 Roberts, K., Stiller, K., & Dichiera, B. (2012). A survey evaluating patients' satisfaction with the social work service provided at a rehabilitation centre. *Australian Social Work, 65*(1), 145-155. https://doi.org/10.1080/0312407X.2011.594900
Oct 8, 2021	Navigation; Care Transitions; Community of Practice; Social Work Value and Leadership in Health Care Patricia Samson, PhD, and David Nicholas, PhD	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. https://doi.org/10.1080/00981389.2012.714448 de Saxe Zerden, L., Lombardi, B. M., & Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. *Social Work in Health Care*, *58*(1), 142-149. https://doi.org/10.1080/00981389.2019.1553934 Wong, E. L. Y., Yam, C. H. K., Cheung, A. W. L., Leung, M. C. M., Chan, F. W. K., Wong, F. Y. Y., & 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. https://doi.org/10.1186/1472-6963-11-242 Groshong, L., & Phillips, D. (2015). The impact of electronic communication on confidentiality in clinical social work practice. *Clinical Social Work Journal, 43,* 142-150. https://doi.org/10.1007/s10615-015-0527-4
Oct 15, 2021	Assessment	Dziegielewski, S. F. (2013). Documentation and record keeping in the health care setting. In *The changing face of health care*

	Julisa Crocker, BSW, RSW	*social work: Opportunities and challenges for professional practice* (3rd ed., pp. 163-194). Springer. Maramaldi, P., Berkman, B., & Barusch, A. (2005). Assessment and the ubiquity of culture: Threats to validity in measures of health-related quality of life. *Health & Social Work, 30*(1), 27-38. https://doi.org/10.1093/hsw/30.1.27 Reamer, F.G. (2005). Documentation standards in social work: Evolving ethical and risk management standards. *Social Work, 50*(4), 325-334. https://doi.org/10.1093/sw/50.4.325
Oct 22, 2021	Disability in Health Care Dorothy Badry, PhD, Yahya El-Lahib ,PhD, and Kathleen Sitter, PhD	Bagley, K., & Badry, D. (2019). How personal perspectives shape health professionals' perceptions of Fetal Alcohol Spectrum Disorder and risk. *International Journal of Environmental Research and Public Health, 16*(11)*,* 1-13. https://doi.org/10.3390/ijerph16111936 El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersection of disability, immigration, and social work. *International Social Work, 60*(3), 640-653. https://doi.org/10.1177/0020872816651704 Sitter, K. C., Burke, A. C., Ladhani, S., & Mallay, N. (2019). Supporting positive sexual health for persons with developmental disabilities: Stories about the right to love. *British Journal of Learning Disabilities, 47*(4), 255-263. https://doi.org/10.1111/bld.12287
Oct 29, 2021	Indigenous Health Considerations Leeann Hilsen, MSW, RSW	Philpott, J. (2018). Canada's efforts to ensure the health and wellbeing of Indigenous peoples. *Lancet, 391,* 1650-1651. https://doi.org/10.1016/ S0140-6736(18)30179-X Greenwood, M., de Leeuw, S., & Lindsay, N. (2018). Challenges in health equity for Indigenous peoples in Canada. *Lancet, 391*, 1645-1648. https://doi.org/10.1016/ S0140-6736(18)30177-6 Czyzewski, K. (2011). Colonialism as a broader social determinant of health. *The International Indigenous Policy Journal, 2*(1), 1-16. https://doi.org/10.18584/iipj.2011.2.1.5
Nov 5, 2021	Seniors: Long-term Care and Supported Living; Considering Decision Making Capacity; Impact of the Pandemic in Health Care Joann Schneider, BA, BSW, RSW, DCA	Swinford, E., Galucia, N., & Morrow-Howell, N. (2020). Applying gerontological social work perspectives to the Coronavirus pandemic. *Journal of Gerontological Social Work, 63*(6-7), 513-523. https://doi.org/10.1080/01634372.2020.1766628 Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., & Sullivan, K. (2014). Social work practice with LGBT seniors. *Journal of Gerontological Social Work, 57*(8), 889-907. https://doi.org/10.1080/01634372.2014.885475

		Collingridge, M., Miller, S., & Bowles, W. (2001). Privacy and confidentiality in social work. *Australian Social Work*, *54*(2), 3-13. https://doi.org/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. https://doi.org/10.1080/02650533.2018.1462780
Nov 12, 2021	FALL BREAK	No Class
Nov 19, 2021	Presentations	To be arranged, and readings to be determined
Nov 26, 2021	Presentations	To be arranged, and readings to be determined
Dec 3, 2021	Presentations Course Wrap Up	To be arranged, and readings to be determined

Please note important dates for Fall 2021

- o Block Week: Monday, August 30 to Friday, September 3, 2021
- o Labour Day, Monday, September 6, 2021
- o Start of Classes: Tuesday, September 7, 2021
- o National Day of Truth and Reconciliation: Thursday, September 30, 2021 (no classes)
- o Thanksgiving Day: Monday, October 11, 2021
- o Remembrance Day: Thursday, November 11, 2021
- o Term Break: No classes from Sunday, November 7 to Saturday, November 13, 2021
- o Last Day of Classes: Thursday, December 9, 2021
- o End of Term: Friday, December 24, 2021
- o Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion

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) for your best learning experiences. 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

1. Student Presentations: Weight: 30%: Aligned Course Learning Outcomes: 1-6

Presentations to be offered during class time to be given on Friday, November 19 & 26, and December 3, 2021 (Times to be arranged)
Students (in small groups) will deliver a 30-minute seminar on a selected health area of interest (to be distributed) for class discussion and examination. Student groups will be responsible to select **ONE READING** related to their topic (to be shared with class). A list of group participants is to be submitted to the instructor by the end of the day, September 24, 2021. One reading is to be given to the instructor for distribution by 2 weeks before the presentation. Presentations will be scheduled in the last three weeks of the course.

Suggested topics are as follows (although others can be considered):
Multi-disciplinary teamwork and Social Work
Social Work in rural and remote health settings
Self care for Social Workers
Using technology in Social Work practice
Equity, diversity and inclusion in Social Work practice
Evaluation of Social Work practice
Reflectiveness and continued capacity building in Social Work practice
Multicultural considerations in Social Work practice
Indigenous Social Work

2. Weekly Journal: Weight: 27% (3% per Journal x 9 weeks): Aligned Course Learning Outcomes: 1-6

From the weekly readings (Sept. 10 – Nov. 5, 2021), students will select one reading per week, and develop a journal reflection/review that depicts their perspectives on the article. This review will entail critical considerations related to content, and application of the article/reading to practice and professional development in social work practice. Each journal reflection/review is to be a maximum of 2 pages, double spaced. **Each journal reflection/review is to be submitted to the course D2L site no later than one week after the respective class i.e., by the next Thursday at 11:59 pm.**

3. Paper: Practice, Policy, and Integrative Elements of a Health Problem or Population: Weight: 30% (Max 10 pages, double-spaced): Aligned Course Learning Outcomes: 1-6

Assignment Due: Monday, December 13, 2021, 11:59 pm.
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.). Address your experience and its integration with the literature in preparing this assignment including areas of professional learning and development, and potential implications for practice.

4. Participation in the Classes: Weight 13%
Students are expected to actively engage in class learning through active participation and reflective consideration of readings and topics of discussion and exploration. Engagement in course content will be graded based on students' attendance in class and meaningful engagement with class content, including readings.

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.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. In cases in which absence is required, a student can discuss alternatives course options with the instructor (e.g., alternative written assignment on the given topic).

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

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

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 https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

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