



<b>Course &amp; Session Number</b>	<b>SOWK 542.S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	<b>Social Work in Health Care</b>		
<b>Day(s) &amp; Time</b>	Fridays, 1:00 pm to 4:00 pm		
<b>Instructor</b>	David Nicholas, PhD, MSW, RSW		
<b>Teaching Assistant</b>	Hilary Nelson, BA, JD, MSW(c)		
<b>U of C E-mails</b>	<b>David Nicholas:</b> nicholas@ucalgary.ca  <b>Hilary Nelson:</b> hilary.nelson@ucalgary.ca	<b>U of C Phone</b>	David Nicholas Office: 780-492-8094  Cell: 780-907-8205

**OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary) is committed to promoting and actualizing equity, racial justice, diversity, inclusion, and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty’s [Anti-Black Racism Task Force](#), and the university’s [Indigenous Strategy](#).

## **SYLLABUS STATEMENT**

Critically examines contexts, theories, evidence-based interventions, and skill development related to social work practice in the health care system.

## **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 in health care. Key concepts pertinent to health care will be explored such as patient-centered care, ethical decision-making, assessment, intervention, documentation, continuous quality improvement, and the skills required for social work. In addressing 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 and offering interventions to support the achievement of optimal health outcomes, including access to resources to enable continuity of care.

This course has been co-developed by the course instructor (David Nicholas) as well as Alberta Health Services leader, Keith Goertzen, BA, BSW, MBA (CED), RSW. In the aim of (a) offering comprehensive and practical content for social work students potentially entering social work in health care, and (b) exposing students to a wide range of social work professionals and practice areas within this field, multiple presenters will offer class content throughout the course, including social workers practicing in the field.

Prerequisite(s): Admission to the Bachelor of Social Work.

Also known as: Formerly Social Work 553.08 – Social Work in Health Care

## **COURSE LEARNING OUTCOMES**

Upon completion of this course, students will:

1. Have a knowledge base in human development and individual and family practice skills, as relevant to social work in health care.
2. Be knowledgeable about Canada's and Alberta's health care structures and their challenges.
3. Have the ability to identify equity, diversity inclusion, and decolonization considerations, and the role of the social determinants of health relative to social work assessment and intervention.
4. Understand elements of health social work practice, including the role of social workers.
5. Understand the continuum of social work interventions within social work in health care.
6. Understand the importance of documentation in health care, and key guiding principles.

## 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

### Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- Fall Break November 10 - 16, 2024
- End of Term: Friday, December 24, 2024
- Labour Day, no classes: Monday, September 2, 2024
- National Day for Truth and Reconciliation, no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- Term Break, no classes: Sunday, November 10, 2024 to Saturday, November 16, 2024

### NOTE: VARIOUS SPEAKERS WILL BE PRESENTING IN CLASSES

Date	Topic	Readings
Sept 6, 2024	Introduction to Practice and Role of Social Work in Health Care  Keith Goertzen, BSW, MBA, RSW  David Nicholas, MSW, PhD, RSW	Beddoe, L. (2011). Health social work: Professional identity and knowledge. <i>Qualitative Social Work</i> , 12(1), 24-40. <a href="https://doi.org/10.1177/1473325011415455">doi.org/10.1177/1473325011415455</a> <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325011415455">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325011415455</a>  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. <i>Social Work in Health Care</i> , 56(8), 765-778. 10.1080/00981389.2017.1339761. <a href="https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2017.1339761">https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2017.1339761</a>  Review: <a href="https://www.albertahealthservices.ca/info/Page8497.aspx">https://www.albertahealthservices.ca/info/Page8497.aspx</a>

<p>Sept 13, 2024</p>	<p>Context of Health Care; How Regulations Interface with and Guide Social Work Practice</p> <p>Alan McLuckie, MSW, PhD, RCSW</p> <p>Keith Goertzen, BSW, MBA, RSW</p>	<p>Martin, D., Miller, A. P., Quesnel-Vallée, A., Caron, N. R., Vissandjée, B., &amp; Marchildon, G. P. (2018). Canada's universal health-care system: Achieving its potential. <i>Lancet</i>, 391, 1718-1735. doi.org/10.1016/S0140-6736(18)30181-8 <a href="https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673618301818">https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673618301818</a></p> <p>Philpott, J. (2018). Canada's efforts to ensure the health and wellbeing of Indigenous peoples. <i>Lancet</i>, 391, 1650- 1651. doi.org/10.1016/S0140-6736(18)30179-X <a href="https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S014067361830179X">https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S014067361830179X</a></p> <p>Kreitzer, L., McLaughlin, A.M., Elliot, G., &amp; Nicholas, D.B. (2015). Qualitative examination of rural service provision to persons with concurrent developmental and mental health challenges. <i>European Journal of Social Work</i>, 19(1), 46-61. 10.1080/13691457.2015.1022859 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13691457.2015.1022859">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13691457.2015.1022859</a></p>
<p>Sept. 20, 2024</p>	<p>Critical Theoretical Orientations Guiding Social Work Practice</p> <p>Janet McFarlane, BA, BSW, MSW, RSW</p> <p>Chris Mayhew, BA, BSW</p> <p>Rebecca McElheran, MSW, RSW</p>	<p>McNeill, T. &amp; Nicholas, D.B. (2019). Creating and applying knowledge for critical social work practice: Reflections on epistemology, research, and evidence-based practice, <i>Journal of Ethnic &amp; Cultural Diversity in Social Work</i>, 28(4),351-369, 10.1080/15313204.2017.1384945 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15313204.2017.1384945">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/15313204.2017.1384945</a></p> <p>Bryson, S A., &amp; Bosma, H. (2018). Health social work in Canada: Five trends worth noting. <i>Social Work in Health Care</i>, 57(8), 1-26. 10.1080/00981389.2018.1474161 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2018.1474161">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2018.1474161</a></p> <p>Giles, R., Gould, S., Hart, C., &amp; Swancott. J. (2007). Clinical Priorities: Strengthening social work practice in health. <i>Australian Social Work</i>, 60(2), 147-165. <a href="https://doi.org/10.1080/03124070701323790">doi.org/10.1080/03124070701323790</a> <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070701323790">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070701323790</a></p>

<p>Sept. 27, 2024</p>	<p>Social Determinants of Health</p> <p>Keith Goertzen, BSW, MBA, RSW</p> <p>Class time for Presentation development</p>	<p>Nicholas, D.B., Jones, C., McPherson, B., Hilsen, L., Moran, J. &amp; Mielke, K (2019). Examining professional competencies for emerging and novice social workers in health care, <i>Social Work in Health Care</i>, 58(6), 596- 611.  <a href="https://doi.org/10.1080/00981389.2019.1601650">https://doi.org/10.1080/00981389.2019.1601650</a>  <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2019.1601650">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2019.1601650</a></p> <p>Ambrose-Miller, W., &amp; Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health &amp; Social Work</i>, 41(2), 101-109.  <a href="https://doi.org/10.1093/hsw/hlw006">doi.org/10.1093/hsw/hlw006</a>  <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236">https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/2356236</a></p> <p>Canadian Public Health Association. (n.d.). <i>What are the social determinants of health?</i> <a href="https://www.cpha.ca/what-are-social-determinants-health">https://www.cpha.ca/what-are-social-determinants-health</a></p>
<p>Oct. 4, 2024</p>	<p>Equity, Diversity and inclusion and De-colonization (EDID)</p> <p>Leanne Hilson, MSW, RSW</p> <p>Morilynn McRann-McLean, BA, BSW, RSW</p>	<p>Greenwood, M., de Leeuw, S., &amp; Lindsay, N. (2018). Challenges in health equity for Indigenous peoples in Canada. <i>Lancet</i>, 391, 1645- 1648. <a href="https://doi.org/10.1016/S0140-6736(18)30177-6">doi.org/10.1016/S0140-6736(18)30177-6</a>  <a href="https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673618301776">https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673618301776</a></p> <p>Czyzewski, K. (2011). Colonialism as a broader social determinant of health. <i>The International Indigenous Policy Journal</i>, 2(1), 1-16.  <a href="https://doi.org/10.18584/iipj.2011.2.1.5">https://doi.org/10.18584/iipj.2011.2.1.5</a></p> <p>Craig, S., Bejan, R., &amp; Muskat, B. (2013). Making the invisible visible: Are social workers addressing the social determinants of health? <i>Social Work in Health Care</i>, 52(4), 311-331.  <a href="https://doi.org/10.1080/00981389.2013.764379">10.1080/00981389.2013.764379</a> <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2013.764379">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2013.764379</a></p>
<p>Oct. 11, 2024</p>	<p>Social Work Assessment</p> <p>Guiding Clinical Frameworks and Processes</p> <p>Sandy Gramlich, MSW, RSW</p> <p>Andrea Oiffer, MSW, RSW</p>	<p>Peterson, K. J. (2012). Shared decision making in health care settings: A role for social work. <i>Social Work in Health Care</i>, 51(10), 894-908. <a href="https://doi.org/10.1080/00981389.2012.714448">10.1080/00981389.2012.714448</a>  <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2012.714448">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2012.714448</a></p> <p>Graybeal, C. (2001). Strengths-Based Social Work Assessment: Transforming the Dominant Paradigm. <i>Families in Society</i>, 82(3), 233–242. <a href="https://doi.org/10.1606/1044-3894.236">10.1606/1044-3894.236</a> <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1606/1044-3894.236">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1606/1044-3894.236</a></p>

		<p>Maramaldi, P., Berkman, B., &amp; Barusch, A. (2005). Assessment and the ubiquity of culture: Threats to validity in measures of health-related quality of life. <i>Health &amp; Social Work, 30</i>(1), 27-38 10.1093/hsw/30.1.27 <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/30/1/27/691628">https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/30/1/27/691628</a></p>
Oct. 18, 2024	<p>Social Work Intervention</p> <p>Janet McFarlane, BA, BSW, MSW, RSW</p> <p>Keith Goertzen, BSW, MBA, RSW</p> <p>David Nicholas, MSW, PhD, RSW</p>	<p>Craig, S. L., &amp; Muskat, B. (2013). Bouncers, brokers, &amp; glue: The self-described roles of social workers in urban hospitals. <i>Health &amp; Social Work, 38</i>(1), 7-16. 10.1093/hsw/hls064 <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/38/1/7/650354">https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/38/1/7/650354</a></p> <p>Corneau, S., &amp; Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. <i>Transcultural Psychiatry, 49</i>(2), 261-282. doi.org/10.1177/1363461512441594 <a href="https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1363461512441594">https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1363461512441594</a></p> <p>de Saxe Zerden, L., Lombardi, B. M., &amp; Jones, A. (2019). Social workers in integrated health care: Improving care throughout the life course. <i>Social Work in Health Care, 58</i>(1), 142-149. Doi: 10.1080/00981389.2019.1553934 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2019.1553934">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2019.1553934</a></p>
Oct. 25, 2024	<p>Continuing Care</p> <p>Joann Schneider, BA, BSW, RSW, DCA</p> <p>Class time provided for Presentation development</p>	<p>Schneider J, Tsoukalas T, Zulla R, Nicholas D, &amp; Hewson J. (2023). Exploring the COVID-19 Practice Experiences of Social Workers Working in Long Term Care. <i>Journal of Gerontological Social Work. 66</i>(5), 629-641. doi: 10.1080/01634372.2022.2139321 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2022.2139321">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2022.2139321</a></p> <p>Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., &amp; Sullivan, K. (2014). Social work practice with LGBT seniors. <i>Journal of Gerontological Social Work, 57</i>(8), 889-907.10.1080/01634372.2014.885475 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2014.885475">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2014.885475</a></p> <p>Washburn, A. M., &amp; Grossman, M. (2017). Being with a person in our care: Person-centered social work practice that is authentically person-centered. <i>Journal of Gerontological Social Work, 60</i>(5), 408-423. 10.1080/01634372.2017.1348419 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2017.1348419">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2017.1348419</a></p>

<p>Nov. 1, 2024</p>	<p>Documentation</p> <p>Amanda Cramm, BA, BSW, MSW, JD, LLM (c 2022)</p> <p>Leah Dawson, BA, BSW, MSW, RSW</p>	<p>Cumming, S., Fitzpatrick, E., McAuliffe, D., McKain, S., Martin, C., &amp; Tonge, A. (2007). Raising the <i>Titanic</i>: Rescuing social work documentation from the sea of ethical risk, <i>60</i>(2), 239-257. <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070701323857">10.1080/03124070701323857</a> <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070701323857">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070701323857</a></p> <p>Reamer, F.G. (2005). Documentation standards in social work: Evolving ethical and risk management standards. <i>Social Work, 50</i>(4), 325-334. 10.1093/sw/50.4.325 <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/50/4/325/1848866">https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/50/4/325/1848866</a></p> <p>Kennedy Chapin, R., Chandran, D., Sergeant, J. F., &amp; Koenig, J. L. (2014). Hospital to community transitions for adults: Discharge planners and community service providers' perspectives. <i>Social Work in Health Care, 53</i>, 311-329.10.1080/00981389.2014.884037 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2014.884037">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2014.884037</a></p>
<p>Nov. 8 2024</p>	<p>Family Caregivers</p> <p>Jasneet Parmar, MBBS, M.Sc., MCFP (COE)</p> <p>Sharon Anderson, PhD</p>	<p><b>Note: Prior to class, students are required to complete the Foundational Module for Healthcare Providers to Support Family Caregivers: <a href="http://caregivercare.ca">caregivercare.ca</a></b></p> <p>Craig, S. L., Betancourt, I., &amp; Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. <i>Social Work in Health Care, 54</i>(5), 422-443. 10.1080/00981389.2015.1017074 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2015.1017074">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2015.1017074</a></p> <p>Ghelani, A. (2021). Knowledge and skills for social workers on mobile crisis intervention teams. <i>Clinical Social Work Journal</i>. Advance online publication. 10.1007/s10615-021-00823-x <a href="https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-021-00823-x">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-021-00823-x</a></p>
<p>Nov. 15, 2024</p>	<p>Term Break – No class</p>	

Nov. 22, 2024	<p>Social Work Panel: Advocacy and Leadership; Careers in Health Care</p> <p>Janet McFarlane, BA, BSW, MSW, RSW</p> <p>Sandy Gramlich, MSW, RSW</p> <p>Keith Goertzen, BSW, MBA, RSW</p>	<p>Fox, M., Hopkins, D., Graves, J., Crehan, S., Cull, P., Birrell, B., &amp; Yeomans, P. (2021). Hospital social workers and their understanding of compassion fatigue and vicarious trauma. <i>Asian Journal of Interdisciplinary Research</i>, 4(1), 22-34. <a href="https://doi.org/10.34256/ajir2113">https://doi.org/10.34256/ajir2113</a></p> <p>Newcomb, M. (2022). Supportive social work supervision as an act of care: A conceptual model. <i>British Journal of Social Work</i>, 52, 1070-1088. 10.1093/bjsw/bcab074 <a href="https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/52/2/1070/6276555">https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/52/2/1070/6276555</a></p> <p>McDermott, F., &amp; Bawden, G. (2017). New ways of seeing: Health social work leadership and research capacity building. <i>Social Work in Health Care</i>, 56(10), 897-913. 10.1080/00981389.2017.1367349 <a href="https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2017.1367349">https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2017.1367349</a></p>
Nov. 29, 2024	Class presentations	<i>No assigned readings</i>
Dec. 6, 2024	Class presentations	<i>No assigned readings</i>

#### **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) 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. There is no guarantee that classes will be recorded.



## ASSESSMENT COMPONENTS

### 1. Participation in Class Content: Weight 15%, Aligned Course Learning Outcomes: 1-6

An important element of social work is to engage in a Community of Practice. Accordingly, students are expected to actively engage in class learning through 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/contribution with class content/discussion in-class and through D2L postings. Students will be expected to post on D2L weekly with one key learning, and one unanswered question to further explore. As part of community learning, students will be expected to reply to a minimum of one peer's post each week. Initial reflections and responses do not need use APA citations and are meant to be brief (~50-100 words). Weekly postings are due as follows: **initial reflection (the following Tuesday by 11:59pm)** and **peer response (the following Thursday by 11:59 pm)**. Unless previously discussed, late posts will not be counted towards your participation grade.

#### Suggested general format for initial reflections:

- Concise statement of key learning
- Value added to your learning and/or intended practice
- Question that you were unsure about or would like more information about

#### Suggested general format for peer responses:

- Answering peer's question or contributing resources you know of; and/or
- Adding to discussion regarding their key learning and/or what it added to your own learning and/or intended practice.

### 2. Journal Reflections on Topics Addressed in Class: Weight: 30% (10% per Review x 3 weeks, as outlined below): Aligned Course Learning Outcomes: 1-6

A journal reflection that critically reflects and applies learning each week is to be submitted in select weeks of the course. Reflections can emerge from readings, class discussion and students' reflection on, and application of, the topic as it pertains to social work in health care. This reflection will entail critical considerations related to course content, with the aim of practice and professional development in social work in health care. Each reflection is to be a maximum of 2 pages, double spaced. **Each reflection/review is to be submitted to the course Dropbox on D2L as follows:**

1. **Due October 18, 2024** (11:59 pm): Review related to September 20, 2024, September 27, 2024 and October 11, 2024 classes with a focus on Application of Clinical Frameworks and Social Work Assessments
2. **Due November 1, 2024** (11:59 pm): Review related to September 13, 2024, October 4, 2024, October 18, 2024 and October 25, 2024 classes with a focus on Practice with Marginalized and/or Vulnerable Populations (e.g., equity, diversity, inclusion, accessibility and decolonization considerations in Indigenous or other racialized communities, aging, mental health and developmental needs and/or rural or remote populations).
3. **Due November 22, 2024** (11:59 pm): Review related to November 8, 2024 and November 15, 2024 classes with a focus on Support for the Caregivers (e.g., families and/or social work colleagues)

### **3. Group Presentation: Weight: 25%: Aligned Course Learning Outcomes: 1-6**

In groups of approximately 5-6 students per group, students will deliver a 20-minute presentation on a selected topic in social work in health care, with 10 minutes for questions and reflection by the class. The presentation will offer description and critical reflection on the selected topic, with reference to relevant content from the class and relevant readings as well as other readings/information about the selected topic. Implications for social work in health care will be conveyed. Students are expected to convey the topics with clarity, relevance to practice, and creativity of presentation. A grading rubric will be provided in D2L. The presentation will be graded as a group mark.

Presentations will be scheduled for the last two classes.

### **4. 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: Friday, December 6, 2024, 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. Address equity, diversity, inclusion and decolonization considerations, and their implications relative to this topic.

#### **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 (7<sup>th</sup> 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.

### **MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)**

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session

### **RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. As possible, a student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the and [Student Non-Academic Misconduct Policy](#) for the additional information.

### **ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above. If a student will need to miss a class or a participation component when this component is graded, the student should contact the instructor for a potential alternative to attendance/participation. The instructor may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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 AND/OR MISSED ASSESSMENTS**

Late and/or missed assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. For a missed assessment (e.g., group presentation), the student should notify the instructor as soon as possible so possible alternatives can be assessed. A request for an extension for papers or individual assignments should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day, including weekends and holidays). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

### **EXPECTATIONS FOR WRITING**

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 7<sup>th</sup> edition 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 and use of AI-generated work, has serious consequences, as set out in the University Calendar:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf>

<b>GRADING</b>
----------------

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. This grading system overrides the grading system in D2L. The instructor/teaching assistant’s convention of rounding as follows: 0.5 rounding up to 1 and 0.4 rounding down.

<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage Range</b>
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in	

	GPA” where applicable.	
--	------------------------	--

## COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors. Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit:

<https://www.ucalgary.ca/provost/teaching-learning/student-surveys>

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’s [Code of Conduct](#).

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](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### 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. 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. Please refer to the full policy on [Student Accommodations](#).

### 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](#) before beginning the assignment.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please refer to [the Integrity and Conduct](#) section in the University of Calgary Calendar.

### **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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

### **Other Important Information**

Please visit the [Registrar's website](#) 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