



LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

Course & Session Number	SOWK 542 S01	Classroom	Online
Course Name	Social Work in Healthcare		
Dates and Time	Start of Classes: September 2, 2025 End of Classes: December 5, 2025 Dates and Time: Fridays 9am – 12pm via Zoom Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Christina Davis, MSW RSW	Office Hours	As Requested
UCalgary E-mail	Christina.davis1@ucalgary.ca	UCalgary Phone	N/A

SYLLABUS STATEMENT

This course 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 many practice areas for social workers in healthcare, the social determinants of health, and the role of the social worker on an interdisciplinary team. Key concepts pertinent to health care will be explored such as patient/caregiver-centered care, relational practice, ethical decision-making, assessment, intervention, documentation, 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 (Christina Davis) as well as Alberta Health Services leaders 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.

This course will take place online via Desire2Learn (D2L) and Zoom. Learners are expected to engage with guest speakers and each other regularly throughout the online sessions. This will support a deeper understanding of the content and skills as well as allow learners the opportunity to reflect on their own relationship to the materials. Learners will complete some asynchronous activities (listed in D2L) *prior* to attending class.

If there is a time that a learner is unable to participate in a synchronous class due to unforeseen circumstances, the learner must inform the instructor in advance and propose and implement an alternative participation activity

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, you will be able to:

1. Understand the value of social work practice and the continuum of social work interventions in health care.
2. Define the role of social workers in a variety of practice settings from a relational perspective.
3. Describe Canada's and Alberta's health care systems and structural challenges that people encounter.
4. Identify equity, diversity inclusion, and decolonization considerations, and the role of the social determinants of health relative to social work assessment and intervention.
5. Understand the importance of documentation in healthcare, and key guiding principles.
6. Identify the importance and functions of interdisciplinary teams in healthcare.

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

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 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

Important Dates for Fall 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Date	Synchronous Topics, Guest Speakers	Readings/Asynchronous Assignments to be completed prior to class	Assessment and Due Dates
Week 1 September 5, 2025	Introduction to the Practice and Role of Social Work in Health Care	<p>Beddoe, L. (2011). Health social work: Professional identity and knowledge. <i>Qualitative Social Work</i>, 12(1), 24-40. doi.org/10.1177/1473325011415455 https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/1473325011415455</p> <p>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. <i>Lancet</i>, 391, 1718-1735. doi.org/10.1016/S0140-6736(18)30181-8 https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0140673618301818</p> <p>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. https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2017.1339761</p>	Zoom 9am-12pm

Week 2 September 12, 2025	Interdisciplinary Practice and Communication as a Social Worker in the Medical Model Rural Social Work: Dual roles and avoiding awkward situations	<p>Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health & Social Work, 41</i>(2), 101-109. doi.org/10.1093/hsw/hlw006 https://academic-oup-com.ezproxy.lib.ucalgary.ca/hsw/article/41/2/101/235623 6</p> <p>de Saxe Zerden, L., Lombardi, B. M., & 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 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2019.1553934</p> <p>Kreitzer, L., McLaughlin, A.M., Elliot, G., & 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, 19</i>(1), 46-61. 10.1080/13691457.2015.1022859 https://www-tandfonlinecom.ezproxy.lib.ucalgary.ca/doi/full/10.1080/13691457.2015.1022859</p>	Zoom 9am-12pm
Week 3 September 19, 2025	Social Determinants of Health and Relational Practice	<p>Canadian Public Health Association. (n.d.). <i>What are the social determinants of health?</i> https://www.cpha.ca/whatare-social-determinants-health</p> <p>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. <i>Social Work in Health Care, 54</i>(5), 422-443. 10.1080/00981389.2015.1017074 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2015.1017074</p> <p>Washburn, A. M., & 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 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2017.1348419</p>	Zoom 9am-12pm
Week 4 September 26, 2025	Scope of Practice, Ethics and Finding Practice Support Debra Samek MSW BSW RSW	<p>Balestrery, J. E. (2023). Closing the empathy gap in health care: <i>Connection First</i> – before “intake.” <i>Social Work in Health Care, 63</i>(1), 53–70. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2023.2278787</p> <p>Alberta College of Social Workers [ACSW]. (2023). <i>Standards of practice</i>.</p> <p>Fantus, S., Cole, R., & Hawkins, L. (2022). “The hierarchy is your constraint:” a qualitative investigation of social workers’ moral distress across a U.S. health system. <i>Social Work in Health Care, 61</i>(6–8), 387–411. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2022.2128156</p>	Zoom 9am-12pm

		Pryce McCarthy, L. (2021). Social work burnout in the context of interprofessional collaboration. <i>Social Work Research</i> 45(2), Pages 129–139, https://doi-org.ezproxy.lib.ualgary.ca/10.1093/swr/svab004	
Week 5 October 3, 2025	Social Work Assessment: Guiding Clinical Frameworks and Processes Andrea Oiffer, MSW, RSW Sandy Gramlich, MSW, RSW	Nicholas, D.B., Jones, C., McPherson, B., Hilsen, L., Moran, J. & 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. https://doi.org/10.1080/00981389.2019.1601650 https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/00981389.2019.1601650 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. 10.1080/00981389.2012.714448 https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/00981389.2012.714448	Zoom 9am-12pm
Week 6 October 10, 2025	Social Work Intervention: No Two Days are Ever the Same Core Clinical Activities	Chan, A. S. W., Leung, L. M., Wong, F. K. C., Ho, J. M. C., Tam, H. L., Tang, P. M. K., & Yan, E. (2023). Needs and experiences of cancer care in patients' perspectives among the lesbian, gay, bisexual, transgender and queer community: a systematic review. <i>Social Work in Health Care</i> , 62(8–9), 263–279. https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2023.2226182 Corneau, S., & Stergiopoulos, V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. <i>Transcultural Psychiatry</i> , 49(2), 261-282. doi.org/10.1177/1363461512441594 https://journals-sagepub-com.ezproxy.lib.ualgary.ca/doi/full/10.1177/1363461512441594	Zoom 9am-12pm
Week 7 October 17, 2025	Equity, Diversity and inclusion and De-colonization (EDID) Leeann Hilsen, MSW, RSW Morilynn McRann-McLean, BA, BSW, RSW	Craig, S., Bejan, R., & 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. 10.1080/00981389.2013.764379 https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/00981389.2013.764379 Czyzewski, K. (2011). Colonialism as a broader social determinant of health. <i>The International Indigenous Policy Journal</i> , 2(1), 1-16. https://doi.org/10.18584/iipj.2011.2.1.5 Greenwood, M., de Leeuw, S., & Lindsay, N. (2018). Challenges in health equity for Indigenous peoples in Canada. <i>Lancet</i> , 391, 1645- 1648. doi.org/10.1016/S0140-6736(18)30177-6 https://www-sciencedirect-com.ezproxy.lib.ualgary.ca/science/article/pii/S0140673618301776	Zoom 9am-12pm
Week 8 October 24, 2025	Documentation Amanda Cramm, BA,	Cumming, S., Fitzpatrick, E., McAuliffe, D., McKain, S., Martin, C., & Tonge, A. (2007). Raising the <i>Titanic</i> : Rescuing social work documentation from the sea of ethical risk, <i>60</i> (2), 239-257. 10.1080/03124070701323857 https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/full/10.1080/03124070701323857	Zoom 9am-12pm

	BSW, MSW, JD, LLM (c 2022)	<p>com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/03124070701323857</p> <p>Reamer, F.G. (2005). Documentation standards in social work: Evolving ethical and risk management standards. <i>Social Work</i>, 50(4), 325-334. 10.1093/sw/50.4.325 https://academic-oup-com.ezproxy.lib.ucalgary.ca/sw/article/50/4/325/1848866</p> <p>Kennedy Chapin, R., Chandran, D., Sergeant, J. F., & Koenig, J. L. (2014). Hospital to community transitions for adults: Discharge planners and community service providers' perspectives. <i>Social Work in Health Care</i>, 53, 311-329.10.1080/00981389.2014.884037https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00981389.2014.884037</p>	Due October 23 - Critical Reflection on Systemic Failures in Healthcare Social Work
Week 9 October 31, 2025	<p>Continuing Care and Decision-Making Capacity</p> <p>Joann Schneider, BA, BSW, RSW, DCA</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 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-02100823-x</p> <p>Gratwick, S., Jihanian, L. J., Holloway, I. W., Sanchez, M., & Sullivan, K. (2014). Social work practice with LGBT seniors. <i>Journal of Gerontological Social Work</i>, 57(8), 889907.10.1080/01634372.2014.885475 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2014.885475</p> <p>Schneider J, Tsoukalas T, Zulla R, Nicholas D, & Hewson J. (2023). Exploring the COVID-19 practice experiences of social workers working in long term care. <i>Journal of Gerontological Social Work</i>, 66(5), 629-641. doi: 10.1080/01634372.2022.2139321 https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/01634372.2022.2139321</p>	Zoom 9am-12pm
Week 10 November 7, 2025	<p>Family Caregivers</p> <p>Jasneet Parmar, MBBS, M.Sc., MCFP (COE) Sharon Anderson, PhD</p> <p>MAID</p> <p>Amanda Cramm, BA, BSW, MSW, JD, LLM (c 2022)</p>	<p>There are also two asynchronous activities that must be completed prior to class:</p> <p>1. Foundational Module for Healthcare Providers to Support Family Caregivers: caregivercare.ca A screenshot or PDF of the completion certificate must be uploaded to the Dropbox in D2L</p> <p>2. View The SW Value in MAID and prepare questions for an expert panel</p> <p>Bravo, G., Delli Colli, N., Dumont, I., Bouthillier, M. E., Rochette, M., & Trottier, L. (2023). Social workers' experiences with medical assistance in dying: Survey findings from Quebec, Canada. <i>Social Work in Health Care</i>, 62(5), 193–205. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00981389.2023.2210624</p>	<p>Zoom 9am-12pm</p> <p>Due November 7 Case Study Written Submission</p>

- Bussey, S. R., & Dobrof, J. (2024). Social work's opportunity and obligation to achieve population health equity. *Social Work in Health Care*, 63(3), 154–167. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2024.2302620>
- Evanson, J. N. (2024). Humanizing medicine: a patient perspective. *Social Work in Health Care*, 63(4–5), 385–398. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2024.2333744>
- Giamportone, K. E. (2022). Expectations of social workers for interprofessional practice in healthcare: qualitative insights from practicing physician, nurse, and social work professionals. *Social Work in Health Care*, 61(9–10), 516–529. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2022.2154887>
- Jones, B., & Phillips, F. (2016). Social work and interprofessional education in health care: A call for continued leadership. *Journal of Social Work Education*, 52(1), 18–29. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/10437797.2016.1112629>
- Kelly, P. L., Heyman, J. C., Tice-Brown, D., & White-Ryan, L. (2020). Interprofessional practice: Social work students' perspectives on collaboration. *Social Work in Health Care*, 59(2), 108–121. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2020.1719565>
- King Keenan, E., Sandoval, S., & Limone, C. (2018). Realizing the potential for leadership in social work. *Journal of Social Work*, 19(4), 485–503. <https://doi-org.ezproxy.lib.ualgary.ca/10.1177/1468017318766821>
- McNeill, T. & Nicholas, D.B. (2019). Creating and applying knowledge for critical social work practice: Reflections on epistemology, research, and evidence-based practice. *Journal of Ethnic & Cultural Diversity in Social Work*, 28(4), 351–369, 10.1080/15313204.2017.1384945 <https://www-tandfonline.com.ezproxy.lib.ualgary.ca/doi/full/10.1080/15313204.2017.1384945>
- Orta, S., Santos Cantu, D., Fonseca, G. A., Torres-Hostos, L., & Chang, C. (2024). A community-engaged interprofessional project led by medical students, school of social work students, and resident physicians: lessons learned and recommendations for success. *Journal of Interprofessional Care*, 38(6), 1008–1015. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/13561820.2024.2387589>
- Petruzzi, L., Milano, N., Chen, Q., Noel, L., Golden, R., & Jones, B. (2023). Social workers are key to addressing social determinants of health in integrated care settings. *Social Work in Health Care*, 63(2), 89–101. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2023.2292565>
- Reimer-Kirkham, S., Stajduhar, K., Pauly, B., Giesbrecht, M., Mollison, A., McNeil, R. & Wallace, B. (2016). Death Is a Social Justice Issue. *Advances in Nursing Science*, 39(4), 293–307. doi: 10.1097/ANS.000000000000146. [Death Is a Social Justice Issue: Perspectives on Equity-Informed Palliative Care](https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2023.2278777)
- Roberts, K., Smith, E., Sousa, C., Young, J. E., Corley, A. G., Szczotka, D., ... Hartoch, A. (2023). Centering persons who use drugs: addressing social determinants of health among patients hospitalized with substance use disorders. *Social Work in Health Care*, 63(1), 19–34. <https://doi-org.ezproxy.lib.ualgary.ca/10.1080/00981389.2023.2278777>

Zerden, L. d. S., Lombardi, B. M., Fraser, M. W., Jones, A., & Garcia Rico, Y. (2018). Social work: Integral to interprofessional education and integrated practice. *Journal of Interprofessional Education & Practice*, 10, 67–75. <https://doi.org/10.1016/j.xjep.2017.12.001>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. If you have a question, please also consider whether it may be answered via the course outline or by connecting with a peer.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

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. Any 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 [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment 1

Weekly Case Engagement Journals (Relative to Topics Addressed in Class)

Weight: 35% (7% per Journal x 5 weeks)

Aligned Course Learning Outcomes: 1-6

Due: Each due within one week of your chosen class topic by 11:59 pm in the designated D2L Dropbox

You will select topics from five weeks to apply to the case study which will be shared and referenced throughout the course. From the guest speakers, class discussion and other course materials/learnings each week, you will create a series of structured submissions related to the case study. You will reflect on and apply the weekly topic as it pertains to the case study.

These reflections will entail critical considerations related to the application of course content to the case, with the intended outcome of development of social work practical skills. Each reflection 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.

You may choose to do the reflection in a variety of formats:

- Video/audio clips (no more than 5 min each).
- Written, each entry will be approximately 250 words (maximum 500), double-spaced, 12-point font, and 1-inch margins.
- Powerpoint/Canva slides WITH detailed speakers notes or an accompanied written component as needed to demonstrate linkages and understanding of course concepts
- Other visual representation: ecomap, kinship mapping or Tree of Life, art, etc and corresponding reflection elaborating on the visual. Your visual representation can be drawn by hand with submission of a photo of it with your reflection.

No additional academic research is required, but when journal entries draw upon the ideas of others (e.g., readings, guest speakers), it is expected that proper APA 7 citations will be employed.

The focus of this assignment is on quality of reflection and comprehensiveness of applying weekly topics to the case study.

Assignment Criteria (35 Marks Total). See D2L for a more detailed rubric. Feedback on individual submissions will be provided.

Criteria	Marks
Understanding of Chosen Topic	2
Application to Case Study	2
Critical Reflection	2
Clarity & Writing	1
Total	7

Assignment 2

Critical Reflection on Systemic Failures in Healthcare Social Work: Where did we go wrong?

Assignment Weight: 25% of Final Grade

Aligned Course Learning Outcomes: 1-6

Due Date: October 23, 2025 by 11:59 pm in the designated D2L Dropbox

In this assignment, you will select a case study involving a failure or harmful outcome within a health care setting where the interdisciplinary team, the social work response, or the broader system contributed to a negative experience or outcome for a patient and/or their supports. The purpose of this assignment is to analyze the situation through a critical and reflective lens, drawing upon course materials, including:

- Assigned readings
- Lecture content
- Notes from guest speakers
- Personal reflections and in-class discussions

This assignment challenges you to examine what went wrong, why it went wrong, and how a trauma-informed, ethically grounded, equity-based social work response could have altered the outcome.

Learning Objectives:

- Apply critical reflection to real-world cases of harm and failure in healthcare social work
- Integrate theoretical frameworks and ethical principles into practical analysis
- Identify systemic gaps and equity concerns in health care practice
- Consider the impact of professional conduct and interdisciplinary dynamics on patient well-being and the social worker's role
- Practice self-reflection and humility in addressing complex practice failures

Instructions:

1. Case Study Selection

Choose **one** of the provided case studies OR propose a real-life (appropriately anonymized) case you have encountered in field or personal experience. The case must demonstrate:

- A poor outcome for the patient and/or their family/support system
- A questionable or failed response by the interdisciplinary team
- An element where the role of the social worker was challenged, ineffective, or misunderstood
- A systemic or policy failure (e.g., discharge planning, communication, cultural safety, ethics)

2. Written Reflection (1,500–1,800 words):

Organize your paper using the following sections:

A. Case Summary (approx. 300 words)

- Identify and summarize the key facts of the case. You are encouraged to enhance the case study provided by including additional details.
- Clearly identify all the stakeholders involved and the outcomes.

B. Critical Analysis (approx. 800–1,000 words)

- Analyze the situation using course concepts (e.g., social determinants of health, EDI, trauma-informed care, ethical practice, cultural safety, etc.).
- What contributed to the failure?
- What systemic or team-based factors were at play?
- How did the role of the social worker come into question?
- Integrate ideas from guest speakers (cite specific class dates/times).

C. Reflective Component (approx. 400–500 words)

Consider the following questions, but note that you are not limited to these questions:

- Reflect on your personal response to the case. How will you channel those feelings into your social work practice and/or social justice and/or systemic advocacy?
- How might you have responded differently?
- What biases or assumptions did you recognize in yourself or others?
- What did you learn about your own values, knowledge gaps, and emerging professional identity?
- Are there any questions left unanswered for you?

D. Integration of Course Materials

- Use at least three course readings and at least three guest speaker insights to support your analysis.
- When citing the guest speakers, be as detailed as possible and ensure that you use the date and if possible, approximate time.
- Include APA-style in-text citations and a reference list.

E. Pair and Share

- Time will be provided on October 24th in class for you to share some of the key learnings from this assignment with a classmate and have a brief discussion in a breakout room.
- Please note that if you have not completed your assignment on time, you risk not receiving the (4) marks for this portion
- Each student will complete a short peer evaluation and submit it to the dropbox in D2L

Assignment Criteria (25 Marks Total). See D2L for a more detailed rubric:

Criteria	Marks
Clear summary of the case	2
Depth and quality of critical analysis	6
Integration of course content and readings	5
Reflection on personal values and responses	5
Preparedness for and participation in the Pair and Share, Peer Eval	4
Writing quality, APA style, and organization	3

Assignment 3 - Interdisciplinary Case Conference Written Submission and Presentation

Aligned with Learning Outcomes: 1-6

Total Weight: 40% of Final Grade

A detailed rubric is posted in D2L for each part of this assignment. Please ensure this is reviewed and any questions are brought to the instructor prior to assignment due date.

Assignment Overview

In health care settings, social workers collaborate within interdisciplinary teams to provide patient-centered, holistic care. This is a four-part assignment designed to give students practical experience in an interdisciplinary environment. Part of this assignment simulates a case conference in a healthcare environment where students will role-play various professionals, centering on the social worker's perspective.

The case being presented in the role play will be selected by the group; it can be one of the cases submitted from the written component of this assignment or the group may create an entirely new, comprehensive scenario. Either way, the case must be approved by the instructor.

One student will present the case from a social worker's perspective, while the other group members will role-play interdisciplinary team members (e.g., physician, nurse, occupational therapist, spiritual care provider, unit manager etc) based on the needs of the patient.

Group Member Selection Process

Students have the option to request their own group members. Any requests for group member

assignment must be made to the instructor via email by September 26, 2025. After that date, the instructor will randomly assign any remaining group members.

See D2L page for group work resources and a checklist for the group portion of this assignment.

Assignment Components

1. Individual Written Submission (20%)

Each student must submit a case plan including:

- Key SDOH affecting the patient, caregiver, family, ecosystems etc
- Biopsychosocial assessment and summary of the case
- Interventions proposed by the social worker
- Theories/frameworks used (e.g., strengths-based, systems theory)
- Reflection on interdisciplinary dynamics and ethical considerations

The case plan should be comprehensive and at least 4 pages in length. It may include bullet points and students may choose to follow any of the examples provided in class or on D2L.

2. Group Presentation (10%)

- Each group will present a 20-minute case conference simulation based on one case prepared by a student for their written submission.
- One student plays the social worker, presenting the patient case and psychosocial assessment.
- Other group members role-play the interdisciplinary team, responding with questions, input and challenges. If needed, group members may role play more than one interdisciplinary team member, please ensure there is clarity if students play more than one role
- Following the role play, there will be time for questions from the class

See D2L for a detailed rubric. The presentation must demonstrate:

- Your understanding of the Social Determinants of Health (SDOH)
- The ability to navigate caregiver/family dynamics
- Patient-centered and trauma-informed care
- Relational practice and other relevant social work theories
- Interdisciplinary collaboration and communication skills

3. Student-Led Peer Evaluation (5%)

Each student will evaluate the other three group members using the provided form. The evaluation will be based on preparation for and presentation of the case conference role play. Please note, the grade attached to this portion of the assignment is based on the student's ability to critically assess, reflect and provide feedback.

4. Reflection on Peer Feedback (5%)

Each student will complete a reflection (Approx 300 words) responding to the three peer evaluations they received. A form is provided for guidance.

Timeline

- Written Submission Due: Nov 7 by 11:59 pm in the designated D2L Dropbox
- In-Class Presentations: Weeks 13 + 14. Group members may request their preferred presentation date but it is not guaranteed.
- Peer Evaluations Due: 24 hours after the group presentation. Shared with the classmate directly
- Reflection on Peer Feedback to be submitted with copies of the peer feedback forms as a package. Due: One week after the group presentation by 11:59 pm in the designated D2L Dropbox

Suggestions for Case Studies

Case study topic must be confirmed with instructor

- Newcomer parent in NICU with language barrier and limited supports
- Older adult with dementia facing discharge from hospital
- Indigenous patient with chronic illness and historical trauma
- Adolescent in eating disorder program with caregiver conflict
- Person experiencing homelessness post-surgery and planning discharge with limited mobility
- Adult with a diagnosis of Schizophrenia who needs supported housing in order to be discharged

ADDITIONAL ASSESSMENT AND EVALUATION 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 and are not guaranteed.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments must be typed and submitted electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Student First Name Last Name and assignment title" (e.g., Jane Smith Case Study). 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.

MISSED OR LATE ASSIGNMENTS

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- A written request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Please include your optimal 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 an extension can submit their assignments. No assignments will be accepted after the 7-day limit.
- If a completely unavoidable circumstance arises on the date of a group presentation, it is the responsibility of the student to contact their group members and their instructor. The student must also propose a solution for consideration. A missed presentation may result in a grade of '0' for that component as well as the feedback loop component.
- Any make-up assignments are subject to the discretion of the instructor and are not guaranteed as an option.

EXPECTATIONS FOR WRITING

- Students will use APA 7th edition for formatting and referencing. All assignments will be assessed partly on writing skills but it is important to note that the instructor prefers to hear the student's own voice. 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 7th edition format. If you need writing support, please connect with the Student Success Centre.

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.

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted

Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. **Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct.** It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assignment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

- AI tools are prohibited for tests, major assignments, or to write research papers but allowed for information gathering. Any final submissions must be original.

In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. If you intend to use artificial intelligence tools as learning aids or to help produce assignments, please discuss with your instructor in advance. You are ultimately accountable for the work you submit. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they

were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures.

GRADING

A student's final grade for the course is the sum of the separate assignments. 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. The instructor will consider your overall course engagement and performance in deciding to round up marks in decimals to the nearest whole numbers.

Grade	Grade Point	Description	Percentage Range
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 F.1.3 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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Reading list found on D2L (Leganto). Please note that while the suggested readings are optional, a student's grades will often reflect the time taken to read and reflect on these articles.

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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are 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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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