



Course & Session Number	SOWK 553.08 S01	Classroom	Online
Course Name	Social Work in Health Care		
Dates and Time	Start of Classes: May 6, 2024 End of Classes: June 17, 2024 Dates and Time: Zoom sessions on Mondays 5-8pm Mountain Time (May 6, May 13, May 27, June 3, June 10, June 17) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Brooke Allemang, PhD, RSW	Office Hours	As Requested
UCalgary E-mail	brooke.allemang1@ucalgary.ca	UCalgary Phone	Please use email

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.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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](#).

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

The main objective of this course is to facilitate the development of social work skills for working with the diversity of Canada's population presenting with a range of health and mental health issues. It is designed to provide social work students an opportunity to apply evidence-based practice models to individuals with health and mental health issues in the context of the Canadian health care system. Bachelor of Social Work students will also acquire knowledge about social injustices and economic inequities that affect the health and well-being of Canadians.

Specifically, you will learn and integrate knowledge on developing psychosocial assessments, engaging with clients, working with interdisciplinary teams, and applying social work interventions in the health care context. You will be exposed to models that guide direct social work practice in the health care system, including the biopsychosocial model. You will engage in case-based learning, interactive small and large group discussions, presentations and critical reading, and online discussions.

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, you are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). There will be 5 synchronous Zoom sessions throughout the term (dates indicated in the course schedule), and each will be recorded. Synchronous Zoom sessions will account for 18 hours of instruction in the course. Weekly asynchronous activities will be mandatory and structured to account for the remaining 21 hours of instruction in the course. Asynchronous activities will be available through D2L. These activities are outlined in the course schedule below and will include recorded interviews with practicing social workers in a variety of health care settings, podcasts, online videos, course readings, discussion board posts, and recorded lectures.

COURSE LEARNING OUTCOMES

Upon completion of this course, you will be able to:

1. Apply and critically analyze the effectiveness of various skills for engaging individuals from across the lifespan (children, adults, and older people) with acute, complex, and chronic health issues.
2. Describe the role of a social worker in the Canadian health care system and their relationship to other members of the interdisciplinary health care team.

3. Write a comprehensive psychosocial assessment for individuals with health issues.
4. Execute a range of skills to build collaboration and effective communication with interdisciplinary team members.
5. Critically appraise the assessments and interventions used from a social justice perspective and incorporate a diversity of perspectives of individuals with health issues and their families.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required text for this online course. Readings and resources (videos, podcasts, recorded interviews) will be assigned on a weekly basis. Please see the required materials for each Zoom session in the Class Schedule below. All materials can be accessed through the Leganto reading list available under “My Tools” on D2L or by visiting this link:

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/22253478810004336?auth=SAML

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. However, the content covered in this course will be applicable to practicum placements and integrative seminars in the BSW program. This course may build on other BSW courses including but not limited to SOWK 307 (Practice Skills in Context), and SOWK 393 (Practice & Evaluation with Families).

CLASS SCHEDULE

Important Dates for Spring 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Monday, May 6, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 17, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

The course will be made available on D2L one week prior to the start date. The entire course will be available on D2L. Students will be required to participate in Zoom sessions on Mondays from 5:00-

8:00pm (Mountain Time). Each week will have a theme, readings, videos, or podcasts related to the theme, and specific questions related to theme for discussion. Students are encouraged to set time aside in their week to engage in online course related activities.

Date	Topic & Synchronous Activities	Asynchronous Activities	Assignments
<p>May 6, 2024</p>	<p>Introduction & Social Work Scope of Practice in Health Care</p> <p><i>Students should come to the Zoom session prepared to share:</i></p> <p>1) <i>Their hopes for this course.</i></p> <p>2) <i>Whether they have any professional or volunteer experience in the health care system.</i></p> <p><i>Students will participate in small group discussions over Zoom based on their assigned readings for the week. Be prepared to reflect on the following questions:</i></p> <p>1) <i>What are the unique qualities social workers can bring to the health care setting?</i></p> <p>2) <i>What social work roles or tasks in hospital</i></p>	<p>Required Readings:</p> <p>Bryson, S. A., & Bosma, H. (2018). Health social work in Canada: Five trends worth noting. <i>Social Work in Health Care, 57</i>(8), 1–26.</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.</p> <p>Craig, S. L., & Muskat, B. (2013). Bouncers, brokers, and glue: The self-described roles of social workers in urban hospitals. <i>Health & Social Work, 38</i>(1), 7-16.</p> <p>Podcast: “Bouncers and Jugglers and Firefighters...Oh My!”: A Qualitative Investigation of Social Work Roles in Health with Drs. Shelley Craig & Barbara Muskat https://www.insocialwork.org/episode-99-dr-shelley-craig-and-dr-barbara-muskat-bouncers-and-jugglers-and-firefighters-oh-my-a-qualitative-investigation-of-social-work-roles-in-health/</p>	<p>All assignments will be reviewed</p>

	<p>settings were most surprising to learn about? Which roles most interest you?</p>		
<p>May 13, 2024</p>	<p>Addressing the Social Determinants of Health & Psychosocial Assessments</p> <p>Guest lecture: Andrea Johnson, PhD, RSW</p> <p><i>Students will participate in small group discussions over Zoom based on their assigned readings for the week. Be prepared to reflect on the following questions:</i></p> <p>1) What are the strengths and limitations of a psychosocial assessment in a hospital setting?</p> <p>2) What types of questions could be included in assessments to ensure we are addressing social justice issues?</p> <p>3) How will understanding the</p>	<p>Required Readings:</p> <p>Beerbower, E., Winters, D., & Kondrat, D. (2018). Bio-psycho-social-spiritual needs of adolescents and young adults with life-threatening illnesses: Implications for social work practice. <i>Social Work in Health Care</i>, 1-17.</p> <p>Craig, S. L., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? <i>Social Work in Health Care</i>, 52(4), 311-331.</p> <p>Kolahdooz, F., Nader, F., Yi, K. J., & Sharma, S. (2015). Understanding the social determinants of health among Indigenous Canadians: priorities for health promotion policies and actions. <i>Global Health Action</i>, 8(1), 27968.</p> <p>Dean, R., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. <i>Families in Society: The Journal of Contemporary Social Services</i>, 89(4), 596-604.</p> <p>Video: Understanding the Social Determinants of Health https://www.youtube.com/watch?v=8PH4JYfF4Ns</p> <p>Interview: Amelia Wynter, MSW, RSW shares her approach to social work practice in a rehabilitation hospital (recording available on D2L)</p> <p>Podcast: Social Work & Health Inequalities with Julie Fish</p>	<p>Assignment #1 Discussion Board Post 1</p> <p>Due: May 15th by 11:59pm MST</p>

	<p>social determinants of health impact how you practice social work?</p>	<p>https://www.podsocs.com/podcast/social-work-and-health-inequalities/</p> <p>Discussion Board Post #1 Guiding Questions: a) What are your takeaways about the social determinants of health? b) How can we present our assessment and formulation to promote the client’s right to self-determination? c) What challenges do you foresee with conducting psychosocial assessments in the health care context?</p>	
<p>May 20, 2024</p>	<p>Hospital Social Work Roles in Action</p> <p>VICTORIA DAY – NO ZOOM CLASS (See asynchronous activities only)</p>	<p>Required Readings:</p> <p>Gonzalez-Ramos, G., Cohen, E.V., Luce, V., & Gonzalez, M.J. (2019). Clinical social work in the care of Parkinson’s disease: role, functions, and opportunities in integrated health care. <i>Social Work in Health Care, 58</i>(1), 108-125.</p> <p>Lilliehorn, S., Isaksson, J., & Salander, P. (2019). What does an oncology social worker deal with inpatient consultations? An empirical study. <i>Social Work in Health Care, 58</i>(5), 494–508.</p> <p>Morris, R., Muskat, B., & Greenblatt, A. (2018). Working with children with autism and their families: Pediatric hospital social worker perceptions of family needs and the role of social work. <i>Social Work in Health Care, 57</i>(7), 483–501.</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, 56</i>(8), 765–778.</p> <p>Podcast: The Power of Lived Experience in Addressing SDoH with Dr. Adaeze Enekwechi https://open.spotify.com/episode/6KeCW6K3KJw5yIzMTenetX?si=mqF7e07GQRueOcLbUOkwOg</p>	<p>Assignment #1 Discussion Board Post 2</p> <p>Due: May 22nd by 11:59pm MST</p>

		<p>Interview: Emily Chan, MSW, RSW shares her experiences as a hospital social worker (recording available on D2L)</p> <p>Interview: Jennifer Bondarenko, MSW, RSW shares her experiences as a hospital social worker (recording available on D2L)</p> <p>Discussion Board Post #2 Guiding Questions: a) How does the location/context of the client impact how a social worker performs their role? b) How can your learnings from this week’s materials be applied to social work practice?</p>	
<p>May 27, 2024</p>	<p>Engaging individuals with various health care issues: From emergency departments to palliative care</p> <p>Guest lecture:</p> <p>Serge Nyirinkwaya, PhD(c), MADS, MNTCW</p> <p><i>Students will participate in a small group activity using case studies during the Zoom session.</i></p>	<p>Required Readings:</p> <p>Auerbach, C., & Mason, S. E. (2010). The value of the presence of social work in emergency departments. <i>Social Work in Health Care, 49</i>(4), 314-326.</p> <p>Nyirinkwaya, S. (2020). Games, activities and narrative practice: Enabling sparks to emerge in conversations with children and young people who have experienced hard times. <i>The International Journal of Narrative Therapy and Community Work, 1</i>, 34-45.</p> <p>O'Reilly, L., & Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication with children. <i>The British Journal of Social Work, 46</i>(5), 1191-1207.</p> <p>Peterson, K. J. (2012). Shared decision making in health care settings: A role for social work. <i>Social Work in Health Care, 51</i>(10), 894-908.</p> <p>Podcast: Social Work Spotlight with Lucia https://open.spotify.com/episode/5HieuCszRAHbnQ4MtF1HKb?si=NCQJ-xteTSCchw1S17IRhFg</p> <p>Interview: Megan Rochford, MSW, RSW shares her perspective as a social worker supporting folks at the end of life (recording available on D2L)</p>	<p>Assignment #1 Discussion Board Post 3</p> <p>Due: May 29th by 11:59pm MST</p> <p>Assignment #2 Psychosocial Assessment</p> <p>Due: May 31st by 11:59pm MST</p>

		<p>Interview: Nicole Schroeder, MSW, RSW shares her experiences working as a gynecology social worker (recording available on D2L)</p> <p>Discussion Board Post #3 Guiding Questions: a) What are some ways in which social workers can help to address unmet needs in a variety of health care settings? b) What are 2-3 key learnings about the roles of health social workers from this week? c) What are some of the challenges social workers may face moving into environments that they have not traditionally worked in?</p>	
<p>June 3, 2024</p>	<p>Interprofessional collaboration</p> <p><i>Students will participate in a small group activity using case studies during the Zoom session.</i></p>	<p>Required Readings:</p> <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.</p> <p>Cheong, L., Armour, C. & Bosnic-Anticevich. (2013). Multidisciplinary collaboration in primary care: Through the eyes of patients. <i>Australian Journal of Primary Health, 19</i>, 190-197.</p> <p>Craig, S. L., Eaton, A. D., Belitzky, M., Kates, L. E., Dimitropoulos, G., & Tobin, J. (2020). Empowering the team: A social work model of interprofessional collaboration in hospitals. <i>Journal of Interprofessional Education & Practice, 19</i>, 100327.</p> <p>Glaser, B., & Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care. <i>Social Work in Health Care, 55</i>(5), 395–408.</p> <p>Interview: Rachel Spears, MSW, RSW shares her perspective as an inpatient social worker</p>	<p>Assignment #1 Discussion Board Post 4</p> <p>Due: June 5th by 11:59pm MST</p>

		<p>at a mental health hospital (recording available on D2L)</p> <p>Interview: Beverly Guttman, MSW, RSW shares her experiences working as a clinical social worker & in policy/planning (recording available on D2L)</p> <p>Interview: Bobbi Michaud, MSW, RSW shares her experiences as a medical social worker with Dr. Gina Dimitropoulos (recording available on D2L)</p> <p>Discussion Board Post #4 Guiding Questions: a) What are the reasons for working collaboratively with other team members? b) What is the value of the social work profession on an interprofessional team? c) Occasionally, social work roles within health care have been scrutinized. Why do you think this is and how would you handle this?</p>	
<p>June 10, 2024</p>	<p>Equity, diversity & person-centered health care</p> <p>Guest lecture: Amarens Matthiesen, PhD, CCLS</p> <p><i>Students will participate in small group discussions over Zoom based on their assigned readings, podcasts & interviews for the week. Be prepared to reflect on the following questions:</i></p> <p>1) Did these readings/resources introduce you to new concepts in</p>	<p>Required Readings: Browne, A.J., Varcoe, C., Lavoie, J., Smye, V., Wong, S.T., Krause, M., Tu, D., Godwin, O., Khan, K., Fridkin, A. (2016). Enhancing health care equity with Indigenous populations: evidence-based strategies from an ethnographic study. <i>BMC Health Services Research</i>, 16, 544.</p> <p>Nicholas, D., Fleming-Carroll, B., Durrant, M., & Hellmann, J. (2017). Examining pediatric care for newly immigrated families: Perspectives of health care providers. <i>Social Work in Health Care</i>, 56(5), 335-351.</p> <p>Sanchez, A.L., Jent, J., Aggarwal, N.K., Chavira, D., Coxe, S., Garcia, D....Corner, J.S. (2022). Person-centered cultural assessment can improve child mental health service engagement and outcomes. <i>Journal of Clinical Child & Adolescent Psychiatry</i>, 51(1), 1-22.</p>	<p>Assignment #1 Discussion Board Post 5</p> <p>Due: June 12th by 11:59pm MST</p> <p>Assignment #3 Working on an Interprofessional Team</p> <p>Due: June 14th by 11:59pm MST</p>

	<p><i>social work practice you had not considered?</i></p> <p><i>2) How does your social location play a role in how you will engage with diverse communities?</i></p> <p><i>3) Did anything arise in the readings this week that you take issue with?</i></p>	<p>Sasakamoose, J., Scerbe, A., Wenaus, I., & Scandrett, A. (2016). First Nation and Métis youth perspectives of health: an Indigenous qualitative inquiry. <i>Qualitative Inquiry</i>, 22(8), 636-650.</p> <p>Video: Indigenous Knowledge to Close Gaps in Indigenous Health with Dr. Marcia Anderson-DeCoteau https://www.youtube.com/watch?v=lpKjtujtEYI</p> <p>Interview: Leigh Staats, BSW, RSW shares her perspectives as an Indigenous Patient Relations Navigator (recording available on D2L)</p> <p>Podcast: Addressing Anti-Black Racism in Medicine with Dr. Utibe Essien https://thecurbsiders.com/podcast/222</p> <p>Discussion Board Post #5 Guiding Questions: a) How can different ways of knowing & conceptualizing health be incorporated into hospital social work? b) How can social workers play a role in addressing racism & unconscious bias in health care? c) What does providing person-centered care mean to you?</p>	
<p>June 17, 2024</p>	<p>Service User Engagement in Health Research & Clinical Care</p> <p><i>In small groups, students will brainstorm ways they might integrate service user engagement into their work in one of the following areas:</i></p>	<p>Required Readings:</p> <p>Allemang, B., Patton, M., Greer, K., Pintson, K., Farias, M., Schofield, K., Samuel, S., Patten, S. B., Sitter, K. C., & Dimitropoulos, G. (2023). Development of the Strengths, Skills, and Goals Matrix: A tool for facilitating strengths-based adolescent and young adult engagement in research. <i>Research Involvement and Engagement</i>, 9(1), 89.</p> <p>Augsberger, A., Young, A., Toraif, N., Morris, M., & Barnett, K. G. (2023). Youth engagement to achieve health equity: Are healthcare organizations and leaders prepared? <i>American Journal of Community Psychology</i>, 71(3-4), 410-422.</p>	

	<p>1) <i>Social worker on a family health team.</i></p> <p>2) <i>Social worker in a pediatric complex care clinic.</i></p> <p>3) <i>Social worker in a community-based mental health organization.</i></p>	<p>Buchanan, F., Peasgood, A., Easton, M., Haas, K., & Narayanan, U. (2022). The Research Family Advisory Committee: The patient and family view of implementing a research-focused patient engagement strategy. <i>Research Involvement and Engagement, 8</i>(1), 2.</p> <p>Heffernan, O. S., Herzog, T. M., Schiralli, J. E., Hawke, L. D., Chaim, G., & Henderson, J. L. (2017). Implementation of a youth-adult partnership model in youth mental health systems research: Challenges and successes. <i>Health Expectations, 20</i>(6), 1183–1188.</p>	
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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.

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.

Recording of lectures by students 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: Discussion Board Posts (25%) – Due May 15, 22, 29, June 5, 12 by 11:59pm (Mountain Time) in D2L

Aligned Course Learning Outcomes: 1, 2, 3

This course will have five discussion forums (5% per week) corresponding to the identified topic/asynchronous activities in the course schedule above. Each week, students will be required to write a reflection (**250 word maximum**) on the required materials (e.g., readings, videos, podcasts, interviews, recorded lectures) for that week. The reflections should demonstrate critical thinking, applications to practice and integration of concepts. Students should use APA 7th edition formatting to cite at least 3 sources from the course materials in each reflection. Students will also be required to reply to at least one other student's reflection each week (**100 word maximum**). Guiding questions for each week's reflection, and due dates for the posting/responses are in the course schedule above and on D2L. A rubric for Assignment #1 will be made available on D2L.

Assignment #2: Psychosocial Assessment (35%) –May 31st by 11:59 pm (Mountain Time) in D2L

Aligned Course Learning Outcomes: 1, 3

This assignment should be between **1250 - 1500 words** (approximately 5 pages double spaced with 1-inch margins and size 12 font Times New Roman). Students will be required to develop a psychosocial assessment on a client with a health issue of their choice. The client can be based on previous clinical experiences or a fictional client. If basing a client on previous clinical experiences, ensure anonymity by changing names and other identifying details. Students should indicate that they have anonymized their case study at the start of the paper. In their 5-page paper, students should briefly provide background information on a client and their health issue and the context in which they are being seen in the health care system (i.e., emergency department, mental health clinic, outpatient diabetes clinic). For this assignment, students will be assessed on how well they synthesize the literature to support the assessment. An assessment rubric will be posted on D2L. Headings are recommended to help organize the paper (i.e., overview of client, presenting issue, social work role, psychosocial issues to be addressed, assessment of presenting issue). The following should be addressed:

1. Provide a brief overview of the client.
2. Describe the presenting issue or problem of the client.
3. Describe the role(s) of the social worker with this client.
4. Identify the bio-psychosocial issues and social determinants of health to be addressed
5. Develop a comprehensive assessment of the presenting issue.
6. Critically appraise how this assessment plan addresses social justice issues and recognizes diversity.
7. References must be cited in APA 7th edition format at the end of the paper. References listed at the end of the paper **do not** add to your page count.

Assignment #3: Working on an Interprofessional Team (40%) – Due June 14th by 11:59pm (Mountain Time) in D2L

Aligned Course Learning Outcomes: 2, 4, 5

Students will develop a paper describing potential challenges/issues that may arise working with a client and their family in the context of an interdisciplinary team in the health care system, and how

a social worker might address these issues. Students are encouraged to use the same client they used in Assignment #2. This paper should be between **1250 - 1500 words** (approximately 5 pages double spaced with 1-inch margins and size 12 font Times New Roman). Students are encouraged to use **course materials** (readings, Zoom sessions, podcasts, videos) to support their claims. An assessment rubric will be posted on D2L. Headings are recommended to help organize the paper (i.e., overview of clinical context/team members, tensions/challenges, strategies to facilitate communication, collaborative care plan). Students will address the following:

1. Provide an overview of the client’s clinical context and members of the interprofessional team.
2. Demonstrate critical thinking about how the role of social work and professional values may create tensions with other disciplines (i.e., physicians, nurses, psychologists) working with the same client/family.
3. Identify what strategies will be used to facilitate effective communication and collaboration with the interdisciplinary team to respond to the psychosocial needs of the client/family.
4. Specifically identify how you will work with different members of a team to apply social work interventions addressing the social determinants of health (i.e., resource finding, advocacy, discharge planning).
5. References must be cited in APA 7th edition format at the end of the paper. References listed at the end of the paper **do not** add to your page count.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

If students are unable to attend a Zoom session, they are expected to contact the instructor via email **in advance** of the missed class to arrange for a brief alternative assignment. This will consist of a 150-word reflection on the recorded Zoom session they missed, due by 11:59pm on Sunday the week of the missed class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted 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 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 ASSIGNMENTS

Late assignments will be accepted in exceptional circumstances and at the discretion of the instructor. Please note that assignments submitted after the deadline may be penalized with a grade reduction if alternative arrangements were not made with the instructor prior to the due date.

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 7th 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, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Undergraduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Grades will be rounded up to the nearest whole number once at the end of the course to determine the student’s final grade.

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 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/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

A list of additional suggested readings for this course will be made available through D2L.

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](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

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