Course Number	SOWK 553.08	Classroom	Online
Course Name	Social Work in Health Care		
Day(s) & Time	Tuesdays, 5:00-7:00 pm (online) Zoom session on: May 12, May 19, May 26, June 2, June 9, June 16		
Instructor	Gina Dimitropoulos, PhD, RSW	Office Hours/Location	By Appointment
E-mail	gdimit@ucalgary.ca	Phone	403-220-7332

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course is designed to provide social work students an opportunity to apply practice and evidence-based practice models to individuals with health and mental health issues in the context of the Canadian health care system. BSW students will also acquire knowledge about social injustices and economic inequities that affect the health and well-being of Canadians.

The main objective of this course is to facilitate the development and integration of engagement skills and psychosocial assessments and social work interventions for working with the diversity of Canada's population presenting with a range of health and medical issues. Students will learn about the application of the biopsychosocial model to direct social work practice in the health care system. This course will utilize a range of teaching methods including problem-based learning, role-plays, and interviews with guest speakers.

COURSE LEARNING OUTCOMES

Upon completion of this course, students 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. Write a comprehensive psychosocial assessment for individuals with health issues.
3. Execute a range of skills to build collaboration and effective communication with interdisciplinary teams.
4. Critically appraise the assessment and interventions used from a social justice perspective and incorporate the diversity of perspectives of individuals with health issues and their families.
5. Apply knowledge and skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.
6. Understand the professional social work role in supporting the welfare and wellbeing of individuals in the context of the Canadian healthcare system.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A laptop, desktop or mobile device with Internet access and speaker/sound 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 Methods in Context; and, SOWK 393 Practice and Evaluation with Families.

CLASS SCHEDULE

Please note important dates for Spring 2020:
- **First Day of Classes: Wednesday, May 6, 2020**
- **Monday, May 18 – Victoria Day – no classes**
- **Last Day of Classes for spring courses: Wednesday, June 17, 2020**

Date	Topic	Readings/Assignments Due
May 12, 2020	**Introduction and Overview of Course Assignments** **Zoom Topic:** *Social Workers' Scope of Practice in Health Care.*	**Required:** Bryson, S. A., & Bosma, H. (2018). Health social work in Canada: Five trends worth noting. *Social Work in Health Care*, *57*(8), 1–26. https://doi.org/10.1080/00981389.2018.1474161 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. *Journal of Interprofessional Education & Practice*, 100327. Craig, S. L., & Muskat, B. (2013). Bouncers, brokers, and glue: The self-described roles of social workers in urban hospitals. *Health & Social Work*, *38*(1), 7-16.
May 19, 2020	**The Importance of Social Work**	**Assignment #1: Ongoing posts**

	Assessments in Health Care **Zoom Topic:** *Social Workers' Scope of Practice in Health Care.*	**Post and respond to Discussion Board** (Please comment on the following articles for this post: Bryson et al 2018, Craig et al 2020, and Craig and Muskat 2013) **Due: May 18th, 2020 at midnight** **Required:** Craig, S. L., Betancourt, I., & Muskat, B. (2015). Thinking big, supporting families and enabling coping: The value of social work in patient and family centered health care. *Social work in health care*, *54*(5), 422-443. doi: 10.1080/00981389.2015.1017074 Mcgregor, J., Mercer, S. W., & Harris, F. M. (2018). Health benefits of primary care social work for adults with complex health and social needs: a systematic review. *Health & social care in the community*, *26*(1), 1-13. doi: 10.1111/hsc.12337 **Optional:** Peterson, K. J. (2012). Shared decision making in health care settings: A role for social work. *Social Work in Health Care*, *51*(10), 894-908. doi: 10.1080/00981389.2012.714448 Shanske, S., Arnold, J., Carvalho, M., & Rein, J. (2012). Social workers as transition brokers: facilitating the transition from pediatric to adult medical care. *Social work in health care*, *51*(4), 279-295. doi: 10.1080/00981389.2011.638419. Svärd, V. (2014). Hospital social workers' assessment processes for children at risk: positions in and contributions to inter-professional teams. *European Journal of Social Work*, *17*(4), 508-522.
May 26, 2020	**Engaging Individuals with Various Health Care Issues: From Emergency Departments to Palliative Care** **Zoom Topic:** *Roles of Social Work and Engagement and Relationship Building* ***In preparation for this session, please**	**Assignment #1: Ongoing posts** **Post and respond to Discussion Board** (Please review the required articles by Craig et al 2015 and Mcgregor et al 2018 for this post. **Due: May 25th, 2020 at midnight** *Please read any articles that are of interest to you.* Auerbach, C., & Mason, S. E. (2010). The value of the presence of social work in emergency departments. *Social work in health care*, *49*(4), 314-326. doi: 10.1080/00981380903426772 Davis, C. (2004). Psychosocial needs of women with breast cancer: How can social workers make a

	view interview with professional on trauma informed practice.	difference? *Health & social work*, *29*(4), 330. doi: unavailable Lawson, R. (2012). Palliative social work in the emergency department. *Journal of Social Work in End-of-Life & Palliative Care*, *8*(2), 120-134. doi: 10.1080/15524256.2012.685427 Lilliehorn, S., Isaksson, J., & Salander, P. (2019). What does an oncology social worker deal with in patient consultations? - An empirical study. Social Work in Health Care, 58(5), 494–508. https://doi.org/10.1080/00981389.2019.1587661 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. *Social Work in Health Care*, *57*(7), 483–501. https://doi.org/10.1080/00981389.2018.1461730
June 2, 2020	**Psychosocial Assessments in the Health Care Context** **Zoom Topic:** *Developing a Formulation for an Assessment* ***In preparation for this session, please view interview with professional on psychosocial assessments**	<u>Assignment #1:</u> **Ongoing posts** **Post and respond to Discussion Board** (Please discuss any of the above articles from May 26 for this post). **Due: June 1ˢᵗ, 2020 at midnight** Please read any of the articles below that are of interest to you. 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. *Social work in health care*, 1-17. doi: 10.1016/j.pcl.2014.05.001 Crunkilton, D. D., & Rubins, V. D. (2009). Psychological distress in end-of-life care: A review of issues in assessment and treatment. *Journal of Social Work in End-of-Life & Palliative Care*, *5*(1-2), 75-93. doi: 10.1080/15524250903173918 Dean, R., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society: The Journal of Contemporary Social Services*, *89*(4), 596-604. doi: 10.1606/1044-3894.3822 Garg, A., Toy, S., Tripodis, Y., Silverstein, M., & Freeman, E. (2015). Addressing social determinants of health at well child care visits: a cluster RCT. *Pediatrics*, *135*(2), e296-e304. O'Reilly, L., & Dolan, P. (2016). The voice of the child in social work assessments: Age-appropriate communication

		with children. *The British Journal of Social Work*, *46*(5), 1191-1207. doi: 10.1093/bjsw/bcv040 Panos, P. T., & Panos, A. J. (2000). A model for a culture-sensitive assessment of patients in health care settings. *Social Work in Health Care*, *31*(1), 49-62. doi: 10.1300/J010v3n01_04
June 9, 2020	**Assessing Social Determinants of Health** **Zoom Topic:** *Indigenous People and Health Care-Interview with experts in Indigenous Peoples' Experiences within the Health Care System* ***In preparation for this session, please view the interviews with Heather Hirsch and Les Jerome (on D2L)**	<u>**Assignment #1: Ongoing posts**</u> **Post and respond to Discussion Board** Please discuss any of the above articles from June 2nd for this post. **Due: June 8th, 2020 at midnight** <u>**Assignment #2 Due:**</u> **Engagement and Psychosocial Assessment. The assignment is due on June 9th by 11:59 pm.** **Required:** Craig, S. L., Bejan, R., & Muskat, B. (2013). Making the invisible visible: Are health social workers addressing the social determinants of health? *Social Work in Health Care*, *52*(4), 311-331. doi: 10.1080/00981389.2013.764379 **Optional:** 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. *Global health action*, *8*(1), 27968. doi: 10.3402/gha.v8.27968 Mendell, A., Dyck, L., Ndumbe-Eyoh, S., & Morrison, V. (2012). Tools and approaches for assessing and supporting public health action on the social determinants of health and health equity. *National Collaborating Centre for Determinants of Health.* Retrieved from: http://www.ncchpp.ca/docs/Equity_Tools_NCCDH-NCCHPP.pdf **Required:** Muskat, B., Craig, S. L., & Mathai, B. (2017). Complex families, the social determinants of health and psychosocial interventions: Deconstruction of a day in the life of hospital social workers. *Social Work in Health Care*, *56*(8), 765–778. https://doi.org/10.1080/00981389.2017.1339761 Nicholas, D., Fleming-Carroll, B., Durrant, M., & Hellmann, J. (2017). Examining pediatric care for newly immigrated families: Perspectives of health care providers. *Social*

		work in health care, *56*(5), 335-351. doi: 10.1080/00981389.2017.1292985 Sasakamoose, J., Scerbe, A., Wenaus, I., & Scandrett, A. (2016). First Nation and Métis youth perspectives of health: an indigenous qualitative inquiry. *Qualitative Inquiry*, *22*(8), 636-650. doi: not available
June 16, 2020	**Interprofessional Collaboration** **Zoom Topic**: Effective communication with different disciplines *Interventions.* ***In preparation for this session, please view interview with professional on interprofessional practice & discharge planning.**	**Assignment #1: Ongoing posts** **Post and respond to Discussion Board** **Due: June 15ᵗʰ, 2020 at midnight** **Assignment #3 Due: June 20ᵗʰ, 2019 by 11:59 pm** Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. *Health & Social Work*, *41*(2), 101–109. https://doi.org/10.1093/hsw/hlw006 Cheong, L., Armour, C. & Bosnic-Anticevich. (2013). Multidisciplinary collaboration in primary care: Through the eyes of patients. *Australian Journal of Primary Health, 19,* 190-197. doi:10.1071/PY12019 Glaser, B., & Suter, E. (2016). Interprofessional collaboration and integration as experienced by social workers in health care. *Social Work in Health Care*, *55*(5), 395–408. https://doi.org/10.1080/00981389.2015.1116483 Hallin, K., Kiessling, A., Waldner, A. & Henriksson, P.(2009). Active interprofessional education in a patient based setting increases perceived collaborative and professional competence. *Medical Teacher, 31,*151 157. doi: 10.1090/01421590802216258

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 and/or a make-up assignment).

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

Media recording for assessment of student learning

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

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

ASSESSMENT COMPONENTS				
Assessment Method	**Assessment Description & Criteria**	**Due Date**	**Weight**	**Aligned Course Learning Outcome**
Assignment 1: Weekly Discussion Posts and Replies	The students will be assessed for the quality and quantity of posts and responses provided by students on a weekly basis. This course will have five discussion forums. The discussion forums will correspond to the identified topic in the course schedule above excluding the introductory session. Students will be randomly assigned to a group for the discussion forums by the instructor. Each student will be required to provide a total of two responses a week for each forum. Using the assigned readings or questions posed by the instructor or students, students will be required to post 1 response to these questions and/or the readings. Students will then be required to provide a 1 reply to another student in their group. A due date for the postings and the responses are in the schedule above.	Weekly	50% (10% per week)	1, 2, 3
Assignment 2	This assignment is worth 25% and the length of paper is 5 pages (double spaced with 1-inch margins and size 12 font). For this assignment students will be assessed on how well synthesizes of literature to support the assessment. 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,	June 9, 2020	25%	5, 6

	ensure anonymity by changing names and other identifying details. Be sure to indicate that you have anonymized your case study at the start of the paper. In approximately 5 pages, briefly provide background information on a client and his/her health issue and the context in which they are being seen in the health care system. The following should be addressed: 1) Describe the presenting issue or problem of the client. 2) Describe the role(s) of social work with this client. 3) Identify the bio-psychosocial issues and social determinants of health to be addressed. 4) Develop a comprehensive assessment of the presenting issue. 5) Critically appraise how this assessment plan developed addresses social justice issues and recognizes diversity. 6) References must be cited in APA format at the end of the paper. References listed at the end of the paper do not add to your page count. *The professor will also offer a brief case example for students to use if needed*).			
Assignment 3	This assignment is worth 25% (length of paper is 5 pages, double spaced with 1 inch margins and size 12 font). The purpose of this assignment is for students to develop and describe potential challenges/issues that may arise working with this client and his/her family in the context of an interdisciplinary team in the health care system. Students will be assessed on their ability to significantly integrate and apply literature and strategies to improve communication and collaboration with interdisciplinary members. Student will address the following in the paper: 1) Demonstrate critical thinking about how the role of social work and professional values may create challenges with other disciplines (physicians, nurses, psychologists) working with the same client/family. 2) Identify what strategies will be used to facilitate effective communication and collaboration with the interdisciplinary	June 20, 2020	25%	1, 2, 3, 5, 6

		team to respond to the psychosocial needs of the client/family.			
		3) Specifically identify how you will work with different members of a team to apply social work interventions (i.e., resource finding, advocacy, discharge planning).			
		4) References must be cited in APA 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 must contact the instructor if they are not able to attend the Zoom sessions. A make-up assignment is required covering the content related to the Zoom session missed. The Zoom session and the activities designed for student participation aim to enhance student learning.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
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 before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

Rubrics will be posted on D2L for all of the assignments below.

LATE ASSIGNMENTS
All assignments are submitted through D2L. Assignments are to be submitted on time. **NO** extensions will be permitted unless legitimate reasons are provided and supported by official documentation. Late submissions will **only** be accepted with no penalty if a medical note or official documentation is provided. Otherwise, late assignments will receive a grade of zero.

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 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

All social work students are expected to review the Academic Integrity Module before beginning their program: https://connect.ucalgary.ca/p8lgb1nucdh/

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at http://www.ucalgary.ca/ssc/

GRADING

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

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

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

COURSE EVALUATION

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

ADDITIONAL SUGGESTED READINGS

Anderson, K. K., Cheng, J., Susser, E., McKenzie, K. J., & Kurdyak, P. (2015). Incidence of psychotic disorders among first-generation immigrants and refugees in Ontario. *Canadian Medical Association Journal*, Advance online publication. doi:10.1503/cmaj.141420

Beaulaurier, R. L., & Taylor, S. H. (2001). Social work practice with people with disabilities in the era of disability rights. *Social Work in Health Care. Special Issue, 32*(4), 67-91.

Bogic, M., Njoku, A., & Priebe, S. (2015). Long-term mental health of war-refugees: A systematic literature review. *BMC International Health and Human Rights*, *15*(1).15-29. doi:10.1186/s12914- 015-0064-

Brashler, R. (2006). Social work practice and disability issues. In S. Gehlert & T.A. Browne (Eds.), *Handbook of Health Social Work* (pp. 448-470). Hoboken, NJ: John Wiley & Sons.

Brett, J. (2002). The experience of disability from the perspective of parents of children with profound impairment: Is it time for an alternative model of disability? *Disability & Society, 17*(7), 825-843. doi: 10.1080/0968759022000039109

Bright, F. A., Kayes, N. M., Worrall, L., & McPherson, K. M. (2015). A conceptual review of engagement in healthcare and rehabilitation. *Disability and rehabilitation*, *37*(8), 643-654. doi: 10.3109/09638288.2014.933899

Brotman, S., Ryan, B., & Cormier, R. (2003). The health and social service needs of gay and lesbian elders and their families in Canada. *The Gerontologist, 43*(2), 192-202. doi: 10.1093/geront/43.2.192

Colborne, M. (2015) Syrian refugees' mental health is top priority. *Canadian Medical Association Journal, News*, cmaj.109-5183; Advance online publication. doi:10.1503/cmaj

Connolly, S. (2012). Everyone's business: Developing an integrated model of care to respond to child abuse in a pediatric hospital setting. *Social work in health care*, *51*(1), 36-52. doi: 10.1080/00981389.2011.622642.

Czaplijski, T., Marshburn, D., Hobbs, T., Bankard, S. & Bennett, W. (2014). Creating a culture of mobility: An interdisciplinary approach for hospitalized patients. *Hospital Topics, 92*(3), 7479. doi:10.1080/00185868.2014.937971

Daiski, I. (2007) Perspectives of homeless people on their health and health needs priorities. *Journal of Advanced Nursing*, *58*(3), 273–281.doi: 10.1111/j.1365-2648.2007.04234.x

Dorman, K., Bozinoff, N., Redditt, V., Kim, E., Glazier, R. H., & Rashid, M. (2015). Health status of North Korean refugees in Toronto: A community based participatory research study. *Journal of Immigrant and Minority Health*, Advance Online Publication.

Dunn, J. R., & Dyck, I. (2000). Social determinants of health in Canada's immigrant population: results from the National Population Health Survey. *Social science & medicine*, *51*(11), 1573-1593. doi: doi.org/10.1016/S0277-9536(00)00053-8

Eggerston J., (2015) Optimism for restoration of refugee health care. *Canadian Medical Association Journal, News* (November 2015) Retrieved from http://www.cmaj.ca/content/188/1/E1.extract

Emerson, E., Madden, R., Graham, H., Llewellyn, G., Hatton, C., & Robertson, J. (2011). The health of disabled people and the social determinants of health. *Public Health*, *125*(3), 145-147. doi: 10.1016/j.puhe.2010.11.003

Evans, T. (2004). A multidimensional assessment of children with chronic Physical conditions. *Health & Social Work*, *29*(3), 245. doi: Unavailable.

Fadyl, J. K., McPherson, K. M., & Kayes, N. M. (2011). Perspectives on quality of care for people who experience disability. *BMJ Quality & Safety, 20*(1), 87-95. doi: 10.1136/bmjqs.2010.042812

Findley, P. A. (2013). Social work practice in the chronic care model: Chronic illness and disability care. *Journal of Social Work, 14*(1), 83-95. doi: 10.1177/1468017313475381

George, U., Thomson, M. S., Chaze, F., & Guruge, S. (2015). Immigrant mental health, a public health issue: Looking back and moving forward. *International Journal of Environmental Research and Public Health*, *12*(10), 13624-13648.

Kuruge, S., Birpreet, B., & Samuels-Dennis, J. A. (2015). Health status and health determinants of older immigrant women in Canada: A scoping review. *Journal of Aging Research*, Advance online publication*. Retrieved from: http://www.hindawi.com/journals/jar/contents/

Guruge, S., & Butt, H. (2014). A scoping review of mental health issues and concerns among immigrant and refugee youth in Canada: Looking back, moving forward. *Canadian Journal of Public Health*, *106*(2), e72-78. doi: 10.17269/cjph.106.4588

Guruge, T., Thomson, M. S., George U., & Chaze, F. (2015). Social support, social conflict and immigrant women's mental health in a Canadian context: A scoping review. *Journal of Psychiatric and Mental Health Nursing¸22*, 655-667.

Gwyther, L. P., Altilio, T., Blacker, S., Christ, D., Csikai, E. L., Hooyman, N., et al. (2005). Social work competencies in palliative and end-of-life care. *Journal of Social Work in End of Life & Palliative Care, 1*(1), 87-120. doi: 10.1300/J457v01n01_06

Jefee-Bahloul, H., Barkil-Oteo, A., Pless-Mulloli, T., & Fouad, F. M. (2015). Mental health in the Syrian crisis: Beyond immediate relief. *Lancet)*, *386*(10003), 1531. doi: 10.1016/S0140-6736(15)00482-1

Kelly, K., & Caputo, T. (2007). Health and street/homeless youth. *Journal of Health Psychology, 12*(5), 726-736. doi: 10.1177/1359105307080594

Kovacs, P. J., Bellin, M. H., & Fauri, D. P. (2006). Family-centered care: A resource for social work in end-of-life and palliative care. *Journal of Social Work in End-of-Life & Palliative Care, 2*(1), 13-27. doi:10.1300/J457v02n01_03

Lacroix, M. (2006). Social work with asylum seekers in Canada: The case for social justice. *International Social Work*, *49*(1), 19-28. doi: unavailable

Lai, D. W. L., & Chau, S. B. Y. (2007). Predictors of health service barriers for older Chinese immigrants in Canada. *Health & Social Work, 32*(1), 57-65. Retrieved from http://www.ecald.com/Portals/49/Docs/Publications/Predictors%20Health%20Service%20Barriers .pdf

McGuire, J., Bikson, K., & Blue-Howells, J. (2005). How many social workers are needed in primary care? A patient-based needs assessment example. *Health & Social Work*, *30*(4), 305-313. doi: 10.1093/hsw/30.4.305

McKeary, M., & Newbold, B. (2010). Barriers to care: The challenges for Canadian refugees and their health care providers. *Journal of Refugee Studies, 23*(4), 523-545. doi:10.1093/jrs/feq038

McNeill, T., & Nicholas, D.B. (2009). Our system of health care. In J. C. Turner & F. J. Turner (Eds.), *Canadian Social Welfare* (6th ed., pp. 258-269). Toronto, ON: Pearson.

Mule, N. J., Ross, L. E., Deeprose, B., Jackson, B. E., Daley, A., Travers, A., & Moore, D. (2009). Promoting LGBT health and wellbeing through inclusive policy development. *International Journal for Equity in Health, 8*(18). doi:10.1186/1475-9276-8-18

Nicholas, D. B., Picone, G., & Selkirk, E. (2011). The lived experiences of children and adolescents with end-stage renal disease. *Qualitative Health Research, 21*(2):162-73. doi: 10.1177/1049732310382789

Panos, P. T., & Panos, A. J. (2000). A model for a culture-sensitive assessment of patients in health care settings. *Social Work in Health Care*, *31*(1), 49-62.

Peter, E., Spalding, K., Kenny, N., Conrad, P., McKeever, P., & Macfarlane, A. (2007). Neither seen nor heard: Children and homecare policy in Canada. *Social Science & Medicine, 64*(8), 1624-1635. doi: 10.1016/j.socscimed.2006.12.002

Pottie, K., Martin, J. P., Cornish, S., Biorklund, L. M., Gayton, I., Doerner, F., & Schneider, F. (2015). Access to healthcare for the most vulnerable migrants: A humanitarian crisis. *Conflict and Health*, *9*(16), 1-3.

Pratt, R., Hibberd, C., Cameron, I. M., & Maxwell, M. (2015). The patient centered assessment method (PCAM): integrating the social dimensions of health into primary care. *Journal of comorbidity*, *5*, 110–119. doi:10.15256/joc.2015.5.35

Preyde, M. & Chapman, T. (2008). Psychosocial profile of elderly patients discharged from a   community hospital. *Social Work in Health care, 45*(2), 77-95. doi: 10.1300/J010v45n02_05

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UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT
As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k-2.html

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

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

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

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

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

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

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

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

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

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