Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Winter 2019

Course Code: SOCWK 365R
Course Title: Social Work in Health Care

Class Times/Location: Wednesdays 6:30 to 9:20; Ren 2107

Instructor
Instructor: Toni Lemon
Office: REN 1623
Office Phone: Please contact by email
Office Hours: available before/after class or email to arrange alternate time
Email: tlemon@uwaterloo.ca

Course Description
“Analysis of social work in the medical setting, concentrating on identification and treatment of emotional, family, and community aspects of illness. Emphasis is on the concrete application of professional social work to health care while comparing medical and social work values and concepts of illness.”

Course Objectives and Learning Outcomes

Upon completion of this course, students should be able to:

A. Understand the Canadian health system context and the role of social work in that setting
   • Describe the roles and functions of social workers in the health care setting
• Analyze the Canadian health care system from a health policy perspective

B. Describe key concepts that impact individual and population health and wellness such as social determinants of health
• Examine the social determinants of health and their impact on individual health and well-being
• Critically consider the health system from the patient/family perspective

C. Employ improved social work skills such as interviewing, writing, presenting, and group work.
• Develop interviewing skills including enhancing self-awareness of strengths and areas to develop
• Demonstrate effective presentation and writing skills

Required Text
• N/A

Readings Available on LEARN
• Readings may be added throughout the course and provided the week before the class.

Course Requirements and Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Reports x 5</td>
<td>5 out of a possible 11 weekly Reflection Reports due by the beginning of the following week’s class (5%/Report)</td>
<td>25%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>March 6, 13, 20 – includes 30% for presentation and 5% for feedback on other group presentations</td>
<td>35%</td>
</tr>
<tr>
<td>Final Report</td>
<td>April 5</td>
<td>40%</td>
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</tbody>
</table>

Total                                                                                     100%

Assessment 1
Reflection Reports – 25%

At the end of each class, there will be a reflection question. Write a Reflection Report (half to 1 page single spaced in length in a standard font such as Arial 11) and submit before the start of the next class. Please complete 5 out of the possible 11 Reflection Reports. Each submission will be worth 5% and will be graded based on:

• proper grammar, easy to follow, meets format requirements - 1

• depth and clarity of thought in relation to the question - 2; and

• critical thinking/connecting the dots - 2.
Only submissions received by the start of the next class on LEARN will be accepted. Only 5 submissions per student will be accepted. Reflection questions may relate to in-class discussions, readings, or other course-related issues.

Assessment 2
Group Presentation – 35%

In a group, identify a health care organization that has social work roles. Learn more about that organization, its clients/patients, its mandate (mission, vision, values, strategic plan) and specifically what the role of social work is in this setting. This may be performed through research, site visits, interviews, etc. Make a 20 minute presentation to the class which is engaging and concise. You may incorporate videos for up to 5 minutes of the presentation time and only if relevant. You may use PowerPoint or other presentation aids or none at all. Please ensure audio visual needs are managed before the presentation. The context of the presentation will be: you are representing the organization to a class of social work students to inform them of your organization, excite them about the work the organization does, help them understand the social work role in this health care context including the needs of the patients/clients and help them see why they should consider working for that organization in a social work capacity upon graduation. The class will ask questions at the end (approximately 10 – 15 minutes).

Groups will be assigned in class 5 on Feb 6, 2019.

30% will be you group’s grade on the presentation. All members of your group will receive the same grade. Your presentation will be graded by a combination of 40% class grade (based on the following 4 questions: How well do you think you understand the role of the organization? How well do you understand the role of social work in this organization? How well do you understand the needs of the organization’s clients/patients from a social work context? How effective was this presentation in raising your interest in the role of social work in this field?) and 60% instructor (effectiveness of presentation, content, understanding of social work in health care).

5% will be your attendance at all group presentations, your engagement in the presentations by asking at least 2 questions over the span of all the group presentations, and your submission of a group presentation feedback form for each group. If you are unable to attend class due to illness, you may submit a 6th Reflection Report for this mark, pending the Instructor’s approval.

Assessment 3
Final Report – 40%

The final report is relating the concepts discussed in class to an interview you will do with a patient/client of the health care system related to his/her patient experience. In a report totalling 6-8 pages in length, report on the patient experience and relate that person’s story to 2 or more of the concepts we discussed in class. You may reference class readings as well as additional resources as relevant to your analysis to support your work. How did the concepts relate to why the patient had the
experience they did – consider both good and bad experiences. In your opinion, how could/should/did social work assist in improving the patient experience?

Grades will consider:

Clear, concise report free from grammatical errors – Is this an easy to read paper? Is only relevant information being included? Does it flow from one concept to the next and use headers to support the reader? Is it sensibly/logically organized and free of grammatical errors? Have all references been appropriately cited?

Clear, concise summary of the patient/client interview – Is an unbiased and easy to follow summary of the patient/client experience included?

Clear understanding of the concepts discussed in class – Are 2 or more concepts from class clearly articulated? Does the author clearly understand the concepts?

Ability to connect the dots on causality leading to specific patient experiences based on the concepts from the course – Are the concepts related clearly to the patient/client experience? Is there clear analysis of how the concept may or may not have influenced the patient/client experience in the opinion of the author?

Critical thinking relating to the role of social work in health care – Does the author put forth a clear opinion related to the possible role of social work in health care related to the patient/client experience? Does the paper consider all aspects of activities of social work (micro to macro) and their possible role in supporting patient experience in healthcare?

The report may be formatted in the formal report format of your choice (e.g. APA or other).

The Final Report is due April 5, 2019 submitted via LEARN.

Course Outline

Note: topics and readings for each session may be adjusted

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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</thead>
</table>
| 1    | Jan 9  | Welcome & get to know you Review of course outline What is Social Work? Reflection question: Describe | Due Date: Get to know you sheets submitted at end of class
References:
https://casw acts.ca/sites/casw acts.ca/files/attachements/code_of_ethics_values_principles _0.pdf
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>one ‘Aha’ moment you had today in class. What made than an ‘Aha’ and how will it impact your approach to the course?</td>
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<tr>
<td>4</td>
<td>Jan 30</td>
<td>Social Determinants of Health Health Equity</td>
<td>Due Date: Reflection Report for Week #3 due by start of classReading: Social Determinants of Health – The Canadian Facts – read pages 32-56</td>
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<tr>
<td>5</td>
<td>Feb 6</td>
<td>Guest speaker – patient &amp; family experience (note: date may be adjusted to accommodate speaker) Assignment of groups for Group</td>
<td>Due Date: Reflection Report for Week #4 due by start of class</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
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<tr>
<td>6</td>
<td>Feb 13</td>
<td>Presentations &amp; overview of project Development of group work norms/agreements</td>
<td>Due Date: Reflection Report for Week #5 due by start of class</td>
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<td>Self Help &amp; Peer Support Patients helping Patients Interview skills &amp; the power of story telling Info on final written report</td>
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<td>Feb 18</td>
<td>Family Day (Holiday)</td>
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<td>Feb 20</td>
<td>Winter mid-term study break / “reading week”</td>
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<tr>
<td>7</td>
<td>Feb 27</td>
<td>Start/Stop/Continue Group assignment preparation</td>
<td>Due Date: Reflection Report for Week #6 due by start of class</td>
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<tr>
<td>8</td>
<td>Mar 6</td>
<td>3 x Group Presentations</td>
<td>Due Date: Reflection Report for Week #7 due by start of class</td>
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<td>Submission of Group Presentation evaluations</td>
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<tr>
<td>9</td>
<td>Mar 13</td>
<td>3 x Group Presentations</td>
<td>Due Date: Reflection Report for Week #8 due by start of class</td>
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<td>Submission of Group Presentation evaluations</td>
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<tr>
<td>10</td>
<td>Mar 20</td>
<td>3 x Group Presentations</td>
<td>Due Date: Reflection Report for Week #9 due by start of class</td>
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<td></td>
<td>Submission of Group Presentation evaluations</td>
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<tr>
<td>11</td>
<td>Mar 27</td>
<td>Remaining group presentationsCurrent Issues in Health Care (TBD)</td>
<td>Due Date: Reflection Report for Week #10 due by start of class</td>
</tr>
<tr>
<td>12</td>
<td>April 3</td>
<td>Current issues in health care</td>
<td>Due Date: Reflection Report for Week #11 due by start of class</td>
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<td>Due Date: Final Report due April 5</td>
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<td>Reading: Health care in the media – Come to class with an article from the media related to current health care issues for discussion</td>
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Late Work
Reflection Reports will not be accepted after the start of the subsequent class; there are 11 opportunities to submit 5 reports. Group assignment presentation dates will be established during class (see course outline for options). Final Reports are due by end of day April 5, 2019. All written submissions will be made using LEARN. Any requests for extensions are to be submitted by email at least 3 days before the due date and will be considered on a case-by-case basis.

Information on Plagiarism Detection

Electronic Device Policy
Electronic devices are allowed in class, provided they do not disturb teaching or learning. Video taping or audio recording of classroom proceedings are not permitted.

Attendance Policy
Students are expected to attend classes and engage in classroom discussions/activities. Content for reflections, the group presentation and the written report will largely be gained through material discussed in class. Note that 5% of the grade for the Group Presentation is for attendance, participation and feedback during other groups’ presentations.

Final Examination Policy
For Winter 2019, the established examination period is April 10-27, 2018. The schedule will be available at the end of January. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: https://uwaterloo.ca/registrar/final-examinations

Accommodation for Illness or Unforeseen Circumstances:
The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

Academic Integrity:
In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic
Integrity web page (https://uwaterloo.ca/academic-integrity/) and the Arts Academic Integrity web page (https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines-assessment-penalties).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory. Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

**Grievance:** A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

**Academic Integrity Office (uWaterloo):**
http://uwaterloo.ca/academic-integrity/
Accommodation for Students with Disabilities:

**Note for Students with Disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

**Intellectual Property.** Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

**Mental Health Support**
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

**On Campus**
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

**Off campus, 24/7**
• **Good2Talk**: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
• Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
• **Here 24/7**: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
• **OK2BME**: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)
Download [UWaterloo and regional mental health resources (PDF)](#)
Download the [WatSafe app](#) to your phone to quickly access mental health support information
A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.