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Renison University College
Affiliated with the University of Waterloo
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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 2021

Course Code: SOCWK365R

Course Title: Social Work in Health Care

Class Times/Location: asynchronous, online

Instructor

Instructor: Toni Lemon

Office: N/A

Office Phone: please email

Office Hours: please email for appointment

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. Analyze the role of social work in the Canadian health system context.

- Critically examine social policy in relation to the impact on patient experience, the health care system, and social work practice
 - Describe the diverse roles of Social Workers across the health system
- B. Analyze and describe key concepts that impact individual and population health and wellness
- Examine key concepts related to Social Work practice in health care.
 - Critically reflect on the health care system from various perspectives including patient, family, health care professionals, political and others.
- C. Build upon and demonstrate social work skills
- Demonstrate effective communication skills including:
Deliver a professional and informative presentation
Write concise, professional reports
 - Demonstrate key social work competencies including:
Perform an information interview to understand a patient's experience
Facilitate small group discussions
Connect the dots and perform critical analysis to contemplate how multiple factors influence patient experience, health and well-being
Enhance capacity for self-reflection

Required Text

- There is no required text for this course. Readings and preparations required for each week are provided in the week outlines.

Readings Available on LEARN

- Readings and preparations required for each week are provided in the week outline in LEARN.

Course Requirements and Assessment

Assessment	Date of Evaluation (if known)	Weighting
Module 1 Summative: Policy Analysis & Discussion Facilitation	Week 4/5	25%
Module 2 Summative: Patient Experience Interview Summary	Week 7	25%
Module 3 Summative: Social Work in Health Care Presentation	Week 11	25%
Reflection & Analysis Discussions	Top 5 grades out of 8 opportunities Weeks 2, 3, 5, 6, 8, 9, 10, 12	25%
Total		100%

Assessment 1

Module 1 Summative: Policy Analysis & Discussion Facilitation – 25%

Facilitation – Week 4

Peer Feedback due by Feb 7 midnight (drop box in LEARN)

Policy Analysis submission due by Feb 14 midnight (drop box in LEARN)

Please see the Assessment Requirements posted in LEARN for more details.

The purpose of the Policy Analysis & Discussion Facilitation is to understand how policy impacts the experience of patients, population health and the role of Social Work, and to demonstrate Social Work skills of writing, facilitating, critical analysis, and connecting the dots. This summative assesses learning from the material in Module 1.

The Policy Analysis submission provides a critical analysis of Canadian policy or legislation (federal, provincial, or municipal) that impacts the health and well-being of residents. Students will demonstrate understanding of the policy and its impact on patient experience and population health as well as the implications for Social Work practice.

This assessment will use the Discussions tool in LEARN for students to facilitate a discussion with their assigned group members regarding their draft analysis of the policy. Group members will provide peer feedback on the facilitation performed by each of their group members. Students will then finalize their policy analysis and submit in the appropriate assignment drop box in LEARN. Please see the Assessment Requirements in LEARN for more details.

For the final Policy Analysis Submission:

- Use the HEIA template for the submission
- Bullet points with professional writing style accepted
- Your name and student number in the "Name and contact information" section.
- Name of your policy and a link to the policy in the "Project Name"

The Policy Analysis will be graded based on:

- Clear, concise summary of the policy and its purpose
- Balanced and complete analysis of steps 1 and 2
- Balanced and complete analysis of steps 3, 4, & 5
- Clear and concise conclusions
- Readability/flow/format
- Effective use of facilitated input to enhance final submission
- Facilitation of Discussion (peer feedback)
- Engagement in Discussion Topics of other members of your Group

Please see the rubric for more details.

Assessment 2

Module 2 Summative: Patient Experience Interview Summary – 25%
Summary report due by March 7 midnight (drop box in LEARN)

Please see the Assessment Requirements posted in LEARN for more details.

The purpose of the Patient Experience Summary Report to understand the patient experience of the health care system and demonstrate Social Work skills including interviewing, report writing, connecting the dots and critical analysis. This summative assesses learning from the material in Module 2. You are also encouraged to draw on and connect to material from Module 1.

The Patient Experience Report is a summary of an interview with a patient/client of the health care system related to their experience. The summary also includes a self-reflection on the student's experience conducting the interview and their interview skills. Students will demonstrate understanding of the importance and role of patient experience

in the health system, how this links with social work practice in health care and will practice and reflect on their interview skills.

For successful completion, students will use effective interview and report writing skills and will connect the dots between key concepts and the individual experience of patients.

For the Patient Experience Interview Summary, format requirements include:

- 1100-1700 page report (see page estimates above for each section, noting that these are only estimates and each patient story will be different)
- Double spaced, 12 point font
- Include an introduction outlining what is included in the report
- Use of headings/sub-headings for each section is encouraged
- Include APA formatted citations and references.
- Include a title page which includes the report title (Module 2 Summative: Patient Experience Summary Report), your name, student number, and date of submission.

The Patient Experience Interview Summary will be graded based on:

- Balanced and fact-based summary of the patient experience
- Clear analysis of 2 course concepts including clear linkages to course materials
- Commentary and insight into role of social work in health care in relation to the patient story
- Thorough and insightful self-reflection related to the interview experience
- Readability/flow/format (including appropriate citations and references)

Please see the rubric for more details.

Assessment 3

Module 3 Summative: Social Work in Health Care Presentation – 25%
Presentations week 11 (date/time to be scheduled)

PowerPoint due by midnight the day BEFORE the scheduled presentation

Please see the Assessment Requirements posted in LEARN for more details.

The purpose of the Social Work in Health Care Presentation is to understand the diversity of Social Work roles in the health care system and to demonstrate use of Social Work skills such as interviewing, presentation skills, and critical analysis.

The Social Work in Health Care Presentation is a presentation to the class, providing information gathered through an interview with a Social Worker currently working in health care related to their role and including information about the organization, its services and the types of patients it supports. Students will also reflect on what they learned from the interview.

In the remote environment, students will present live online to the Professor. This presentation will be recorded and then shared with the whole class during a final (optional) synchronous class and will also be posted for students to view via LEARN.

For successful completion, students will use effective interview and presentation skills as well as connecting the dots and self reflection.

This assessment may be performed individually or in self-selected groups of up to 3 students.

For the Social Work in Health Care Presentation, format requirements include:

- Individual: less than 12 minute presentation; Group of 2: less than 14 minute presentation; Group of 3: less than 16 minute presentation
- Presentation may include one video clip of no more than 3 minutes in length
- Presentation must use PowerPoint as a presentation aid (no slide number minimum or maximum); PowerPoint must be submitted in the appropriate drop box by midnight the day before the scheduled presentation with the Professor. If in a group, each group member must submit the same group PP presentation.
- Title, name/s of presenter/s and student number/s should be on the first slide of the PowerPoint.
- APA citations and references are required as needed with a reference slide at the end.
- In a group, each person must present a roughly equal portion of the

content

- Ensure the presentation is engaging and interesting with the purpose of information the audience (of your classmates) about the material. Have fun and smile.
- The Professor may ask the group questions following the presentation.

The Social Work in Health Care Presentation will be graded based on:

- Clarity of description of the organization and its services
- Clarity of the description of the patients/clients of the organization/service
- Clarity of description of the role of Social Work in the organization/service
- Reflection on the role and connections to course concepts discussed
- Quality of presentation (flow, visual aids, content)

Students must be in attendance to receive a grade on this assignment.

In groups, all group members will receive the same grade.

Please see the rubric for more details.

Assessment 4

Reflection & Analysis Discussions – 25%

Due the end of weeks 2, 3, 5, 6, 8, 9, 10, 12 Sunday by midnight (see the Assessment Due Dates Table in LEARN for more details)

Please see the Assessment Requirements posted in LEARN for more details.

The purpose of the Reflection & Analysis Discussions is to engage in critical analysis and self-reflection related to course concepts from that week of course material. The discussions will also allow students to build community and interact with each other as they explore class concepts and discuss questions.

In 8 weeks of the course, students will have the opportunity to discuss a question regarding that week's content. Discussions will take place using LEARN. Please see the open and close dates for each Discussion.

Students will receive their top 5 grades and will receive a bonus 1% on their final grade in the course if they complete all 8, meeting the requirements for all 8 submissions.

The discussion will be open for one week from Monday through Sunday. Discussion questions will be posted in weeks 2, 3, 5, 6, 8, 9, 10, 12.

Through the Discussions, students will demonstrate:

- Mastery of subject matter
- Application of ideas and concepts – connecting the dots
- Communication skills
- Professionalism and respect
- Self reflection

Complete Discussions include both Posts (answering the question) and Responses (engaging with the other students in your Discussion Group to explore the question and their thoughts further). For a complete Reflection & Analysis Discussion, students must Post at least once and Respond at least once. Students are welcome and encouraged to engage more in the discussion than the minimum. Please see the Rubric for more information on how this assessed.

Posts and Responses must be respectful and supportive; although they may (and are encouraged to) challenge the assumptions in other posts in a positive way. Inappropriate discussion posts and replies will not be accepted and will be removed from the forum. References and citations are not required in Posts and Responses.

Each week of Discussions will have a discussion question. Please see the Week Outline for the question.

There are 2 options for the format of Posts and Responses:

- Written Posts/Responses – There is no maximum or minimum word count. As a general guide, aim for 200-300 words in Posts and 100-150 words in Responses. These are guidelines only. Aim for quality over quantity. Be clear and specific. Edit before posting. Posts that are very long or very short may have grades deducted for lack of clarity/rambling or incompleteness of Post/Response.

- Video/Audio Posts/Response – Students are welcome and encouraged to perform Discussions via video and post a link to a saved video file in the Discussion. Please ensure others are able to access it (i.e. making it unlisted and not 'private' if using YouTube).

Same as written posts and responses, there is no maximum or minimum length for videos; however, watch for rambling. The submission needs to be clear, concise, and purposeful. As a general guide, aim for Posts 3-5 minutes in length (no longer than 8 minutes maximum) and Responses 2-4 minutes in length (no longer than 5 minutes maximum). While these are guidelines, aim for quality over quantity. Be clear and specific. Plan what you want to say before pressing record. Posts that are long or short may have grades deducted for lack of clarity/rambling or incompleteness of Post/Response.

The Reflection & Analysis Discussions will be graded based on:

- Meeting requirements related to brevity, clarity, timeliness, spelling and grammar (Post and Response/s)
- Completeness in answering the Discussion Question
- Demonstration of reading/watching and understanding of the course content; Demonstration of reflection/analysis regarding the course content
- Engagement with classmates through discussion, advancing the thinking in Responses

Please see the rubric for more details.

Course Outline

All readings and other material required are outlined in LEARN.

Week	Date	Topic	Readings Due
1	Jan 11-17	Welcome; What is Social Work?	See LEARN
2	Jan 18-24	Health Policy	See LEARN
3	Jan 25-31	Social Work Roles in Health Policy & Facilitation Skills	See LEARN
4	Feb 1-7	Module Summative: Policy Analysis and Facilitation	

Week	Date	Topic	Readings Due
5	Feb 8-14	Patient Experience & Interview Skills	See LEARN
	Feb 15	Family Day	
	Feb 16-21	Reading Week	
6	Feb 22-28	Peer Support & Self Help	See LEARN
7	Mar 1-7	System Navigation & Module Summative	See LEARN
8	Mar 8-14	Social Workers in Health Care & Presentation Skills	See LEARN
	Mar 15-16	Long Weekend - New	
9	Mar 17-21	Multi & Inter Disciplinary Teams	See LEARN
10	Mar 22-28	Social Work in Health Care Trends	See LEARN
11	Mar 29-Apr 1	Module Summative: Social Work in Health Care Presentation	See LEARN
	Apr 2	Good Friday	
12/13	Apr 5-14	Review and Celebration	See LEARN

Late Work

Please familiarize yourself with the Assessments Due Dates Chart provided in LEARN. This is a highly interactive course and, as a result, there is little flexibility in due dates.

Summative Module 1: The facilitation portion of this assessment has very specific timing. Please review this, plan appropriately and make every effort to ensure you meet these requirements and due dates. If you have extenuating circumstances of a significant nature that would limit your ability to complete the facilitation on the dates required, please contact the Professor immediately. Alternate arrangements may be developed at the discretion of the Professor.

The Policy Analysis submission due date is identified above and in the Assessment Due Dates Chart available in LEARN. Extensions will be considered if requested by Friday at noon BEFORE the due date with no penalty. The granting of an extension is at the discretion of the Professor. Late submissions without an approved extension will have 10% deduction per day.

Summative Module 2: The Patient Experience Interview Summary submission due date is identified above and in the Assessment Due Dates Chart available in LEARN. Extensions will be considered if requested by Friday at noon BEFORE the due date with no penalty. The granting of an extension is at the discretion of the Professor. Late submissions without an extension will have 10% deduction per day.

Summative Module 3: The Social Work in Health Care Presentation is due in Week 11 at a time/date to be arranged with the Professor to do the presentation. Once you sign up for your presentation, that is the due date/time. You must be present at the presentation to receive the grade. Extensions or rescheduling of presentations within Week 11 will be considered through email requests. Extensions beyond Week 11 may be requested and will be granted at the Professor's discretion.

Reflection & Analysis Discussions: Please note the open and close dates for Discussions. There will be no extensions on these periods since you have the flexibility to receive the top 5 grades out of 8 opportunities.

Information on Plagiarism Detection

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.

Attendance Policy

This is an asynchronous course. While you are encouraged to attend the synchronous activities, they are not graded/required and will be taped and shared via LEARN.

Final Examination Policy

For **Winter 2021**, the established examination period is **April 17-26**. The schedule will be available early in the winter. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: [Final Examination Schedule](https://uwaterloo.ca/registrar/final-examinations) <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 webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](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. [Check the [Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] 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 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), 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) (<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 the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- Health Services Emergency service: located across the creek from 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: 519-749-4300 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

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

If you experience or witness harassment or discrimination, seek help. You may contact Credence & Co., Renison's external anti-harassment and anti-discrimination officers, by email (info@credenceandco.com) or by phone (519-883-8906). Credence & Co. is an independent K-W based firm which works with organizations toward thriving workplace cultures, including professional coaching, consulting, facilitation, policy development, conflict mediation and ombudsperson functions.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.