

Carleton University

Social Work in Healthcare (SOWK 5701)

Fall 2012

Karen Nelson, MSW, RSW, MBA

Time: Wednesday 6:00-9:00

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SOCIAL WORK IN HEALTH CARE COURSE OUTLINE

Syllabus Statement:

This course considers the theory and knowledge base supporting social work practice across the healthcare continuum. Content includes the historical foundations of healthcare social work, service delivery models, social change features, legislation and policy formulation, leadership and advocacy, consumer populations and specialty roles and practice areas.

Course Description:

As part of a broad clinical social work education, the course addresses the multifaceted world of healthcare social work. It is designed to provide students with the opportunity to explore professional, legal and clinical issues within a complex and rapidly changing system. Healthcare settings for social work practice are expanding beyond traditional hospital environments to a variety of community agencies and programs. The course examines the theory underlying healthcare social work, the psychosocial implications of physical illness, the social determinants of health as well as many of the factors that determine the nature of social work practice in a healthcare context. Recent literature guiding social work practice in health will be introduced and speakers from a variety of healthcare practice settings will provide an overview of their area of practice.

Learning Objectives:

Students will be expected to demonstrate their understanding of social work practice in healthcare in relation to:

- 1) The knowledge base, legal and bioethical issues, demographics and societal trends affecting contemporary health care.
- 2) Social Work functions, roles and tasks in health care.
- 3) The application of the strengths based approach and problem-solving model to the helping process in health care.
- 4) Collaborative practice in a multi-disciplinary context.
- 5) Social work research concerning the psychosocial dimension of illness, service delivery, and health care policy

Required Readings:

1. **Handbook of Health Social Work, 2nd Edition, Edited by Sarah Gehlert and Teri Arthur Browne, John Wiley & Sons, New Jersey (2011)**
2. **The Social Determinants of Health by Dennis Raphael, Canadian Scholar's Press, (2009)**

Books available at Octopus Books, 116 Third Ave. 613-233-2589

<http://octopusbooks.ca/book/course-book-faq>

Suggested Additional Reading:

Mikkonen, J. & Raphael, D. (2010). Social Determinants of Health: The Canadian Facts. Toronto: York University School of Health Policy Management.

<http://www.thecanadianfacts.org>

Dziegielewski, S. (2004) The Changing Face of Health Care Social Work, 2nd Edition, New York, Springer Publishing Company

Beder, J. (2006) Hospital Social Work: [The Interface of Medicine and Caring, New York: Routledge

Assignments:

The goal of the assignments in this course is to further develop the student's understanding of social work practice and issues in the healthcare setting through an exploration of research and relevant sources related to topics of their choice in the health care continuum. The student will be asked to pursue subjects and issues at both the micro and macro level. There is considerable latitude for students to select topics which are pertinent to their areas of interest and specialization. A strong emphasis will be placed on the ability to access and critique articles in social work and other professional journals which inform and influence social work practice in health care settings.

There are written two written assignments for this course due at various times throughout the semester. Assignments are to be submitted in hard copy.

Assignment #1 - Social Determinants of Health Paper

Weighting: 50% of final grade

Due: November 7, 2012

Identify a social determinant of health which you feel is critical to the practice of social work in healthcare settings. Conduct a review of the most significant literature sources pertaining to this determinant. Consider recent research and sources from outside the profession of social work as well as social work literature. Describe how knowledge of this determinant shapes the places where social workers are employed and the nature of the work they do. Are there ways in which public policy could be changed to improve the health of Canadians with respect to this determinant?

Include with your paper a bibliography which identifies at least 12 of the most relevant sources of information which you have considered. The sources used should be obtained from Social Work Journals and/or research publications by other health professionals or academics.

Papers should be no longer than 10 pages at 300 words a page with 1.5 line spacing and 1 inch margins) not including references and /or bibliography. Please use a 12 point font size. Please use a consistent referencing style (APA strongly recommended). Reference guides are available in the reference section on the main floor of the library. Please note: More specific criteria for evaluating your final assignment are listed further below.

Marking Scheme:

Grading Breakdown	Weighting
Organization and Clarity Clarity of ideas and definitions, structure of paper (length of paragraphs, subheadings, distribution of paper into different sections, spelling)	15%
Comprehensiveness and Quality of Literature Review (See below for more details)	30%
Presentation of the Paper's Main Theme & Application to Social Work Practice Looking for; <ul style="list-style-type: none"> - Statement of purpose/problem/thesis clearly identified - Rationale and relevance of the topic to SW in Healthcare - Definition of theoretical framework and key concepts used in the paper - Presentation of the paper's findings and conclusions - Ideas from various sources and various perspectives included 	40%
Application of knowledge of this determinant to social work practice	15%
Total	100%

What is a literature review?

A literature review is a survey of everything that has been written about a particular topic, theory, or research question. It may provide the background for larger work, or it may stand on its own. Much more than a simple list of sources, an effective literature review analyzes and synthesizes information about key themes or issues.

What is involved in writing a literature review?

1. Research – to discover what has been written about the topic
2. Critical Appraisal – to evaluate the literature, determine the relationship between the sources and ascertain what has been done already and what still needs to be done
3. Writing – to explain what you have found

Allyson Skene (2010). Writing a Literature Review. The Writing Centre: University of Toronto Scarborough. Retrieved from University of Toronto, <http://ctl.utsc.utoronto.ca/twc/sites/default/files/LitReview.pdf>

Assignment #2 Psychosocial Assessment and Plan of Intervention
Weighting: 35% of final grade
Due: November 28, 2012

For Assignment 2, students will be provided with a written healthcare case example. Using the tools and skills acquired during the course, students will complete a *psychosocial assessment and intervention plan* for the case. The assessment will follow the outline used and discussed in class. Students will be required to think critically about the case and consider what recommendations for social work intervention they would make, given the information provided. They may use any of the materials provided in class, textbooks and literature to inform their assessment and intervention plan.

The assessment and intervention plan will be two pages maximum.

Students will be graded as follows:

Grading Breakdown	Weighting
Assessment is complete (includes all relevant psychosocial information)	5%
Patient/clients's perception of the issues included	5%
Sound clinical impressions provided	5%
Plan of intervention is appropriate and related to identified problems	5%
Assessment is written clearly, concisely and free of grammatical and spelling errors	5%
TOTAL	35%

Assignment #3 Class Participation
Weighting: 15% of final grade

Students are expected to attend all classes including those times when guest speakers are presenting. Students will be marked based on their contribution to the discussion in class and the level of preparation which they demonstrate, as evidenced by their knowledge of the text and supplementary readings/additional articles provided.

Weekly Schedule

Week	Date	Topic	Required Reading Raphael	Required Reading Gehlert & Browne
Week 1	September 12	Introduction and Overview Social Determinants of Health Guest: HIV Program Social Worker	Chapter 1,2,4	
Week 2	September 19	Development and Structure of the Health Care System The Health Care Continuum Understanding the Bio-Psychosocial Approach Guest: Psychosocial Oncology Social Worker	Chapter 3	Chapter 1,2,5
Week 3	September 26	Social Work Roles and Functions in Acute Care The Multidisciplinary Team The Psychosocial Assessment Guest: Acute Care Social Worker	Chapter 5	Chapter 3, 8, 13, 19
Week 4	October 3	Social Work Roles in Rehab, Long Term Care and Chronic Care Healthcare Documentation Guest: Rehabilitation Social Worker	Chapter 14, 15	Chapter 9
Week 5	October 10	Social Work Practice with Pediatric Populations The Strengths Perspective The SW Intervention Plan Guest: Pediatric Social Worker	Chapter 9, 10	Chapter 15
Week 6	October 17	Crisis Intervention Legal and Ethical Issues Impact of Privacy Legislation Guest: ICU Social Worker		Chapter 10
Week 7	October 24	Social Work in Community Health Care Settings Reaching the Hard to Reach Client Guest: Geriatric Assessment Outreach Team Social Worker	Chapter 12	Chapter 7, 16, 18
Week 8	October 31	Discharge Planning Processes Strategies for Managing Conflict Limits of Social Work Intervention Guest: Hospital Discharge Planning Co-ordinator		

Week 9	November 7	Social Work in Mental Health ACT Teams, Mobile Crisis Team, Institutional and Community Programs Guest: First Episode Psychosis Program (On Track) Social Worker		Chapter 17, 20
Week 10	November 14	End of Life Care: Palliative Care, Addressing Grief and Loss Guest: Palliative Care Social Worker		Chapter 22, 23
Week 11	November 21	The Burden of Caring: Compassion Fatigue Strategies for Enhancing Social Work Influence Guest: CCAC Social Worker		
Week 12	November 28	The Future of Social Work in Health Chronic Disease Management New Models of Healthcare Delivery Guest: Family Health Team Social Worker	Chapter 20, 24	

GUEST SPEAKERS:

Each week will feature a presentation by an experienced social worker in a particular practice setting. The speaker will be furthering the understanding of the wide spectrum of roles Social Workers play in healthcare. It is assumed and expected that students will attend this part of the class as they would all others.

General Reminders:

Structure of Class

The class will begin at 6:05 sharp and end at 8:55 every Thursday this term. Typically the class will include a lecture and opportunity for discussion. A 15 minute break will be provided each evening. Guest lectures will be invited to talk to the class throughout the semester. Please be punctual so that the class can start and end on time.

Email

Email messages will be responded to in 24 hours whenever possible. For emails sent on the weekend, a response may be delayed.

Students Requiring Accommodations:

You may need special arrangements to meet your academic obligations during the term.

For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website: <http://www2.carleton.ca/equity/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable) at <http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/>

You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at <http://www2.carleton.ca/equity/>

Assignments must be in on time

Assignments must be submitted on time. Please do not ask to have the deadlines extended.

Handing in assignments late can be unfair both to students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances (illness or family emergency) it may be difficult to meet the deadline and in such cases you must contact me before the paper is due. In these cases extensions to the due date must be justified with a medical or other appropriate certificate.

Work submitted after the final date without prior arrangements with the professor will be deducted one letter grade for each day late, e.g., a paper which has been graded B+ will receive a B for the first day overdue, a B- for the second overdue day etc.

It is advisable to keep a record of your papers. Papers are to be handed in on, or before, the due date before or after class.

A reminder concerning plagiarism

Do not be tempted to plagiarize; plagiarism is a serious offence. It includes having someone else write your paper or part of it, reusing old papers or papers from other courses, copying material from a book from the internet without giving it the proper credit. Plagiarism is a serious offense that can have serious consequences. For more information please consult the graduate calendar.

Use of electronic devices in class

Please be aware that you are permitted to use electronic devices (computers, iPads but not cell phones) for note-taking purposes only. This policy can be cancelled at any point in the term if the instructor is aware that students are using electronic devices for other purposes (using facebook, google searching etc.). A summary of the content of the lecture will be posted online for students to refer to which should minimize notetaking and encourage participation in the class discussions.