1. Course Description:
This course will survey the distribution, determinants, and psychological and behavioral aspects of health and disease across the life span. Social, economic, environmental, and cultural variations in and determinants of health, disease, and quality of life will be addressed, including the influence of factors such as race, gender, sexual orientation, age, as well as biological and genetic factors. Barriers to health care access and utilization, geopolitical influences, environmental justice, social injustice and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior will be presented, including help-seeking and utilization of health services. Stress, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying also will be covered.

2. Course Content:
This course will provide students with an overview of major causes of mortality and morbidity in the United States, including demographic, biological, behavioral, social, and community factors affecting health, disease, and quality of life. Selective international comparisons will be made. Special emphasis will be placed on risk factors and protective factors and implications for health promotion and disease prevention over the life span. A major focus of this course will be the impact of race, ethnicity, culture, gender, age and sexual orientation on health and disease, as well as the effects of poverty, discrimination, and privilege on access, utilization, and quality of care. Comparative definitions and theories of health and disease, including their evolution, strengths, limitations, and implications for social work and social welfare, will be presented. Theories and research on health behavior will be examined, including cultural differences in health beliefs and practices, use of health services, and barriers to care. Research and theory on stress, coping, and adaptation to illness over the life span will be presented, including the role of social support and the impact of discrimination and privilege on health status and disease outcomes. Implications for social work practice and social policy will be addressed throughout this course.

3. Course Objectives:
Upon completion of the course, students will be able to:

1. Describe the major causes of mortality and morbidity in the United States, and identify significant differences among various population groups.
1.1. Discuss the impact of diversity dimensions such as ability, age, class, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital/relationship status, nationality, race, religion or spirituality, sex, and sexual orientation across the life span.

1.2. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity.

1.3. Discuss the ethical and social justice implications of differences in mortality and morbidity across population subgroups.

2. Compare concepts and definitions of health and disease, including their evolution, strengths, and limitations, as well as the implications for social work and social welfare.

2.1. Identify biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the life span.

2.2. Explain the impact of poverty, discrimination, and privilege on health status and disease outcomes, including the ethical and social justice implications.

2.3. Discuss the implications of concepts of health and disease for health promotion, disease prevention, treatment, and rehabilitation.

3. Describe current theories and models of health behavior and their implications for health promotion, disease prevention, treatment, and rehabilitation.

3.1. Describe socioeconomic, cultural, and religious differences in health beliefs and practices, utilization of health services, and barriers to care.

3.2. Describe stress, strain, coping, and adaptation as they relate to health and disease across the life span.

4. Course Design:
This course will be taught in a seminar format; therefore, it is imperative that students come to class prepared by having read all reading assignments prior to class. Different methods will be used for acquiring knowledge and developing skills to critically evaluate the causes and consequences of various health problems in the US and the world.

Instructor Responsibilities
The instructor will facilitate the course objectives by completing the following tasks:
1. Provision of useful and constructive comments (often in the form of questions) for students’ work in a timely manner. Comments constitute a means of engaging in a “dialogue” and are not intended to reflect “negative” criticism of students.
2. Availability for and responsiveness to students’ questions both in and out of class.
3. Provision and maintenance of a safe forum for discussion and learning.

Student Responsibilities
You will facilitate the objectives of this course by doing the following:
1. Be on time and prepared with questions from the readings and assignments for the purpose of better understanding the material. All students are expected to attend every class and participate in discussions and in-class activities. **Please bring reading materials to class every week, as we will use them often for in-class activities.**
2. Obtain materials, hand-outs or class notes from one of your classmates if you are unable to be in class.
3. Complete class assignments, as outlined below, in a timely and high quality fashion. Late assignments will be penalized. If you are unable to complete an assignment on time for some reason, please inform me ahead of time.
4. Contact me if you have any concerns or questions regarding the course, readings, or assignments. Students are encouraged to discuss work with the instructor outside of class.

5. Accommodations for Students with Disabilities. If you need accommodation for a disability or other special need, please let me know so that we can work out the necessary arrangements.

6. Use of PDAs and laptops is encouraged for use as in-class resources (not for checking email, text messages, voice mail, Facebook, Twitter, movie times, dinner reservations, etc.). Please turn ringers OFF on all handheld devices, and do not use them for communication purposes during class.

Each student is responsible for his/her own learning experience. As a whole class we will contribute to that experience; however, the student is ultimately responsible for the depth, challenge, and enjoyment of learning.

**Academic Conduct and Integrity:** Please see the Student Code of Academic and Professional Conduct in the Student Guide to the Master's in Social Work Degree Program [http://www.ssw.umich.edu/studentGuide/2008/](http://www.ssw.umich.edu/studentGuide/2008/) for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

5. **Relationship of the Course to Four Curricular Themes:**
   1. Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes. The key diversity dimensions will be examined as they relate to health beliefs and health behavior.
   2. Social Justice and Social Change will be addressed in content on differences in mortality and morbidity in population subgroups and access and barriers to care.
   3. Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the life span.
   4. Behavioral and Social Science Research will be presented throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

6. **Relationship of the Course to Social Work Ethics and Values:**
   This course will address ethical and value issues related to behavioral, psychosocial, and ecological aspects of health and disease. The NASW Code of Ethics will be used to inform practice in this area. Special emphasis will be placed on issues related to health care and the social worker's responsibility to promote the general welfare of society. In addition, ethical issues related to working with various client systems will be reviewed, such as confidentiality, privacy, rights and prerogatives of clients, the client's best interest, proper and improper relationships with clients, interruption of services, and termination. Also, please see course objectives 1.3 and 2.2 above.

7. **Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS):**
   This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply...
intersectionality and intercultural frameworks and strengthen critical consciousness, self knowledge and self awareness to facilitate PODS learning.

8. Course Requirements:

- **Attendance**
  Students are expected to attend and be prepared for all classes. In consideration of your classmates, please arrive on time. If you are delayed, please enter the classroom quietly and wait until the break to catch up with what is going on. **Students with 2 absences will receive a one level reduction of their final grade (e.g., A becomes A-), and each additional absence will reduce your final grade an additional level.** Students may make up absences by completing and receiving a passable grade for an additional reaction paper (see below) for the class they missed. This “make-up” paper does not count as one of the three required reaction papers. Make-up papers are due at the beginning of the last class on April 19, 2010.

These requirements exist because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless unavoidable and special reasons exist for absence or tardiness. Any such absences or tardiness should be discussed directly with the course instructor in advance of absence.

Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements.

- **Class Participation (10 points, 10% of final grade)**
  Class participation is critical to students' learning and to the success of this course. Accordingly, students are expected to attend, be prepared, and make constructive contributions to the course. Students' contributions will be assessed by their quality and relevance to course content and themes.

Taking into account individual variations, the following will be considered in determining a grade for participation:

- Comments and questions in class reflect having read the materials assigned. I recommend that you speak up occasionally (e.g., in class, via your assignments, emails, notes, office hours, or whatever method in which you are most comfortable).
- Preparedness for answering questions by the instructor, and contributions to in-class exercises.

- **Three Reaction Papers (10 points each, 30 points total; 30% total grade),**
  Due the day for which readings are assigned. Please bring a hard copy of your paper to class on the day it is due. To receive credit, papers also must be uploaded to the Drop Box on CTools by 9am on the morning of class. See separate hand-out for assignment details.

- **Mid-Term Interview (30 points; 30% total grade),**
  **Due Friday, March 12, 2010, by 5:00pm** See separate hand-out for assignment details.

- **Final Term Paper: Illness Narrative (30 points; 30% total grade)**
  **Due Friday, April 23, 2010 by 5:00pm.** See separate hand-out for assignment details.
Mid-term and final term papers must be uploaded into your Drop Box on the CTools site. I recommend that you either (1) email me before the deadline to assure that I received your paper via CTools and that there are no technical difficulties or else (2) submit a hard copy to me in addition to submitting via CTools.

**General Expectations and Format for Written Work:**

- You must use scholarly literature to support your presentation of material. You need to use multiple sources and synthesize them. Do not rely on direct quotations from your sources; instead summarize them in your own words.
- Assignments are due on the dates specified. Unless an extension has been arranged, any assignment that is not completed on the due date will receive one grade level reduction for each late day.
- You may find it useful to have someone who is unfamiliar with your subject read your paper before you turn it in. An outside reader can tell you if your writing is not clear, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful tools, but not as reliable as a human reader. For assistance with writing, contact The Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; http://www.lsa.umich.edu/swc/contact.html

9. **Course Evaluation and Grading**

Both content and format will be considered in assigning grades. Though content is more heavily weighted in grade assignment, format, and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in a lower grade. Each assignment will be given a letter grade. The criteria for each grade are as follows:

- **A+, A or A–** Mastery of subject content, demonstration of critical analysis, creativity and complexity in completion of assignment. Differences between A+, A and A– are based on the degree to which these skills are demonstrated.
- **B+** Mastery of subject content beyond expected competency is evident, but has not demonstrated additional critical analysis, originality or complexity in the completion of the assignment.
- **B** Mastery of subject content at level of expected competency – meets course expectations.
- **B–** Familiarity with subject content; demonstrates student learning and potential for mastery of subject content. Marginally meets course expectations.
- **C or C–** Demonstrates a minimal understanding of subject content but less than adequate competency. Significant areas need improvement in order to meet course requirements.
- **E** Student has failed to demonstrate minimal understanding of subject content.

Final grades will be assigned using the following points scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99 - 100</td>
</tr>
<tr>
<td>A</td>
<td>95 - 98</td>
</tr>
<tr>
<td>A–</td>
<td>91 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 90</td>
</tr>
<tr>
<td>B</td>
<td>85 - 87</td>
</tr>
<tr>
<td>B–</td>
<td>81 - 84</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 80</td>
</tr>
<tr>
<td>C</td>
<td>75 – 77</td>
</tr>
<tr>
<td>C–</td>
<td>71 – 74</td>
</tr>
<tr>
<td>D</td>
<td>65 - 70</td>
</tr>
<tr>
<td>E</td>
<td>less than 65</td>
</tr>
</tbody>
</table>
10. Course Materials:
The required text for this class (listed below) is available at Michigan Book and Supply, Michigan Union Bookstore, and Ulrich’s Bookstore.


Reading Assignments: Required readings from journals and other electronic resources are available on the CTools website for the class.
Course OUTLINE: Week-by-Week Topics and Readings

PART I

January 11, 2010: Course Introduction: What is Health?
   a. CONRAD Chapter 1: McKinlay J.B. & McKinlay, S.M. Medical measures and the decline of mortality, pp. 7-19

January 18, 2010: Martin Luther King, Jr. Birthday Observance –
   Keynote Memorial Lecture: “I am, was and always will be a catalyst for change,” Gwin Ifill, PBS News Correspondent, 10am, Hill Auditorium
   Health Sciences Lecture: “Breast cancer awareness, treatment and transformative health: a catalyst for change,” Dr. Lisa Newman, Surgical Oncologist and Director of the University of Michigan Breast Care Center, 11:45am Dow Auditorium, Towsley Center, 1515 E. Medical Drive

   Reaction Paper (optional) due January 25th, 9am

January 25: Biopsychosocial and Sociocultural Models of Health

February 1: Social/Ecological/Cultural Determinants of Health

February 8: Health Disparities, Discrimination and Health
PART II

February 15: Health and Quality of Life Across the Life Span

February 22: Health and Quality of Life Across the Life Span (continued)

March 1: Winter Break

March 8: Practice of Medicine

March 15: Social Work in Health Care for the 21st Century


**March 22: Social Movements in Health: Advocating for Individual, Community, Organizational and Societal Change**


**PART III**

**March 29: Social and Cultural Meanings of Health and Illness; Illness Narratives**


**April 5: Illness behavior, “Sick Role” and identity**


c. CONRAD Chapter 44: Pitts, V. Illness and the Internet Empowerment: Writing and Reading Breast Cancer in Cyberspace, pp. 519-533.


**April 12: Medicalization of American Society and the Social Organization of Medical Care**

a. CONRAD Chapter 38: Zola, I.K., Medicine as an institution of social control, pp. 470-480.

b. CONRAD Chapter 39: Conrad, P. The shifting engines of medicalization, 480-492.


April 19: Complementary and Alternative Medicine/Religion, Spirituality and Health


