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, and biological and genetic factors. Barriers to 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 will also 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, 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, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, 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 lifespan.

4. Course Design:
The course format will include lectures, discussion, individual and group assignments, Podcasts and other electronic presentations. Assessments will include in-class exams and written assignments.

5. Relationship of the Course to Four Curricular Themes:
- 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.
- 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.
- 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 lifespan.
- 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
You are expected to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing three unexcused classes will reduce your final grade one half grade (e.g. an A will be reduced to an A-) and each additional absence will reduce your final grade an additional half grade. As adult learners, I expect you to make appropriate decisions about attending class. Please notify me as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Please be aware of the disruptive nature of coming to class late; enter the classroom as quietly as possible and wait until break to catch up with what is
going on. If you anticipate that you will be absent for religious observances, please let me know ahead of time so that we can plan accordingly.

**Format for papers**

9. 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. Incomplete grades are assigned only through negotiation with me and that negotiation must occur before the paper’s due date. Unless an extension contract has been arranged, any assignment that is not completed on the due dates will have points deducted.
- Written work should incorporate the standards of critical thinking, analysis and writing (described below). In evaluating your written work, I will apply these standards.
- 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

All written work should adhere to the following National Association of Social Workers editorial policy:

In the interest of accurate and unbiased communication, the NASW publications program subscribe to a belief in the importance of avoiding language that might imply sexual, ethnic, or other kinds of discrimination, stereotyping, or bias. NASW is committed to the fair and equal treatment of individuals and groups, and material submitted should not promote stereotypic or discriminatory attitudes and assumptions about people. (Health and Social Work, 11:3, Summer 1986.)

Assignments are due on the dates specified. Incomplete grades and late assignments are determined only through negotiation prior to the assignment’s due date. Unless an explicit and signed extension contract has been arranged and approved, any assignment that is not completed on the due date will have points deducted.

10. Standards for Critical Thinking, Analysis and Writing:
(Adapted from M. Scriven & R. Paul for the National Council for Excellence in Critical Thinking Instruction)
Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness. As part of our activities over the course of the term, we will devote time exploring the process of critical thinking as it applies to the subject matter of this course. All written work will be evaluated in accordance with the standards of critical analysis and thinking and should strive to meet the following intellectual standards:

- **CLARITY**: Could you elaborate further on that point? Could you express that point in another way? Could you give an illustration? Could you give an example?
- **ACCURACY**: Is that really true? How could we check that? How could we find out if that is true?
- **PRECISION**: Could you give more details? Could you be more specific?
• **RELEVANCE**: How is that connected to the question? How does that bear on the issue?
• **DEPTH**: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?
• **BREADTH**: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative/progressive standpoint?
• **LOGIC**: Does this really make sense? Does that follow from what you said? How does that follow? Before you implied this and now you are saying that; how can both be true?

11. Academic Conduct and Integrity:
The conduct of a student enrolled in courses offered by the School of Social Work should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student’s own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct. Plagiarism – not referencing another’s words or ideas – is a violation of academic integrity and will be grounds for failure on an assignment. In addition, papers that are completed for another course are not acceptable and will be assigned 0 points. Additional resources for discussions of academic conduct and integrity include the School of Social Work and the Center for Research on Learning and Teaching (CRLT). Please refer to the Student Guide to the Master’s in Social Work Degree Program 2007-2008 for further discussion of appropriate academic conduct.

Additional resources for discussions of academic conduct and integrity and academic writing see websites: SSW Academic Integrity Policies [http://www.ssw.umich.edu/studentGuide/2006/page.html?id=4.03](http://www.ssw.umich.edu/studentGuide/2006/page.html?id=4.03)

**UM-Resources**
http://www.lib.umich.edu/acadintegrity/index.htm—Website with information about academic integrity, many resources and links

**Center for Research on Learning and Teaching** [http://www.lib.umich.edu/acadintegrity/students/index.htm](http://www.lib.umich.edu/acadintegrity/students/index.htm)
http://www.lib.umich.edu/ugl/guides/citationguide/acrobat/APA_5thed.pdf — A guide to APA citation style—used by SSW.
http://www.lib.umich.edu/govdocs/cite.html - Another APA citation guide link,
http://www.lib.umich.edu/help/refworks/#1 — A useful bibliographic reference program that can create citations in APA style, as well as store your electronic searches.

**Other APA style online resources:**
http://owl.english.purdue.edu/workshops/hypertext/apa/index.html
http://www.lib.msu.edu/harris23/general/citation.htm
http://www.uwsp.edu/psych/apa4b.htm
http://webster.commnet.edu/apa/
http://www.lib.berkeley.edu/TeachingLib/Guides/APAstyle.pdf
12. Assignments, Evaluation and Grading:
Class requirements include: class participation, homework assignments, quizzes, and journal logs. Instructions for the assignments and journal logs will be posted on the CTools website.

Your final grade will be determined by the following components:

1. Course participation 10%
2. Take home quiz 20%
3. Readings critique 20%
4. Analysis of disease 20%
5. Health Issue Brief 30%

Both content and format will be considered in evaluating written assignments. 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 written assignment will be evaluated using a grading rubric and given a point score.

General criteria for grading evaluates whether the assignment demonstrates:

- Mastery of subject content, demonstration of critical analysis, creativity and complexity in completion of assignment.
- 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.
- Mastery of subject content at level of expected competency – meets course expectations.
- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content.
- Minimal understanding of subject content. Significant areas need improvement in order to meet course requirements.

**Important:** When making final grade assessments, I take into account various measures of class involvement and conduct such as level and quality of class participation, attendance record, tardiness and preparation for and involvement in class discussion and activities, and individual appointments during office hours. You are encouraged to contribute to class discussion and other class activities; 10% of the course grade will be based upon contributions to course participation.

Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen effectively and contribute to the efforts of the group. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one’s contributions to the class discussion, not the number of times one speaks. Your contributions to learning process in terms of valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism and relevant observations are encouraged.

13. Course Materials:
Course Reading Assignments: Articles and chapters are available on the CTools website for the class, on-line through the U of M Electronic Journals or they can be found in print in the U of M Libraries. The entire selection of additional articles/chapters is available on the CTools website organized by class week. The CTools website contains a number of additional resources for the course. This includes websites to government agencies and organizations, links to professional organizations that are focused on population health and related issues, and other materials/resources of interest. Please contact me if you are unfamiliar with the use and operation of CTools or have any questions about how to access information.
14. Course Administrative Tasks

Laptop Computers
You are welcome to use laptop computers in the classroom. However, please restrict their use to activities that are directly pertinent to class activities (e.g., reviewing session lecture notes). Your use of the laptop in this capacity should not distract from your participation in class. **Please do not use your laptop to check email or browse the web during class time.**

Phones and Pagers
In consideration of your classmates, and due to their disruptive nature, I request that all telephones and pagers are turned off while you are in class. This is your time and I want you to be able to protect it. If you are required to carry a pager, please set it to vibrate only.

Special Circumstances
If there are any circumstances and/or adaptations that are required for instruction or the classroom situation, please consult me.

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

15. Resource Journals:

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<tr>
<th>American Journal of Epidemiology</th>
<th>Journal of Health Care for the Poor and Underserved</th>
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<tr>
<td>American Journal of Public Health</td>
<td>Journal of the American Medical Association</td>
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<tr>
<td>Ethnicity and Disease</td>
<td>Journal of the National Medical Association</td>
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<tr>
<td>Evidence-Based Social Work Practice</td>
<td>Journal of Psychosocial Oncology</td>
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<tr>
<td>Gerontologist</td>
<td>New England Journal of Medicine</td>
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<tr>
<td>Health and Social Work</td>
<td>Pediatrics</td>
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<tr>
<td>Health Education and Behavior</td>
<td>Public Health Reports</td>
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<tr>
<td>Health Psychology</td>
<td>Social Science and Medicine</td>
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<tr>
<td>International Social Work</td>
<td>Social Work</td>
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<tr>
<td>Journal of Adolescent Health</td>
<td>Social Work in Health Care</td>
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<tr>
<td>Journal of Aging and Health</td>
<td>Social Work in Public Health</td>
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<tr>
<td>Journal of Gerontology</td>
<td>Social Work in Mental Health</td>
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<td>Journal of Health and Social Behavior</td>
<td>Women and Health</td>
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### 16. Course Readings and Activities by Week

<table>
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<tr>
<th>Week in Term/Themes</th>
<th>Assigned Readings/Activities</th>
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| **Week 1: January 13**  
Introduction to Course and Substantive Topics | No assigned readings.  
Review course syllabus  
Participant introductions  
Class discussion and exercises |

#### January 20th: MLK Day UM Observances [http://mlksymposium.umich.edu/](http://mlksymposium.umich.edu/)
2014 Annual Health Sciences MLK Day Lecture: "Healing the Divide: Bridges to Community Health"
Speaker: **Phyllis Meadows**, Ph.D., M.S.N., R.N.
Time: 12:00 pm  
Location: Dow Auditorium/Towsley Center 1515 E. Medical Drive

| **Week 2: January 27**  
• Definitions and Measurement of Health  

| **Week 3: February 3**  
• Epidemiology  

| **Week 4: February 10**  
**Take Home Exam Due on content for Weeks 2 and 3** | DVD: “In Sickness and In Wealth” from *Unnatural Causes: Is Inequality Making Us Sick?* |

| **Week 5: February 17**  
• Social Epidemiology  

| **Week 6: February 24**  
• Race/Ethnicity and Culture  

**DVD: “Bad Sugar” from Unnatural Causes: Is Inequality Making Us Sick?**

**Winter Break: March 1 - March 9**
| Masculinity and Health | 5. DVD: *Place Matters* from Unnatural Causes: Is Inequality Making Us Sick? |


**DVD:** “Place Matters” from Unnatural Causes: Is Inequality Making Us Sick?
### Week 12: April 14

- Occupational Health and Safety
- Environmental Health


**DVD: “Not Just a Paycheck” from Unnatural Causes: Is Inequality Making Us Sick?**

### Week 13: April 21

- Social Factors and Processes
- Health Behavior Theories
- Course Summary

1. Berkman and Glass: Chapter 7: Social integration, social networks, and social support
2. Emmons, K. Chapter 11: Health behaviors in social context.