SW 619 Behavioral and Psychosocial Aspects of Health, Mental Health and Disease.

Winter Term, 2014

Tuesday 2:00pm – 5:00pm SSW

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Please feel free to make appointments or ask questions via e-mail Mon - Fri. In the email subject line type “SW 619*” and allow 24 hours for email responses. We are happy to meet with you outside of class time. Any student who feels that he/she may need an accommodation for any sort of disability, please make an appointment to talk with me so we can assist you accordingly.

1. Course Description:
SW 619 - Behavioral and Psychosocial Aspects of Health, Mental Health and Disease. This course will survey the distribution, determinants, and psychological and behavioral aspects of health, mental health and wellness across the life span. Social, economic, environmental, and cultural variations in and determinants of health, mental 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, and quality of life, will also be covered. Classification systems of adult mental functioning and mental disorders will be presented, such as DSM-IV.

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 mental health, mortality and morbidity in the United States, and identify significant differences among various population groups.
   1.2. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity and mental health.
   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, mental health 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 mental health, 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:
The course format will include lectures, discussion, individual and group assignments, Podcasts and other electronic presentations, 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 life span.
   • 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 and Participation

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 two 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. Please notify me as soon as possible via email 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 cognizant of the disruptive nature of coming to class late. If you are delayed, please enter the classroom as quietly as possible and wait until break to catch up from your peers.

Of course, as in life, it is never enough to just “show up”. Active participation in class is important. Here are the behaviors I look for when assessing your overall participation grade:

- Demonstrates that he or she has read the assigned material and has been attentive during lectures and discussion when responding to questions.
- Regularly makes helpful, relevant contributions to class discussions.
- Offers observations that challenge other participants, in non threatening ways, to think about the material in new ways.
- Actively participates in small-group discussions.
- Actively pays attention to lectures and discussions.
- Attends class regularly and shows up on time.
• Demonstrates respects for the instructor, fellow students, and the class itself by avoiding distracting behavior such as coming to class late, not turning off cell phone, laptop use for anything other than note taking (i.e. during guest presentations, group activities and any videos laptops must be closed).

10. Course Materials:

Text3: The Immortal Life of Henrietta Lacks by Rebecca Skloot, ACT Made Simple by R. Harris

The Immortal Life of Henrietta Lacks tells a riveting story of the collision between ethics, race, and access to health care; of scientific discovery and faith healing. It’s a story inextricably connected to the dark history of experimentation on African Americans, the birth of bioethics, and the legal battles over whether we control our genes. The text will serve for weekly discussions as well as an essay report.

Course Reading Assignments: Additional articles/podcast are available on the CTools website organized by class topic. Readings for each week are located in “resource tab” labeled by class topic. 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.


Assignments and Quizzes (these are designed around PODS themes)

Book Discussion co lead participation (5 points)

Essay Responses to The Immortal Life of Henrietta Lacks (10 points)

Stress Management/Relaxation Treatment & Role Play Technique (10 points)

Motivational Interviewing Video Role Play(s) and Reflections: 15 points

Midterm Quiz (30 points) Brief essay and short answer format covering all aspects of the course including lectures and reading assignments from Weeks 1-6.
Final Quiz (30 points) Brief essay and short answer format covering all aspects of the course including lectures and reading assignments from Weeks 7-14.

12. 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 very important.

13. Course Readings, Lecture Topic and Activities by Week

Week 1 January 14th: Introduction to Course and the Social Roots of Health Disparities (Sally and Joe)


Week 2 January 21st: Major Medical Conditions – Heart Disease, Diabetes, Cancer and Kidney Failure

Guest lectures will present on each of these major medical disorders and relevant psychosocial treatment approaches within a hospital setting.

Week 3 January 28th: Chronic Pain: Integrated Health Interventions

The Immortal Life of Henrietta Lacks book discussion lead by students begins today and continues each week. See assignment sheet for dates and discussion questions.


Week 4 February 4th: Genetic Testing and Hereditary Cancer. Family Genetics – How Social Workers Help (Sally)

Movie: In the Family looks at the use of genetic testing to determine the possibility of future illness based on inherited genes. Following the movie we will break into small groups to discuss and turn in reflection questions on the movie. Attendance is necessary for credit.
Before class read:

Black women in Chicago are far likelier to die of breast cancer than white women, resulting in a disparity that's nearly double what it is nationally. This pattern of racial inequality shows up locally with other diseases—evidence that Chicago is failing at narrowing its racial divide in health. Why? And what must be done?  

The National Human Genome Research Institute provides information about how genetic tests are done, the information the tests provide, and details to guide decisions about whether or not to get tested. http://www.genome.gov/19516567


**Week 5 February 11**th Depression: Integrated Health Interventions (Joe)


**Week 6 February 18th:** Anxiety Disorders (Joe) and Post Traumatic Stress Disorder (Sally): Integrated Health Interventions


Understanding PTSD (2012). National Center for PTSD, U.S. Department of Veterans Affairs
www.ptsd.va.gov (in c-tools)

**Week 7 February 25th:** Eating Disorders: Integrated Health Interventions. (Guest speaker invited from the UM Comprehensive Eating Disorders Program)

See c-tools folder for the following educational resources from the National Eating Disorders Association www.NationalEatingDisorders.org


Review the U-M Comprehensive Eating Disorders Program website ttp://www.psych.med.umich.edu/patient-care/eating-disorders-program/

**Midterm Quiz** - in class

**March 4th Spring Break**

**Week 8 March 11th** Health Behavior – Introduction to Motivational Interviewing Techniques (Sally)


- There are multiple resources in the c-tools resource folder on how to conduct MI that will help prepare you for the role play next week.

**Week 9 March 18th:** Health – Behavior Change - Motivational Interviewing Techniques Role Play Video taping in class.

**Week 10th March 25th:** Substance Abuse (Joe)


**Week 11 April 1st:** Engaging and Assessing Clients in End of Life Care (Sally)

Before class read:

The Future of Hospice Care for African Americans: Clinical, Policy & Caregiver Perspectives http://m.divinity.duke.edu/initiatives-centers/iceol/resources/last-miles/papers/08

Hospice and the Role of Social Workers:

**Week 12 April 8th** Psychiatric Conditions with Special Relevance in Integrated Healthcare (Joe)


**Week 13 April 15th** Autism Spectrum Disorders and OCD


**Week 14 April 22nd** Transplant Panel


**Final Quiz** - In class