Behavioral and Psychosocial Aspects of Integrated Health

SW 619 Fall, 2014, Thursdays 9a-12p

Instructor: Brad Zebrack, PhD, MSW, MPH
Email: zebrack@umich.edu
Course location: 110 Dennison Hall

Office: 2778 SSWB
Phone: 734-615-5940
Office hours: By appointment

1. Course Description:

In the current healthcare system, it is all too common for consumers to face problems accessing care in artificially separate physical, mental, and behavioral health care systems, and to experience difficulty obtaining care that is collaborative, culturally appropriate, and responsive to their complex health care needs. A preponderance of scientific evidence demonstrates that separated, unresponsive, and fragmented health care is ineffective, costly, and unsustainable. For example, patients with severe mental illness have been shown to die an average of 25 years sooner than matched patients without severe mental illness, due to poor management of chronic disease and lack of routine primary care. Conversely, mounting evidence shows that costs are reduced, quality is improved, and fragmentation of care is minimized when behavioral health providers work as integrated members of health care teams. The rapid adoption of ‘health care home’ team-based models by primary care and specialty care (e.g., oncology) systems is an indication that collaborative, team-based, integrated physical and behavioral care is rapidly emerging.

Social Workers are ideally suited to meet this workforce need for skilled integrated health care professionals. Social Workers are trained to work collaboratively with cross-disciplinary teams of providers, are prepared to work flexibly in a variety of roles and functions, and possess the necessary skills to engage with highly diverse populations. As healthcare becomes more collaborative, social workers are in a strategic position to redefine their place in healthcare and address emerging workforce needs as integrated behavioral health care leaders and providers.

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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)
   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. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS, 7.IP, 7.SPE, 7.CO, 7.MHS)
   1.2. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS)
   1.3. Discuss the ethical and social justice implications of differences in mortality and morbidity across population subgroups. (Practice Behaviors 2.IP, 2.CO, 2.SPE, 2.MHS, 5.IP, 5.SPE, 5.CO, 5.MHS)

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. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
   2.1. Identify biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the life span. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
   2.2. Explain the impact of poverty, discrimination, and privilege on health status and disease outcomes, including the ethical and social justice implications. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS)
   2.3. Discuss the implications of concepts of health and disease for health promotion, disease prevention, treatment, and rehabilitation. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

3. Describe current theories and models of health behavior and their implications for health promotion, disease prevention, treatment, and rehabilitation. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)
   3.1. Describe socioeconomic, cultural, and religious differences in health beliefs and practices, utilization of health services, and barriers to care. (Practice Behaviors 4.IP, 4.SPE, 4.CO, 4.MHS)
   3.2. Describe stress, strain, coping, and adaptation as they relate to health and disease across the life span. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

4. Course Design:
This course will be taught in a seminar format, which means that student participation and engagement of material is required. As in life, it is never enough to just “show up.” Class participation is critical to student learning and to the success of this course. As a whole class we will contribute to that successful experience; however, each student is ultimately responsible for her/his own depth, challenge, and enjoyment of learning.

There will be a 15-minute break during the middle of each class.
Instructor Responsibilities

The instructor will facilitate the course objectives by:

1. Promoting students’ acquisition of knowledge and skills to critically evaluate the causes and consequences of various health problems in the US and the world.
2. Providing useful and constructive comments (often in the form of questions) on 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.
3. Being available for and responsive to students’ questions both in and out of class.
4. Providing and maintaining a safe forum for discussion and learning.

Student Responsibilities

Students will facilitate the objectives of this course by:

1. Arriving to class on time and having read all assigned readings. Students are expected to attend every class and participate in discussions and in-class activities.
2. Obtaining materials, hand-outs, or class notes from classmates if unable to attend class.
3. Completing class assignments in a timely and high quality fashion. Late assignments will be penalized at least one grade level (e.g., A becomes A-, etc.). If you are unable to complete an assignment on time for some reason, please inform the instructor ahead of time.
4. Contacting the instructor if you have concerns or questions regarding the course, readings, or assignments. Students are encouraged to discuss work with the instructor outside of class.

Professional and appropriate use of laptops, smart phones, and other electronic devices as in-class resources is encouraged. However, please turn ringers OFF on all devices, and do not use them for text messaging, checking Facebook, Twitter, movie times, dinner reservations, etc. during class.¹

Accommodations for Students with Disabilities

If you need an accommodation for a disability, please inform the professor at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is taught may be modified to facilitate your participation and progress. As soon as you make the professor aware of your needs, he/she can work with you and the Office of Services for Students with Disabilities (SSD) to determine appropriate academic accommodations. SSD (734-763-3000; http://ssd.umich.edu) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

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 differences in health outcomes, beliefs, behaviors, 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 examining differences in mortality and morbidity in population subgroups, and access and barriers to care. This course emphasizes the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge.

¹ Please note: Research conducted at the University of Michigan indicates that use of laptops in class improves student engagement, attentiveness, and learning. However, please also note that 35% of students report being distracted while using their own laptops in class, and approximately 46% of students report being distracted by other students using their laptops for non-class purposes (http://www.crlt.umich.edu/sites/default/files/resource_files/CRLT_no30.pdf).
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. Course Requirements and Grading
Class requirements include class attendance and participation, and the assignments listed below. Instructions for all assignments will be posted on the course CTools website.

**Attendance**
Class attendance and participation (10% of course grade) are 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.
- Attendance at all classes is required. When possible, please let me know in advance if you must miss a class or part of a class. **Students with 2 absences will receive a one level reduction of their final grade (e.g., A becomes A-). Each additional absence will reduce your final grade an additional level.**

In consideration of your classmates, please arrive on time. Three times tardy to class will result in a student being charged with an absence. Also, please remember to turn off your cell phone. Please do not text-message, read your e-mail, check social networks, etc. during class.

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 the instructors if religious observances conflict with class or due dates for assignments so that we can make appropriate arrangements.
Assignments

1. Three Reaction papers – 30% of total grade (Parts 1, 2, & 3)
2. Chronic health disorder paper – 25% of total grade (Due October 23rd)
3. Portfolio preparation – 5% of total grade (Due November 13th)
4. Illness narrative – 30% of total grade (Due December 12th)

See the course CTools site – “Assignments” tab – for assignment requirements and guidelines.

Grading

Each assignment is graded on a 10-point scale. Points are then weighted based on the assignment’s percentage of the total grade. For example, 10 points on an assignment worth 25% of total grade receives 25 points.

Both content and form will be considered in assigning grades. Though content is more heavily weighted in grade assignments, form and presentation are also important. Failure to follow APA guidelines for referencing and for headings will result in grade reduction. The grading scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>99 – 100</td>
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<tr>
<td>A</td>
<td>95 - 98</td>
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<tr>
<td>A–</td>
<td>91 - 94</td>
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<tr>
<td>B+</td>
<td>88 – 90</td>
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<tr>
<td>B</td>
<td>85 - 87</td>
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<tr>
<td>B–</td>
<td>81 - 84</td>
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<tr>
<td>C+</td>
<td>78 – 80</td>
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<td>C</td>
<td>75 – 77</td>
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<tr>
<td>C–</td>
<td>71 – 74</td>
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<tr>
<td>D</td>
<td>65 – 70</td>
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<td>E</td>
<td>less than 65</td>
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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.
- All papers must be typewritten and double-spaced using a 12-point font and one inch margins. Use APA style for your papers, including proper headings and citations. See Publication Manual of the American Psychological Association. Sixth edition.
- 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

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2 For IHLC scholars, this assignment will require that you contact your field placement supervisor and identify a physical, mental, or behavioral disease state experienced by patients in your up-coming field placement.
useful tools, but not as reliable as a human reader. For personal assistance with writing, contact Michelle Woods in the School of Social Work, Office of Student Services, or the University of Michigan’s Sweetland Writing Center, 1139 Angell Hall, (734) 764-0429; http://www.lsa.umich.edu/swc/contact.html

**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/) 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.

Policies governing plagiarism can be found in the 2012-2013 Student Guide, Vol. 1, Sec. 12.02. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion. Plagiarism is defined as representing someone else’s ideas, words, statements, or works as one’s own without proper acknowledgement or citation. Plagiarism includes self-plagiarism, which is reusing one’s own work without acknowledging that the text appears elsewhere (e.g., in a paper for another current or previous class).

9. **Course Materials**


Textbooks are available for purchase at Ulrich’s Bookstore and the University Bookstore.

All other required readings are available on the course CTools site.
### Course OUTLINE: Week-by-Week Topics and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>PART ONE</strong></td>
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</tbody>
</table>
| 9/11 | Role of Social Work in Integrated Healthcare  
Guest: Sally Schmall: Introduction to Seelio platform and ePortfolios | • (T) Gehlert, S., & Browne, T. (Eds), Chapter 2. Social Work Roles and Health-Care Settings  
| **PART TWO** | | |
| 10/2 | Common Disease Conditions -- Heart Disease, Diabetes, HIV, Cancer, Pain and Pain Management  
Guest: Jacinta Florek | • (T) Gehlert, S. Browne, T. (eds), Chapter 20. Adherence and Mental Health Issues in Chronic Disease: Diabetes, Heart Disease, and HIV/AIDS  
• (T) Gehlert, S. Browne, T. (eds), Chapter 22. Pain Management and Palliative Care |
| 10/9 | Managing health, mental health, and behavioral health challenges  
Guest: Erin Khang | • (T) Gehlert, S. Browne, T. (eds), Chapter 8. Physical and Mental Health: Interactions, Assessment, and Interventions  
| 10/16 | Social and Cultural Meanings of Illness, Illness Narratives  
Guest: Dan Reid, Liver Transplant Unit, UMHS | • (T) Gehlert, S. Browne, T. (eds), Chapter 13. Families, Health, and Illness  
• (T) Gehlert, S. Browne, T. (eds), Chapter 10. Communication in Health Care  

### PART THREE

**10/23**

Health indicators, distributions of health and illness (epidemiology; risk factors)

- (T) Gehlert, S. Browne, T. (eds), Chapter 4. Public Health and Social Work

**Assignment Due: Chronic Disease paper**

**10/30**

Social epidemiology/Social Determinants of Health/Social and environment interaction

- (T) Gehlert, S. Browne, T. (eds), Chapter 7. Community and Health

**11/6**

Health and “Race,” gender, LGBT, and Socioeconomic position


**11/13**

Social Support, Health, and Aging/Developing a Social Work Philosophy Statement (Sally Schmall)

- Christ, G., & Diwan, S. Chronic Illness and Aging, Section I. The demographics of aging and chronic diseases. Council on Social Work Education.

**Assignment Due: Seelio/Portfolio preparation**

**11/20**

Multi-level, community-based interventions


*Select and read two of the following:*


12/4 Social work and medical care, Interprofessional practice
Guest speaker: Oliva Kuester


12/12 Final Paper Due