

SW 613 Behavioral, Psychological and Ecological Aspects of Health and Disease

Winter Term, 2015

Tuesday 9:00am – 12:00pm SSW 2816

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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 613” and allow 48 hours for email responses. I am 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 I can assist you accordingly.

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. (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 an interactive seminar format, which means that student participation and engagement of material is required. 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. I love teaching and I hope you love learning.

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

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.
- 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**).

9. General Expectations and Format for Written Work:

- Assignments are due on the dates specified. **Late assignments are not accepted.**
- Written work should incorporate the standards of critical thinking, analysis and writing.

11. Course Materials:

Gehlert S. & Browne, T. (2012). Handbook of Health Social Work (Second Edition). Hoboken: John Wiley and Sons.

Skloot, Rebecca (2010) The Immortal Life of Henrietta Lacks Crown Publishing Group.

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 book will serve for weekly discussions as it relates directly to our PODS themes.

Assignments and Quizzes

Discussion co lead book discussion (2 points)

Co-lead article discussion with a brief power point (3 points)

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

Essay responses to P.Rose (2013) Cultural Competency for the Health Care Professional. Chapter 11 – Psychosocial Impact of Culturally Incompetent Health Care.

Group environmental justice project: Full description and a project sample format can be found on the CTools site under the “Assignment Tab” (25 points)

Environmental justice paper based on group topic selected (15 points)

Health disparities experienced within the LGBT communities (10 points)

The *Healthy People 2010 Companion Document for LGBT Health* covers a range of health issues. For the quiz (which will be true/false) understand the Healthy People 2010 front page highlighting research on current health issues faced within the LGBT community as well as 3-5 strategies for eliminating health disparities.

Gender and Health (10 points) These links will help prepare you.

(WHO) Gender and health <http://www.who.int/gender/genderandhealth/en/index.html>

(WHO) The role of men in promoting gender health equality
http://www.who.int/gender/topics/role_of_men/en/index.html

Be prepared to write a thorough essay on how both gender differences and gender inequalities can give rise to inequities between men and women in health status and access to health care. Site examples from readings including best practices in engaging men in improving women’s health.

Quiz: Substance Abuse in Older Adults (10 points)

Body image assignment (5 points) Full description and can be found on the CTools site under the “Assignment Tab

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.

A+ = 99 – 100 points	B+ = 88 – 90	C+ = 78 – 80	D = 65 – 70
A = 95 - 98	B = 85 - 87	C = 75 – 77	E= less than 65
A– = 91 - 94	B– = 81 - 84	C– = 71 – 74	

13. Course Readings, Lecture Topic and Activities by Week

Week	TOPIC	Readings
1/13	<p>Course overview:</p> <p>Unequal Access to Healthcare: Health Outcomes and Social Justice Implications</p> <p>Unnatural Causes Episodes 1-3</p>	<p>Review syllabus and CTools site to understand expectations for the semester.</p> <p>Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations (1994) http://www.epa.gov/compliance/resources/policies/ej/exec_order_12898.pdf</p>
1/20	<p>LGBTQ - Patient Centered Care</p> <p>Guest speaker: Shari Robinson-Lynk</p>	<p>(T) Gehlert, S., & Browne, T. (Eds), Chapter 1. Conceptual Underpinnings of Social Work in Health Care</p> <p>How to Close the LGBT Health Disparities Gap http://www.americanprogress.org/issues/2009/12/lgbt_health_disparities.html http://www.lgbthealth.net/side_hp2010.shtml</p>
1/27	<p>The negative impact of cultural incompetent care.</p> <p>Health disparities experienced within the LGBT communities essay assignment due on line (10 points)</p>	<p>P.Rose (2013) Cultural Competency for the Health Care Professional. Chapter 11 – Psychosocial Impact of Culturally Incompetent Health Care.</p>

<p>2/3</p> <p>2/3 cont.</p>	<p>The Major Causes of Mortality and Morbidity in the United States: Heart Disease, Diabetes, Cancer</p> <p>Unnatural Causes - Episode 4</p> <p>Guest speaker Erin Spangler, UM Heart Transplant Program</p> <p>Psychosocial Impact of Culturally Incompetent Health Care essay assignment due (5points)</p>	<p>(T) Gehlert, S. Browne, T. (eds), Chapter 20. Adherence and Mental Health Issues in Chronic Disease: Diabetes, Heart Disease, and HIV/AIDS.</p> <p>Reinschmidt, K.M. & Chong, J. (2007). SONRISA: A curriculum toolbox for promotors to address mental health and diabetes. <i>Preventing Chronic Disease 4(4)</i>: 1-9. (James & Susan)</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch 7- 11 (Sam & Diane)</p>
<p>2/10</p>	<p>Social, Cultural, Religious and Family Narratives of Illness</p> <p>Worlds Apart: Mohammad Kochi's story</p> <p>10: 15 - Guest speaker(s) UM's Patient Centered Care</p>	<p>(T) Gehlert, S. Browne, T. (eds), Chapter 10 Communication in Health Care</p> <p>(T) Gehlert, S. Browne, T. (eds), Chapter 13. Families, Health, and Illness</p> <p>(T) Gehlert, S. Browne, T. (eds), Chapter 11 Religion, Spirituality, Health, and Social Work</p>
<p>2/17</p>	<p>Theories and models of health behavior and implications for health promotion, disease prevention, treatment, and rehabilitation.</p> <p>World's Apart – Alicia Mercado's story</p>	<p>(T) Gehlert, S. Browne, T. (eds), Chapter 6 Theories of Health Behavior</p> <p>Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. <i>American Psychologist, 47</i>, 1102-1114.</p> <p>Zittel, K.M.; Lawrence, S.; & Wodarski, J.S. (2002). Biopsychosocial model of health and healing: Implications for health social work practice. <i>Journal of Human Behavior in the Social Environment, 5(1)</i>: 19-33. (Cynthia & Alma)</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch12 – 16 (Caitlyn & James)</p>

2/24	<p>Eating Disorders: Diagnosis and Family Based Treatment</p> <p>Speakers from UM Comprehensive Eating Disorders Program</p> <p>Attendance required for Body Image assignment</p>	<p>It is National Eating Disorder Awareness Week http://www.nationaleatingdisorders.org/programs-events/nedawareness-week.php</p> <p>Before class review: www.UofMhealth.org/eatingdisorders</p> <p>T) Gehlert, S. Browne, T. (eds), Chapter 7. Community and Health</p> <p>T) Gehlert, S. Browne, T. (eds), Chapter 15 Social Work with Children and Adolescents with Medical Conditions</p>
3/3	NO class spring break	
3/10	Jewish Burial Rituals	<p>T) Gehlert, S. Browne, T. (eds), Chapter 23 End of Life</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch 17 – 22 (Susan & Xiaoxiao)</p>
3/17	<p>Substance Abuse in Older Adults: CSWE PEARLS Project</p>	<p>T) Gehlert, S. Browne, T. (eds), Chapter 16, Social Work with Older Adults in Health Care Settings</p> <p>T) Gehlert, S. Browne, T. (eds), Chapter 17, Substance Use</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch23 – 28 (Alma & Cynthia)</p>
3/24	<p>Gender and Health</p> <p>Quiz: Substance Abuse in Older Adults (10 points)</p>	<p>(WHO) Gender and health http://www.who.int/gender/genderandhealth/en/index.html</p> <p>(WHO) The role of men in promoting gender health equality http://www.who.int/gender/topics/role_of_men/en/index.html</p> <p><u>The Immortal Life of Henrietta Lacks</u> Ch 29 – 38 (Morgan & Chelsea)</p>
3/31	<p>Cancer & Community Based Programs</p> <p>Guest speaker: Barb Hiltz,</p> <p>Gender and Health (10 points)</p>	<p>Boyd, A.S. & Wilmoth, M.C. (2006). An innovative community-based intervention for African American women with breast cancer: The Witness Project. <i>Health & Social Work 31(1)</i>: 77-80. (Arlana & Caitlyn)</p> <p>Yi, J. & Zebrack, B. (2010). Self-Portraits of Families with Young Adult Cancer Survivors: Using Photovoice, <i>Journal of Psychosocial Oncology, 28(3)</i>, 219-243 (Zach & Laura)</p>

4/7	In the Family – Genetics Testing	Gehlert, S. Browne, T. (eds), Chapter 21 Social Work and Genetics (Sam, Diane & Xiaoxiao)
4/14	Ethics Mr. Mayday's story Essay response due (10 points)	Curtis, R., & Christian, E. (Eds.). (2012). <i>Integrated Care: Ethics in Integrated Care</i> . New York: Routledge. Chapter 6
4/21	Environmental Justice Group Project Presentations and Paper Submission on CTools (total 50 points)	