Welcome to this class

It is an exciting time to be a part of the movement to develop and implement effective integrated care models with improved linkages between mental health, behavioral health and primary care settings. It is particularly exciting for social workers who are ideally suited to meet the 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.

This course will consist of a variety of collaborative learning methods including interactive lectures with active student participation, guest speakers, readings, in-class application exercises, videos and written assignments. Understanding core class concepts and the ability to apply these concepts will be emphasized. My commitment is to provide organized, meaningful course material and opportunities for learning. Students are invited and expected to be actively engaged in the learning process by coming to class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. Please feel free to contact and meet with me throughout the semester as needed with questions, concerns and suggestions. I look forward to what we will experience and learn together.

Guiding Principles and Commitments

We seek mutual growth, learning and benefit from sharing with each other in this class.
We respect even when we disagree or have conflict.
We do not assume or pre-judge the intent or motivation of others.
We seek to replace assumptions with curious questions and invitations to share and listen.
We seek to diminish fear, shame and blame that immobilize the learning process.
We view mistakes and not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.
We find ways to be curious and humane in our interactions.

Personal Accountability

Students are expected to take personal responsibility and be committed to their own learning experience by being active and responsible members of each class session. An optimal individual learning experience is one that is active, self-directed and requires engagement. It is not solely about what one is taught, but also about what one consciously chooses to learn. As class participants, we will seek to contribute to a meaningful and
successful experience for the class as a whole; however, each student is ultimately responsible for her/his own depth, challenge, and experience of one’s individual learning.

**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.

**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.

**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 life span.

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 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.

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.

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.

Relationship of the Course to Social Work Ethics and Values

Social work ethics and values will be addressed in the context of the NASW Code of Ethics. This course will increase awareness of the intersectionality of medical ethics, social work ethics and bioethics. Students will evaluate ethical issues involved in medical-ethical issues and dilemmas and decision making in health social work and discuss the impact of the social worker’s values and reactions to these issues.

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. Students are invited and expected to actively contribute from their experiences, field placement practice and knowledge of readings, etc. to help support and develop 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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students needing accommodation for a disability should notify the instructor during the first week of class and provide the appropriate accommodation recommendation documents to ensure needs are met in a timely and effective way. Resources are available (i.e. adaptive technology computing site, Services for Students with Disabilities; http://ssd.umich.edu). Students with disabilities may contact Services for Students with Disabilities at 734-763-3000 to coordinate reasonable accommodations. To the extent permitted by law, information will be treated as private and confidential.
RELIGIOUS OBSERVATIONS AND MILITARY SERVICE
Students who will be absent during the semester due to religious observance and/or military services should notify me during the first week of class to facilitate appropriate accommodations and arrangements to obtain class materials and coordinate make-up class activities and assignments.

ACADEMIC CONDUCT, HONESTY & INTEGRITY
Social Work students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Any form of cheating will result in a failing grade for the relevant assignment and is grounds for expulsion.
Plagiarism is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct and 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).
You are responsible for reviewing and understanding the Student Code of Academic and Professional Conduct in the Student Guide to the Master's in Social Work Degree Program 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.

APPLICATION OF NASW CODE OF ETHICS AND PROFESSIONAL USE OF SELF
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.

The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession’s purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.
- It is expected that all students conduct themselves in a manner consistent with the Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and ACTIVE listening with fellow students, the instructor and guest presenters.
- As professionals, you are expected to maintain confidentiality and respect differences.
- You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at: http://www.socialworkers.org/pubs/code/code.asp and the Student Guide (Chapter 13).

DISTRIBUTION OF PAPERS TO STUDENTS
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. This means that papers cannot be left where anyone else can have open access. Papers should be returned by the instructor directly to or mailed to the student. During the semester, papers will be returned directly to students. Papers submitted at the end of the term may be returned by mail to the student, if the student supplies a self-addressed, self-stamped envelope to the instructor no later than the last day of class for return by U.S. Mail.
COURSE REQUIREMENTS

ATTENDANCE
As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole. Classroom interactions cannot be replicated nor the benefit received exclusively from reading class materials. Therefore, attendance, participation and engagement are expectations and requirements (See Student Guide). Class grades will be negatively impacted by absences and/or lack of participation and engagement.

- School of Social Work Class Attendance Policy 5.03: It is expected that students attend classes and instructors are encouraged to monitor attendance.
- Each absence from class will result in a two point deduction per missed class.
- Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another and our guest speakers. We will begin and resume class promptly after designated break(s). A partial absence is defined as any one of the following: (1) late arrival after class start time, (2) late return from break after class has resumed or (3) early departure before class ends. Each partial absence will result in a one point deduction.
- 2 or more absences for any reason will require additional assignment completion to ensure mastery of class content missed. Students are responsible for initiating a timely proposal for make-up work.
- 4 or more absences for any reason will result in non-credit for the class.

PREPARATION, PARTICIPATION AND ENGAGEMENT
Beyond physical presence through attendance, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected. Active and meaningful engagement requires advanced preparation which includes completion of assigned readings, critical thinking about application and integration into your field work and identifying thoughts and questions you wish to bring to class for discussion.

Students should be prepared each week to both be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from readings in weekly class discussions and integration across progressive weeks. The quality and preparedness of responses illustrating completion of the readings will be used as a part of the assignment of grading for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B).

PROFESSION USE OF COMPUTERS, PHONES AND OTHER ELECTRONIC DEVICES
The focus of class time is understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing notes, practicing active listening, actively engaging in class discussion and activities or otherwise deepening your knowledge of the material in some way. Use of electronic devices to support these class related activities is encouraged.
Checking email, texting, searching the net for non-class related activities, reading non-class materials, etc. equate to talking/interrupting while someone else is talking and are not acceptable during class. Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will impact attendance and class participation grades with associated automatic deductions.

ASSIGNMENTS
Assignments are designed to use a variety of evaluation methods including written papers, class room activities and discussions and in-class activities to allow opportunities to address strengths and preferences of diverse
individual students. The goal of the course assignments is to promote integration and meaning of the material and competency in services provided to clients. You are empowered to self-direct your learning and assignments with some opportunities to choose areas of interest in some assignments.

You are responsible for reading the syllabus and assignment instructions and class information is posted on Canvas.

Paper copies of written assignments are to be submitted at the beginning of the class on the date due with all pages stapled together including relevant additional materials as assigned. If you are unable to submit written assignments, please make other arrangements to get a paper copy of your paper to class or to my SSW mailbox #49 by the assignment due date and time. Emailed assignments will not be accepted.

LATE COMPLETION OF ASSIGNMENTS
Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of professional behavior and competencies. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling (i.e. hospitalization, death in the family). Commonly occurring life experiences (i.e. multiple demands/busy schedule, traveling, computer problems) are NOT considered grounds for exceptions for late assignments.

ASSIGNMENT DESCRIPTIONS AND RUBRICS
Written assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting your assignments to help you meet assignment criteria.

WRITING SKILLS
Written skills are essential to effective social work practice. As professionals we will be continually assessed and evaluated on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills will be expected in this course including appropriate grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. For personal assistance with writing, contact 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/sweetland/

All papers must be typewritten and double-spaced using a 12-point font and one inch margins. APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Use APA style for your papers, including proper headings and citations. See Publication Manual of the American Psychological Association. Sixth edition.

Please refer to the APA Style manual in various UM libraries or the following sites:
http://www.apastyle.org/
http://owl.english.purdue.edu/owl/resource/560/01/
Referencing internet sources: http://www.apastyle.org/elecref.html

Key components of APA format to be used in written papers include:
  • Title page with running head
  • Double spaced 12 font with 1 inch margins
  • Number pages except for title page in upper right corner
• Indent 5 spaces for first line of every paragraph
• Sources must be cited in the text of the paper
• Reference page with all sources at the conclusion of the paper
• All direct quotes must be referenced with source and page number

REQUIRED READING
Readings are considered a foundation of the course and you will be expected to know the content of the readings and to incorporate this knowledge into your assignments. It is expected that assigned readings posted for each week will be completed prior to each class to enhance discussion and interaction. Grades of A will require completion of all assigned readings. SCANNING the readings does not meet the definition of completion of the readings.

ADDITIONAL READINGS
The amount of required text reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest. 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. Additional relevant handouts will also be distributed in class for reading and additional reference materials specific to class topics may be discussed throughout the term.

SOME RELEVANT JOURNALS
Social Work in Health Care
Health and Social Work
Social Work in Public Health
Ethnicity and Health
Social Science and Medicine
Journal of Health and Social Behavior

REQUIRED COURSE TEXTS AND ARTICLES:


Additional required readings are available on the course Canvas site.

GRADING
Grades are the outcome of student efforts and demonstration of competency. *They are “earned” not “given.”* While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them. Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 2-3 hours outside of the class room to complete readings and assignments at a level of mastery (i.e. 6-9 hours for a 3 credit course).

Final Grades will be based on individual personal performance and demonstration of course competencies and expectations including the quality of the work, demonstration of reading and ability to apply concepts. The total accumulation of points earned reflect competencies demonstrated in the context of one’s normal life challenges regarding time, obligations, multiple demands and the choices
each student makes. When considering an individual assignment grade, i.e. 9 out of 10 points earned, think of the score as points earned rather than a percentage. For example, a 9 out of 10 is not a 90% overall course grade. It is 9 out of 10 points earned by demonstrating course competencies and one point unearned out of the total 100+ points possible.

Students who feel that after feedback, they would like to redo a written assignment for re-submission and consideration of additional earned points should notify me promptly and may submit a revision within one week after the paper was returned. The original paper and the revised paper with changes clearly highlighted should be submitted.

Final letter grades are defined by the School of Social Work as follows:

**A grades**
Earned for **exceptional individual performance and superior mastery** of the material. The use of A+ (100), A (95-99), and A- (90-94) should distinguish the degree of superiority.

**B grades**
Earned for students who demonstrate **mastery of the material**. B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades**
Mastery of the material is **limited**. C- is the lowest grade which carries credit. C+ (77-79), C (74-76) and C- (70-73).

**D grades**
Indicate deficiency and carry no credit. (below 70)

**E grades**
Indicate failure and carry no credit.

**I grades**
Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a **definite plan and date for completion pre-approved by the instructor**.
- If more than one-third of the required course work is incomplete and/or 3 or more classes are missed, an incomplete grade will not be given &credit for the course is not possible.
- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

**WRITTEN ASSIGNMENTS and CLASS PARTICIPATION**

1. **In-Class Activities Completion** 20 points
   These in-class activity assignments focus on your ability to apply the readings and lectures and will be completed in class. They will involve discussion, analysis and demonstration of your understanding of course readings and concepts. **YOU MUST BE PRESENT TO RECEIVE CREDIT.**
2. **“Anatomy” of a Chronic Illness Paper** 45 points Total
   This paper will be done over the course of the semester in three distinct parts. This will provide you with an opportunity to apply course concepts in an incremental format leading to a holistic view of the “anatomy” of an illness.

3. **Self-Selected Articles of Interest and Written Summary and Class Discussion** 15 points
   You will have the opportunity to choose articles of your own interest in relevant course topic areas.

4. **Social Work Role and Values Articulation Paper** 10 points
   This final assignment is designed to help prepare you for articulating your role and your values in your integrated health social work practice.

5. **Class Participation, Class Attendance, Engagement & Professional Use Self** 10 points
   Class attendance, participation and professional use of self are core behaviors that are highly valued in this class and are a part of the learning experience which has relevant application to future professional practice. As social workers and other helping professionals, it is important to be able to speak out to advocate for clients and to address issues as a silent worker can have limited impact.

Class participation involves sharing and discussing class concepts and their application to our work. Participation is not simply talking and sharing your opinions. Each week come prepared to discuss, understanding and application of what you have read, concepts from the class that apply to your field placement, what you notice in the world regarding health care topics related to class. The quality of participation is important and effectively comes from reading the assigned texts, analyzing theories and concepts and then noticing how to apply them to working with clients and organizations.

**Expectations are further defined in a separate Profession Use- of-Self document and a Class Participation Self-Evaluation Rubric posted document.**

- More detailed assignment descriptions, requirements and guidelines are available in Canvas.

### Course Outline and Assigned Readings

**Sept. 17**

#1 Course Overview
- Introduction to Integrated Health Care
- Social Work Roles in Health Care Settings

**Required Readings:**
- Curtis & Christian: Chapter 1
- Gehlert & Browne: Chapter 1

**Sept. 24**

#2 Article of Choice Written Summary/Analysis/Discuss in Class
- Current Status of Health Care in U. S.
- Disparities, Unequal Access
- Policy Considerations

**Required Readings:**
- Article of Choice on area of interest relevant to this week’s topic
• Gehlert & Browne: Chapter 5

Oct. 1  **Article of Choice Written Summary/Analysis/Discuss in Class**  
#3 Social Epidemiology/Social Determinants of Health  
Social and Environmental Interaction  
Health Indicators and Risk Factors; Distribution of Health and Illness

**Required Readings:**
• Article of Choice on area of interest relevant to this week’s topic  
• Gehlert & Browne: Chapters 4 and 7  

Oct. 8  **Theories, Perspectives and Practice Models in Integrated Health Care**  
#4 Definitions of Health and Responsibility  
Change and Health Care Behaviors

**Required Readings:**
• Gehlert & Browne: Chapter 6  

Oct. 15  **Part 1 Anatomy of Illness Paper Due**  
#5 Social, Cultural, Spiritual Meanings of Illness and Wellness  
Family World View Narratives

**Required Readings:**
• Gehlert & Browne: Chapters 11, 12 and 13

Oct. 22  **Common Chronic Diseases/Conditions:**  
#6 Heart Disease, Cancer, Diabetes, HIV, Obesity  
Morbidity and Mortality; Quality of Life Considerations  
Pain Management and Palliative Care
Required Readings:
- Gehlert & Browne: Chapter 20 and 22

Oct. 29  
Article of Choice: Written Summary and Critical Analysis/Discuss in Class  
#7  
Culture, Race, Gender, Age, LGBTQ and Socioeconomic Position

Required Readings:
- Article of Choice on area of interest relevant to this week’s topic
- Curtis & Christian: Chapter 7
- Gehlert & Browne: Chapter 15

Choose and read one addition article from the following:
- Christ, G., & Diwan, S. Chronic Illness and Aging, Section I. The demographics of aging and chronic diseases. Council on Social Work Education.
Nov. 5  Part 2 Anatomy of Illness Paper Due
#8  Addressing Health, Mental Health and Behavioral Health Challenges

Required Readings:
- Gehlert & Browne: Chapters 8 and 17
- Curtis & Christian: Chapter 5 and Chapter 8

Nov. 12  Health Care Communication Challenges and Skill Development
#9  Delivering Bad News
End of Life Discussions
Genetic Counseling

Required Readings:
- Gehlert & Browne: Chapters 10, 21 and 23

Nov. 19  Role of Social Work in Integrated Health Care
#10  Leadership in Integrated Care

Required Readings:
- Gehlert & Browne: Chapters 2
- Curtis & Christian: Chapters 2 and 15

Nov. 26  NO CLASS: THANKSGIVING BREAK

Dec. 3  Part 3 Anatomy of Illness Paper Due
#11  Social Support and Health
Community Based Interventions

Required Readings:


• **In addition to above required articles, choose and read two of the following articles:**


**Dec. 10**  
#12  
**Professional Statement Assignment Due**  
**Self-Assessment of Class Participation and Use of Self Form Due**  
Inter-professional Practice and Team Building  
Ethics in Integrated Care  
Defining Professional Identify and Roles  

**Required Readings:**  
• Curtis & Christian, Chapter 6