Course title: Behavioral, Psychological and Ecological Aspects of Health and Disease
Course #/term: SW 613 Section 001, Winter 2018
Time and place: Mondays, 9a – 12p, [ROOM SSWB B684]
Credit hours: 3
Instructor: Erin Khang LMSW
Pronouns: [She, Her, Hers]
Contact info: *E-mail: ekhang@umich.edu *preferred Phone: 734-764-3121
You may expect a response within 24-48 hours
Office: SSWB 3733
Office hours: By appointment

COURSE STATEMENT

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.

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.
Course objectives and competencies: 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

Course design: The course format includes lectures, discussion, written assignments, and relevant readings/videos. Guest speakers may present information as subject matter experts. All assignments are expected to be submitted via Canvas.

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.

**Relationship 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.

**Intensive focus on 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.

**CLASS REQUIREMENTS**

**Text and class materials:**

Print ISBN: 9781483353203
eText ISBN: 9781483353180, 1483353184
Copyright year: 2016

*(Available on Amazon as a paperback and eTextbook)*

*Additional articles/readings and/or video clips will be posted in canvas.*

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.
### Class schedule:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required readings &amp; assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/18/18</td>
<td>Intro’s, Course Outline and Syllabus; Medical Terminology Intro</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Week 2 1/15/18</td>
<td>Cancelled: MLK Jr Birthday Observance</td>
<td>None</td>
</tr>
<tr>
<td>Week 3 1/22/18</td>
<td>Medical SW assessments and interventions</td>
<td>Read Ch 4 Med Term Quiz Today</td>
</tr>
<tr>
<td>Week 4 1/29/18</td>
<td>OB</td>
<td>Ch 3 (McCoyd/Kerson) (in Canvas) Read your team’s jigsaw article</td>
</tr>
<tr>
<td>Week 5 2/5/18</td>
<td>Pediatrics</td>
<td>Read Ch 12 Complete exercise #2 (pg 352)</td>
</tr>
<tr>
<td>Week 6 2/12/18</td>
<td>Adult</td>
<td>Read Ch 7 Chronic Illness paper due</td>
</tr>
<tr>
<td>Week 7 2/19/18</td>
<td>Geriatrics</td>
<td>Read Ch 11 &amp; 8 Read your team’s jigsaw article</td>
</tr>
<tr>
<td>Week 8 2/26/18</td>
<td>Cancelled: Spring Break</td>
<td>None</td>
</tr>
<tr>
<td>Week 9 3/5/18</td>
<td>Abuse &amp; Neglect; Foster care; Guardianship</td>
<td>Review articles and links in Canvas</td>
</tr>
<tr>
<td>Week 10 3/12/18</td>
<td>Death &amp; Dying in a Medical Setting</td>
<td>MI Advanced Directive exercise and reflection paper</td>
</tr>
<tr>
<td>Week 11 3/19/18</td>
<td>Environmental Health Impact</td>
<td>Read articles in Canvas</td>
</tr>
<tr>
<td>Week 12 3/26/18</td>
<td>Health Disparities &amp; Social Determinants of Health</td>
<td>Ch 10 Caring with Compassion online module</td>
</tr>
<tr>
<td>Week 13 4/2/18</td>
<td>Cultural Considerations in Healthcare &amp; Epigenetics</td>
<td>Ch 15 National LGBT Health Education Ctr learning module</td>
</tr>
<tr>
<td>Week 14 4/9/18</td>
<td>Medical Ethics</td>
<td>Ch 5</td>
</tr>
<tr>
<td>Week 15 4/16/18</td>
<td>Transplantation, Additional Topics Course Wrap Up</td>
<td>Review UNOS Criteria online (link on Canvas) Medical Ethics Paper Due</td>
</tr>
</tbody>
</table>
### Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Medical Terminology Quiz</td>
<td>1/22/18 in Class</td>
<td>25 points (12.5%)</td>
</tr>
<tr>
<td>Pediatrics Exercise #2</td>
<td>2/5/18 @9a</td>
<td>30 points (15%)</td>
</tr>
<tr>
<td>3-4 pg response paper to the 3 questions in Exercise #2 on pg 352 (only need to choose one scenario)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Chronic Illness paper</td>
<td>2/12/18 @9a</td>
<td>30 points (15%)</td>
</tr>
<tr>
<td>3-4pg paper choosing one of the dx’s listed in Canvas. Details in Canvas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced Directive Exercise and Response paper (2-3 pgs) Details in Canvas</td>
<td>3/12/18 @9a</td>
<td>25 points (12.5%)</td>
</tr>
<tr>
<td>Caring with Compassion Social Determinants of Health Online Module</td>
<td>3/26/18 @9a</td>
<td>10 points (5%)</td>
</tr>
<tr>
<td>National LGBT Health Education Center Learning Module</td>
<td>4/2/18 @9a</td>
<td>10 points (5%)</td>
</tr>
<tr>
<td>Medical Ethics Paper 6-7pgs. Details in Canvas</td>
<td>4/26/18 @9a</td>
<td>50 points (25%)</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation</td>
<td>Throughout semester</td>
<td>20 points (10%)</td>
</tr>
</tbody>
</table>

### Grading:

**Course Grading Scale (Total points available 200)**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Grade</th>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>200-194</td>
<td>C+</td>
<td>159-153</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>193-187</td>
<td>C</td>
<td>152-146</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>186-180</td>
<td>C-</td>
<td>145-140</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>179-173</td>
<td>D</td>
<td>139-130</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>172-166</td>
<td>F</td>
<td>&lt;130</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>165-160</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Late Assignments: Late assignments will not be accepted. The due date and times are listed in Canvas. Please plan accordingly. Assignments received after the due date and time listed will receive a 0.

Incompletes: Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures.

ADDITIONAL COURSE INFORMATION AND RESOURCES

Attendance and class participation:
Attendance is a requirement. Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays). There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classes will result in a non-passing grade. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor before the second class to avoid a grade penalization. Please note that the student is responsible for all of the content missed during your absences. There will be no opportunity for assignments or quizzes to be made up.

Policy on Class Attendance found in the MSW Student Guide.

Participation:
Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.
Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points (see below). *NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

You will be assigned to a clinical team that you will work with throughout the semester. The clinical team will engage in in-class exercises and discussions that focus on skill practice, self-directed clinical based homework assignments, and integrative learning related to the lectures and course readings (jigsaw technique).

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade:

| (0 – 5) Poor Participation | • Does not attend in-person class sessions  
|                          | • No effort, disruptive, and disrespectful  
|                          | • Uses harmful language in class and does not respect other students’ identities |
| (6 - 9) Marginal Participation | • Does not attend 1-2 in-person class sessions  
|                          | • Late most/all in-person class sessions  
|                          | • Little effort, texting or web surfing (irrelevant to course)  
|                          | • Demonstrates infrequent involvement in class or class discussions  
|                          | • Uses harmful language at times in class and sometimes does not respect other students’ identities |
| (10-14) Moderate Participation | • Late to multiple in-person class sessions  
|                          | • Moderate effort, texting or web surfing on occasion (irrelevant to course)  
|                          | • Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them  
|                          | • Rarely offers to contribute to discussion, but contributes to a moderate degree when called on  
|                          | • May seem occasionally distracted or uninterested  
|                          | • Uses inclusive language at times and respects other students’ identities to an extent |
| (15-19) Strong Participation | • Rarely late and no in-person class absences  
|                          | • Engaged in classroom activities only while in the class  
|                          | • Has clearly read and asks pertinent questions about course material  
|                          | • Offers interpretations or analysis of course material (more than just facts) to class  
|                          | • Contributes well to discussion in an ongoing way  
|                          | • Responds to other students’ points, thinks through own points, questions others in a constructive way  
|                          | • Demonstrates consistent ongoing involvement by active visual and/or verbal engagement |
| (20) Excellent Participation | • Uses inclusive language in class and respects other students’ identities  
• Consistently on time and no absences  
• Engaged in classroom activities only while in the class  
• Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)  
• Participates actively and equally during in class discussions, and group activities  
• Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students’ comments, contributes to the cooperative dialogue-building  
• Demonstrates ongoing active involvement and active visual and/or verbal engagement  
• Always uses inclusive language in class and respects other students’ identities |

**Computers and Electronics:**
Please place all electronic devices, such as phones, on vibrate or silent during class. Students should limit their tablet, laptop, or any other electronic device use for note taking or class related activities so as not to detract from the class. Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor.

**Safety and emergency preparedness:**
All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-7793 for up-to-date school closure information.

Be prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA compliance@umich.edu.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. [Click here to read more about the School of Social Work’s emergency policies and procedures.]

---

**Page 8 of 11**
Additional resources:

- Report a hate crime or bias-related incident
- Register for UM Emergency Alerts
- View the annual Campus Safety Statement

Mental health and well being:
The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](https://caps.umich.edu) (CAPS) at (734) 764-8312
  - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](https://uhs.msu.edu) (UHS) at (734) 764-8320
- Additional campus health and wellness resources

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](https://ssw.umich.edu/health-wellness)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Trigger Warnings:
Students may experience a range of emotions throughout this course. All feelings are acceptable, and important aspects of who we are. Our ability to regulate emotions and function and respond productively is a critical social work skill. Because of this, and the fact that we all may be triggered by a range of discussions, "trigger warnings" will not often be used during this course. Please assume positive intent when listening to the instructor and class colleagues. Mental health and wellbeing resources are listed above, and are available to you at any time.

Teaching evaluations:
Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of names and pronouns:
All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns.
Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar’s Office) and B833T (Lower Level). Click here for the Spectrum Center’s map of gender inclusive restrooms on campus.

Accommodations for students with disabilities:
If you are in need of an accommodation for a disability, please let me know by the second class. Any information you provide is private and confidential and will be treated as such. Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here. Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:
Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

Religious/spiritual observances:
An overview of the process for students who have conflicts with religious observances:
- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

Please click here to find more information about the University’s policy concerning religious holidays as well as a non-exhaustive list of religious holidays.

Military deployment:
Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.

Writing skills and expectations:
Strong writing and communication skills are essential to students’ academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:
SSW Writing Assistance
APA formatting:
Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Academic integrity and plagiarism
Plagiarism is prohibited in any academic writing at the University of Michigan. More information on academic integrity policies can be found in the MSW Student Guide.