Course Title: Behavioral, Psychological and Ecological Aspects of Health and Disease
Course #/term: SW613 (001) Winter, 2019
Time and place: Monday, 9:00 a.m. to 12:00 noon; 3816 SSWB
Credit Hours: 3
Instructor: Debra Mattison
Pronouns: She, her, hers
Contact info: Email: debmatt@umich.edu Phone: 734-763-1624
Please put SW613 in the subject line
You may expect a response within 24-48 hours Monday-Friday.
Email is not regularly monitored on weekends
Office: SSWB 3838
Office Hours: I welcome meeting with you throughout the semester.
Tuesdays 2-5:00 p.m.; Thursdays 8:00 a.m.-11:00 a.m. and by appointment. I am often available in my office during non-class times, so feel free to stop by or schedule a time that works for you.

Welcome and thank you for being a part of this class. It is both a challenging and exciting time to be a part of the movement to develop and implement effective integrated care models which explore the interconnected relationships between physical, mental, behavioral, ecological and spiritual aspects of health. As healthcare requires an ever more collaborative interprofessional team, social workers are in a strategic position to develop knowledge, skills, and competencies necessary to take an active leadership role in addressing the ongoing dramatic shifts in healthcare delivery. I look forward to what we will experience and learn together in this course.

We welcome our valued interprofessional colleagues to our class and their valuable and unique contributions to our learning.

This syllabus serves as our guiding contract agreement for the term. You are responsible for reading it no later than the beginning of our second class session.

Please initiate questions early in the term to ensure you understand the plan for the course including assignments and due dates. Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion and students will be notified of any changes. Course assignments and other relevant course documents can be found on Canvas at https://canvas.umich.edu
1. ABOUT THE COURSE

1.1 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, cultural variations 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.

1.2 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.

1.3 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)
2. 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)
3. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity. (Practice Behaviors 5.IP, 5.SPE, 5.CO, 5.MHS)
5. 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)

7. 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)

8. 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)

9. 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)

10. 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)

11. 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)

1.4 Council on Social Work Education (CSWE) Course Competencies

Educational Policy and Accreditation Standards (EPAS) 2015

This course will address and support competency development in the following CSWE identified Competencies and Practice Behaviors:

**Competency 1: Demonstrate Ethical and Professional Behavior**
- Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.
- Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams.

**Competency 2: Engage Diversity and Difference in Practice**
- Social workers understand how diversity and difference characterize and shape the human experience
- Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**
- Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.
- Social Workers engage in practices that advance social, economic, and environmental justice.

**Competency 4: Engage In Research-informed Practice**
- Social workers use and translate research evidence to inform and improve practice, policy, and service delivery.
Competency 5: Engage in Policy Practice
- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Social workers assess how social welfare and economic policies impact the delivery of and access to social services; apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.

1.5 Course Design
This course will consist of a variety of collaborative learning methods including interactive lectures with active student participation, readings, in-class application exercises, videos and written assignments and guest speakers. 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. Students are responsible for reading assignment instructions/grading rubrics and self-monitoring of assignment due dates.

1.6 Relationship of Course to Four Curricular Themes

Multiculturalism & Diversity
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
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 & Rehabilitation
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
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.

1.7 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.

1.8 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.

2. MY TEACHING PHILOSOPHY

2.1 Learning is in service to our clients.

2.2 Intentionality
Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It happens when one intentionally chooses: what they want to achieve in this class, why these goals are important to them and how they engage and invest to reach these goals.

I invite you to enter this class with the intention that you are going to engage and invest in this intentional experience of learning.

2.3 Relationship Focused Partnership: Mutual Learning Commitment
Many times learning experiences are approached from expectations of what we will get from them. This approach focuses on the professor giving information and the student getting information. Relationship-based learning focuses instead on mutually “giving, getting and growing” together as we learn with and from each other and will be the learning philosophy used as the foundation for this course. My commitment is to provide organized, meaningful course material and opportunities for learning.

2.4 How We Commit to Communicate with Each Other
It can often be easier to talk about people than talking with them. Talking with people often requires taking the risk to be honest, courageous and humble. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill.

We take responsibility to talk WITH each other rather than ABOUT each other.
Please provide feedback on your learning needs, how the class is going for you and suggestions for improvement throughout the course. We will do a mid-term and final evaluation, however the opportunity to respond to feedback is much more beneficial for both professors and class members if it is ongoing and not just provided at the end of the term. You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.
2.5 Diversity, Equity and Inclusion

“The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive.” — Mark Schlissel, President

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

Diversity: We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

Equity: We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

Inclusion: We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Learn more about SSW DEI and how to get involved:
https://ssw.umich.edu/about/diversity-equity-inclusion/toolkit
https://diversity.umich.edu/about/defining-dei/

Guiding Principles and Commitments for Learning
1. Our commitment to learning is in service to our clients.
2. We commit to maintaining a confidential space for open discussion and keep what is shared in class by a specific individual confidential. We do not repeat classroom remarks that link a person with his/her/their identity.
3. We seek to replace assumptions with curious questions and invitations to share and listen.
4. We seek to diminish fear, shame and blame that immobilizes the learning process.
5. We find ways to be curious and humane in our interactions.
6. We view the challenges of not yet "knowing" as a part of life-long learning and as preferable to stagnation and ignorance.
7. We expect to make mistakes and will honor them as a valuable part of the learning process.
8. We validate that there is a difference between being uncomfortable and being unsafe.
9. We seek mutual growth, learning and benefit from sharing with each other.
10. We respect even when we disagree or have conflict. Disagreeing, not disconnecting.
11. We recognize and honor that each person is at a different point in their life learning and experience.
12. We will not assume or pre-judge the intent or motivation of others.
13. We will explore multiple perspectives on a topic, trying to understand and practice empathy, and respect that others may have a different lens than our own. We also understand that different perspectives may be attached to different positions of power.

14. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.

15. We recognize the differences between intent and impact and acknowledge the implications of both.

16. We acknowledge and take appropriate responsibility for the impact of our behaviors and actions.

17. We will practice forgiveness as we are learning and growing. However, we acknowledge we are not entitled to someone’s forgiveness and it should not be presumed.

18. We will be aware of what we carry into the classroom space with us—our mood, energy, experiences, beliefs, values…and what we carry out.

19. We will notice our preferences and resistances.

20. We will commit to moving outside our comfort zones to our learning edges. We may experience conflict, feel annoyed, anxious, angry, confused or defensive or some other feeling that may be uncomfortable. We will use these as a part of the learning experience to expand our knowledge and understanding.

21. Others you would like to add…..

*Sources: CRLT; Forward Space Guidelines by Zaharaa Hadi and Aubree Sepler, UM Program on Intergroup Relations.

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3. EXPECTATIONS OF STUDENTS

3.1 Personal Accountability in Learning

Personal accountability shifts the focus from not solely being about what one is taught to a self-determination stance of what one consciously chooses to learn.

Your learning is not just about academic learning but also involves learning and improving life skills and professional use-of-self. Students are expected to take personal responsibility and be committed to their own learning experience by being active and response-able members of each class session.

**Students are invited and expected to be active and engaged partners in the learning process** by coming to class prepared, ready, willing and able to contribute to meaningful discussion and learning.

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 posted for each week prior to each class as these will serve as the foundation for class discussions, activities and assignments.

3.2 Professional Use of Self

**Respect for Others**

✓ Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences.
✓ Listening and learning require a safe place and we commit to provide this safe space in this class while also acknowledging that “safe” is not the same as “comfortable”
✓ Sharing differing ways of thinking and how one sees the world is not always focused on changing others’ minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another’s point of view.
✓ We will be mindful that in our desire to advocate for our own beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others we are trying to prevent and advocate not happen to others or ourselves.

3.3 Application of NASW Code of Ethics to Professional Use of Self in the Classroom

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 not only for clients, but for colleagues and employers as well.

- “Social workers should treat colleagues with respect…” “Social workers should avoid unwarranted negative criticism of colleagues in verbal, written and electronic communications with clients or with other professionals.” Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.” (NASW Code of Ethics, 2.01a/b)
- 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. See Use-of-Self documents on Canvas.
- As professionals, you are expected to maintain confidentiality and respect differences. You are asked to honor confidentiality of the information shared by professor, colleagues and guest speakers in order to support a safe atmosphere for sharing and learning.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics in the UM SSW Student Guide or at https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0

3.4 Class Presence

Showing up for class is not enough in our efforts to serve our clients. Presence is about how you show up, who you are in the class and what attitude and intention you bring.

Presence is a professional skill. Being present is more than just “showing up.” It involves attention and intention. Presence is perhaps one of the most important interventions we offer to our clients and thus we will practice the art of presence throughout this semester in this class.

Presence is crucial to our ultimate goal of service to our clients. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. Thus, “being here” with predictability, reliability and consistency is an important core competency for this class. Our colleagues and guest speakers
who share their thoughts, feelings, and experiences with us have a right to anticipate and receive our presence and demonstration of professional use-of-self.

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 both oneself and the class as a whole.

3.5 Participation and Use-of Self
Beyond physical presence, 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.

Students are expected to speak in class and should be prepared each week to be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from readings and integration across progressive weeks of class.

Participation is not simply about frequency, but also about the level and quality of preparedness and thoughtful and integrative analysis and application of concepts. Some may feel uncomfortable speaking in class. In service to our clients, we must learn to use our voices on their behalf. Class participation provides the opportunity to develop speaking, advocacy and persuasive skills, as well as the ability to listen effectively. Thus, verbally participating will be an opportunity to practice and develop skills even when it is sometimes challenging and/or uncomfortable.

Ways to contribute to our class learning include your valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism and relevant observations. Students are expected actively participate in and take pair/share and small group activities seriously as each student’s learning is dependent upon each other’s engagement.

In addition to responding to questions and discussions in class, there are a number of ways to prepare to speak in class which may make it less uncomfortable including:
- Prepare a response to share in weekly check-ins
- Preparing a comment about the assigned readings
- Bring an example, experience, observation of how course material applied to real life
- Raising a question you have been pondering to the whole class
- Prepare a response to share in weekly check-out

3.6 Digital Citizenship: Use of Phones, Computers, Electronic Devices
The concept of “digital citizenship” is a complex topic that has become increasing important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use. Research regarding portable technology (laptop
computers, phones, PDAs, etc.) confirms that these devices can be a supportive classroom tool when used with a clear goal (i.e. note taking, interactive exercises) while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices).

To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, taking notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way.

- Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.
  
  **If you feel you must monitor email and text messages, you are respectfully asked to do so during breaks and/or to leave the classroom to do so.** Audio and/or video recording in class of lecture and/or class discussion is prohibited without written permission of professor and students.

- 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 automatic associated deductions.

3.7 Class Attendance Policy: Please be here and be present.

A significant part of learning in this course is interactive and experiential with discussion, in-class activities and guest speakers which cannot be fully replicated or replaced by make-up work. Therefore, both your learning and the learning of your colleagues are benefitted by your attendance. The School of Social Work Class Attendance Policy states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” Attendance, participation and engagement are expectations and requirements. The Policy on Class Attendance can be found in the MSW Student guide. Class grades include evaluation of attendance, class participation and engagement to support learning and demonstration of competencies in service to our clients.

3.7.1 Absence Competency Demonstration Make-up Assignments

**Life happens** and each individual may have absences due to personal choices made regarding prioritization of competing demands as well due to uncontrollable events and circumstances. Absences ARE NOT determined as “excused” or unexcused” but rather as a reality that may occur and also acknowledged as events that impact competence learning and service to clients. Therefore, **an opportunity is given to learn and demonstrate missed competencies when one is absent from class for any reason for up to three absences.**

Since course grades are based on demonstration of competency, students who choose to take the opportunity to successfully complete an Absence Competency Demonstration Make-Up assignment for a limited number of ANY absences within the required make-up timeframe will not have any absence deduction. Those who choose not to take the
opportunity to complete the competency make-up will receive a 2 point competency deduction per each class missed. Please see Canvas for Absence Competency Demonstration Make-Up assignment details.

3.7.2 Partial Absences
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).

Partial absences also negatively impact learning and will result in class participation deduction. A partial absence include any of the following: Lack of engaged presence due to use of electronic devices for non-class related activities during class, late arrival after class start time, late return from break after class has resumed and/or early departure before class ends.

3.7.3 More than 3 absences FOR ANY REASON will result in non-credit, non-passing grade for the course due to the significant percentage of the course missed which CANNOT be sufficiently addressed with make-up assignments.

3.8 Academic Conduct and Honesty
UM 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. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating (use of someone else’s work, obtaining or sharing tests from previous semesters, re-use of assignments from other classes), plagiarism (verbatim copy of another’s material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one’s own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program or see http://www.lib.umich.edu/academic-integrity/resources-students and https://guides.lib.umich.edu/swintegrity for further information.

4. Additional Policies, Information and Resources
Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

● Safety and emergency preparedness
● Mental Health and Well-Being
5. Course Readings & Written Assignments

5.1 REQUIRED READINGS

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.

To fully engage in the course and become a competent and skilled social work practitioner, it is expected that students will complete all required readings posted for each week prior to each class as these will serve as the foundation for class discussions, activities and assignments.

Required readings have been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. The amount of assigned reading will vary from week to week, but overall, are consistent with graduate level workload expectations.

You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest. 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). Superior ratings in Professional Use of Self will require completion of the readings.

Required Course Readings

Required readings are posted on Canvas Website folder “Required Readings” and are organized by class date. You may also find them online through University of Michigan Electronic Journals at [https://search.lib.umich.edu/onlinejournals](https://search.lib.umich.edu/onlinejournals)

As you are completing the required readings, actively consider the following questions:

- How would you summarize or paraphrase the reading(s)?
- What are the author(s) main themes and take-away points?
- What did you learn from the reading(s): new concepts, theories, perspectives, theories, terminology?
- What reflections and/or questions do you have about the readings?
- How does this reading relate to other information about the topic; other course concepts we have discussed?
- How might the information you take from this article apply to your Social Work practice?
Additional relevant handouts may be distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term.

**Relevant Journals**

- American Journal of Epidemiology
- American Journal of Public Health
- Ethnicity and Disease
- Evidence-Based Social Work Practice
- Gerontologist
- Health and Social Work
- Health Education and Behavior
- Health Psychology
- International Social Work
- Journal of Adolescent Health
- Journal of Aging and Health
- Journal of Gerontology
- Journal of Health and Social Behavior
- Journal of Health Care for the Poor and Underserved
- Journal of the American Medical Association
- Journal of the National Medical Association
- Journal of Psychosocial Oncology
- New England Journal of Medicine
- Pediatrics
- Public Health Reports
- Social Science and Medicine
- Social Work
- Social Work in Health Care
- Social Work in Public Health
- Social Work in Mental Health

**Some Useful Websites**

World Health Organization Health Topic Fact Sheets
https://www.who.int/news-room/fact-sheets

http://www.cdc.gov/nchs/hus.htm

2016 Statistical Abstracts
https://www.census.gov/library/publications/time-series/statistical_abstracts.html

National Library of Medicine, Medline Plus Health Information
http://medlineplus.gov/

Women’s Health USA, 2012
https://www.womenshealth.gov/

CDC Women’s Health
http://www.cdc.gov/Women/
https://www.cdc.gov/nchs/fastats/womens-health.htm

CDC Lesbian/ Bisexual Health
http://www.cdc.gov/lgbthealth/women.htm
5.2 Assignment Descriptions and Rubrics

Assignments are designed to use a variety of evaluation methods including written papers, classroom activities and discussions to allow opportunities to address strengths and learning 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.

Written work should incorporate critical thinking, analysis and graduate level writing. You must use and synthesize scholarly literature to support your completion of assignments. **Do not rely on direct quotations from your sources**; instead summarize them in your own words and provide appropriate citations.

All papers must be typewritten. 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.**

You are encouraged to initiate asking questions regarding assignments and grading prior to completion and submission.

5.3 Assignment Writing Skills

Strong writing and communication skills are essential to effective professional practice. As professionals we will be continually assessed and judged 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. 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 AssistanceCareer Services** (Room 1696; (734) 763-6259; ssw-cso@umich.edu).
Writing labs are also available through the Sweetland Writing Clinic in Angel Hall: [http://www.lsa.umich.edu/sweetland/](http://www.lsa.umich.edu/sweetland/) and the English Language Institute [http://www.lsa.umich.edu/eli](http://www.lsa.umich.edu/eli)

**APA format** is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the [MLibrary APA Citation Guide](http://www.lsa.umich.edu/eli) as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

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 paper text (i.e. Jones (2012) states…)
- Reference page with all sources at the conclusion of the paper
- All direct quotes must be referenced with source and page number

### 5.4 Late Completion of Assignments

Assignments are due on the dates specified in the syllabus. Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of our professional lives. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction after the due date/time. Late deductions will be one point each day/partial day after the due date/time.

### 5.5 Submission of Written Assignments

Students are responsible for reading the assignment instructions/grading rubrics and to self-monitor due dates.

All assignments are to be submitted in BOTH of the following ways:

1. Submitted Canvas by **by 11:59 p.m. on the night before the due date**.
2. Due to vision accommodation needs of the instructor, **paper copies of written assignments are also to be submitted** at the beginning of the class on the due date with all pages stapled together including relevant additional materials as assigned and indicated in the assignment description.

### 6.0 GRADING

**Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.**
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.

I will provide written feedback and often pose questions and comments to encourage reflection, different perspectives, etc. Please let me know if you have questions and/or reactions to my comments and wish to discuss them. I am always happy to meet with you.

All assignments will be graded with these criteria:

- Address specific assignment criteria defined in instructions and rubric
- Professional and academically sound writing skills (clarity of thought, organization and flow, APA referencing as appropriate)
- Ability to think critically and integrate concepts/content across the term
- Demonstrate professional use-of-self and social work values and ethics (PODS, strengths-based perspective)
- Integration and demonstration of completion and understanding assigned readings and additional literature when appropriate
- On time completion by assigned due date

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 2-3 hours outside of the classroom to complete readings and assignments at a level of mastery. Time constraints are validated as a part of life. We acknowledge that while not every assignment may be completed at the exceptional mastery level of an A grade depending on one’s individual situation, goals and/or choices, that meaningful learning can still occur.

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 and professional use-of-self and class participation as defined in course documents using a 100 point system.

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 on an individual assignment is not a 90% overall course grade but a loss of one available point out of 100 points.
Final letter grades are defined by the School of Social Work as follows:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A+ (100), A (95-99), A- (90-94)</td>
<td>Exceptional, superior mastery</td>
</tr>
<tr>
<td>B</td>
<td>B+ (87-89), B (84-86), B- (80-83)</td>
<td>Adequate mastery</td>
</tr>
<tr>
<td>C</td>
<td>C+ (77-79), C (74-76) and C- (70-73).</td>
<td>Limited mastery</td>
</tr>
<tr>
<td>D</td>
<td>Below 70 Carries no credit</td>
<td>Deficient mastery</td>
</tr>
<tr>
<td>E</td>
<td>No credit</td>
<td></td>
</tr>
</tbody>
</table>

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 by the last scheduled day of the course.

- If more than one-third of the number of required course assignments are incomplete and/or more than 3 classes are missed, an incomplete grade will not be given and 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 specific plan for completion well before the last day of class. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific 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.

Additional Competency Credit and Revisions
I am open to discussing the possible option of accepting a revision of a regular written assignment that was turned in by the original due date when a student initiates this request and provides sufficient rationale for the request.

The MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances provide further details on grading policies. Here are also some resources regarding testing and grading from CRLT.

Distribution of Papers to Students
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. During the semester, papers will be returned directly to students. Hard copy 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. Uncollected hard copy papers will be destroyed at the end of the semester/grading period through confidential methods provided by the SSW.

7. ASSIGNMENT SCHEDULE OVERVIEW

Incremental Skill Building and Learning
The course assignments are designed to be INCREMENTAL, building and demonstrating core competencies over time with a variety of smaller assignments rather than focusing on a few large assignments.

Incremental learning can be helpful to allow time to process smaller sections of our learning goals. Class assignments are intentionally designed to be incremental, building and demonstrating core competencies over time with a variety of SMALLER assignments rather than focusing on only a few larger assignments. So, please consider not simply the number/frequency of assignments in evaluating workload, but also the total deliverables.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article of Choice #1</td>
<td>Feb. 4</td>
<td>8</td>
</tr>
<tr>
<td>Anatomy of Illness Part 1</td>
<td>Feb. 18</td>
<td>20</td>
</tr>
<tr>
<td>Pre-Class Activity: IAT</td>
<td>Feb. 25</td>
<td>10</td>
</tr>
<tr>
<td>IPE On-line Module</td>
<td>March 18</td>
<td>8</td>
</tr>
<tr>
<td>Pre-Class Activity: Change</td>
<td>March 25</td>
<td>8</td>
</tr>
<tr>
<td>Diversity Presentation</td>
<td>April 8</td>
<td>16</td>
</tr>
<tr>
<td>Anatomy of Illness Part 2</td>
<td>April 22</td>
<td>20</td>
</tr>
<tr>
<td>Use of Self Rating Form</td>
<td>April 22</td>
<td>10</td>
</tr>
</tbody>
</table>

Please See Canvas/Files/ Individual Assignment” Folder for details on all assignments.
WRITTEN ASSIGNMENTS

1. **Health Disparity Article of Choice**  
   **8 points**  
   This assignment is designed to help integrate course readings and class discussions while giving you the opportunity to choose an article of your own interest related to health disparities and our reading for this week’s class. Be prepared to share learning from your article in class. Please see separate Canvas Article of Choice Folder for assignment instructions.

2. **“Anatomy” of a Chronic Illness Paper**  
   **40 points total (20 points each)**  
   This paper will be done over the course of the semester in two 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. Please see separate Canvas Anatomy of An Illness Assignment Folder for assignment instructions.

3. **Pre-Class Application Activities**  
   **18 points total**  
   These two activities focus on application of the course concepts in a practical way: Feb. 25 and March 25 class sessions. See Canvas Folder Pre-Class Application Pre-Class Activity Assignment folder for more information.

4. **IPE OnLine Module**  
   **8 points**  
   This online introduction to Interprofessional Education will provide you the opportunity to interact with health science students across the university. See Canvas IPE Module Folder for more instructions.

5. **Diversity Group Assignment**  
   **16 points**  
   This is an opportunity to explore a specialized health-related topic with a group of your class colleagues and facilitate a learning experience for the class. See Canvas Assignment Diversity Group Assignment folder for more details.

6. **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 learn on their behalf. A silent worker can have limited impact.

   Expectations are defined in a separate Canvas Professional Use of-Self and a Class Participation Self-Evaluation Rubric Folder. Please read these at the beginning of the semester so that you are clear about how you are being evaluated for Professional Use-of-Self.
Class Schedule of Topics, Required Readings and Assignments

- The instructor reserves the right to make changes to the syllabus as appropriate and will communicate changes to students in as timely a manner as possible.

**Course Outline and Assigned Readings**  
*Required Readings (R)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Jan. 14 | Course Overview  
#1 Definitions and Dimensions of Health  
Integrated Health | **Required Readings:** Course Syllabus(R) |
| Jan. 21 | No Class: Martin Luther King Day  
UM Reverend Dr. Martin Luther King, Jr. Symposium –Optional to Attend  
33rd Annual Keynote Memorial Lecture:  Time Wise and Julia Putman | Tim Wise is among the most prominent anti-racist writers and educators in the United States. He has spent the past 25 years speaking to audiences in all 50 states, on over 1000 college and high school campuses, at hundreds of professional and academic conferences, and to community groups across the country. He is also the host of the new podcast, Speak Out with Tim Wise.  
Julia Putnam is a lifelong Detroiter. Her professional life began, unwittingly, when she was sixteen and the first young person to sign up for Detroit Summer, a youth volunteer organization begun by James and Grace Lee Boggs in 1992. Through this work, she realized her passion for community-building and nurturing youth voice and began a career in education. She taught for five years in Detroit, including serving as writer-in-residence for the InsideOut Literary Magazine program. |
| Jan. 28 | Social Epidemiology/Social Determinants of Health  
#2 Social and Environmental Interaction;  


Feb. 4

**Article of Choice #1 Written Summary Due**

**Turn in Diversity Group Project Preference Sheet**

Disparities, Unequal Access

Current Status of Health Care in U. S.

Policy Considerations

**Required Readings:**

**Article of Choice #1 of interest relevant to this week’s topic on health care disparities** (See Canvas for assignment details)


Feb. 11 Intersectionality of Health, Mental Health and Behavioral Health

#4

Required Readings:


Feb. 18

**ANATOMY OF ILLNESS PART 1 DUE**

**#5**

Common Chronic Diseases/Conditions: Heart Disease, Cancer, Diabetes, HIV, Obesity

Morbidity and Mortality; Quality of Life Considerations

Pain Management and Palliative Care

**Required Readings:**


Feb. 25

**IAT PRE-CLASS ACTIVITY ASSIGNMENT DUE (SEE CANVAS)**

**#6**

Implicit Bias in Health Care

**Required Readings:**


March 4  Enjoy Spring Break: No Class

March 11  Social Construction of Illness
#7 Meanings of Illness and Wellness: Social, Cultural, Spiritual Family World View Narratives

**Required Readings:**
• Contento IR, Koch PA, Lee H, Calabrese-Barton A. (2010). Adolescents demonstrate improvement in obesity risk behaviors after completion of *Choice, Control & Change*, a curriculum addressing personal agency and


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**March 18**

#8

**INTRODUCTION TO IPE ONLINE MODULE DUE**

(Instructions in Canvas)

Interprofessional Teams, Collaboration Skills and Managing Conflict

**Required Readings:**


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**March 25**

#9

**CHANGE PRE-CLASS ACTIVITY ASSIGNMENT DUE**

Theories and Perspectives of Health Behavior

Definitions of Health and Responsibility

Change and Health Care Behaviors
**Required Readings:**


- U. S. Department of Health and Human Services Substance Abuse and Mental Health Service Administration: Enhancing motivational change in substance abuse treatment. [https://store.samhsa.gov/shin/content/SMA13-4212/SMA13-4212.pdf](https://store.samhsa.gov/shin/content/SMA13-4212/SMA13-4212.pdf)

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**April 1**

**Human Sexual Health**

**#10**

**Required Readings:**


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**April 8**

**Selected Diversity Experiential Presentations/Activities Due**

Listed articles below serve as sample articles only to get you thinking about ideas. Your group will need to do its own literature review and article selection. Also consider relevant websites listed in syllabus.
Gender Diversity in Health


WHO) Gender and health

( WHO) The role of men in promoting gender health equality

Weight Stigma and Health


LGBT/Sexual Minorities and Health


The Health of Lesbian, Gay, Bisexual, and Transgender People: Building a Foundation for Better Understanding.


Racism and Health


Immigration and Healthcare


**Environmental Health**


Relevant Journals: Environmental Health; Environment International

**April 15 #12 Ethical Considerations in Health Care**

**Required Readings**


  To link to this article: [https://doi.org/10.1080/17496535.2015.1126623](https://doi.org/10.1080/17496535.2015.1126623)


April 22  Anatomy of Illness Part 2 Due  
#13  Completed Use of Self Form Due  
Communication  
Looking Back, Looking Forward  

Required Readings  

Congratulations and Thank You for Your Valuable Contributions to Our Class!