### Course title: Behavioral, Psychosocial and Ecological Aspects of Health and Disease

**Course #/term:** SW 613, Section 002, Winter, 2020  
**Time and place:** Tuesdays, 9-12, SSWB 1636  
**Credit hours:** 3  
**Instructor:** Ashley Lacombe-Duncan  
**Pronouns:** She/Her/Hers  
**Contact info:**  
**Email:**  
Email: lacombed@umich.edu  
You may expect a response within 48 hours  
**Phone:** 734-274-3371  
**Office:** SSWB 3726  
**Office hours:** By Appointment

### 1. Course Statement

**a. 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.

**b. 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.

c. 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 to health and disease across the life span. (Practice Behaviors 7.IP, 7.SPE, 7.CO, 7.MHS)

d. Course design
The course format will include lectures, discussion, individual and group projects, written assignments, and guest speakers.

e. Curricular themes
Theme Relation to 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.

Theme Relation to Social Justice: 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.

Theme Relation to 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.

Theme Relation to 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.

f. 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 1c and 2b.
g. 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.

2. Class Requirements

a. Text and class materials

The full book is available for download for free through the University of Michigan Library website (https://mgetit.lib.umich.edu/go/5146820). The book can also be purchased through the University of Michigan Bookstore (www.umichtextbook.com; cost: $45-$65 for a rental, $75-$100 for ownership). Books can be shipped to your home or to a location on campus.

Additional required and recommended readings, as well as multimedia including podcasts, Ted Talks, Youtube videos, etc. are posted on Canvas under Modules → Week #. Please let me know if any of the materials are inaccessible (e.g., articles are not compatible with a screen reader or videos do not include closed captions).

b. Class schedule
This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement).
Week 1: 1/14/20 – Course Introduction and Definitions of Health

Readings: Required:
Textbook, Chapter 1: The Conceptual Underpinnings of Social Work in Health Care


Recommended:

Week 2: 1/21/20 – Measurement of Health and Social Determinants of Health

Readings: Required:
Textbook, Chapter 8: Community and Health


And one of:

HealthyPeople.Gov (US Department of Health and Human Services). Social Determinants of Health:
https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health

OR

https://www.youtube.com/watch?v=8PH4JYfF4Ns

Recommended:
Textbook, Chapter 21: Social Work and Genetics


*to be distributed by instructor and discussed: Rubrics for Self-Selected Health Disparity Article of Choice Written Summary and Class Discussion and Self-Selected Intersection of Physical and Behavioral Health Article of Choice Written Summary and Class Discussion

**Assignments**

**Week 3: 1/28/20 – Health Disparities**

**Readings:** *Required:*


*Recommended:*


**Week 4: 2/4/20 – Application: Health Disparities**

**Readings:** *Required:*

Read 1 article from the list posted under Week 4 on Canvas OR an article of your choice (to be approved by the instructor).
Due:  Self-Selected Health Disparity Article of Choice Written Summary and Class Discussion

Week 5: 2/11/20 – Integrated Health and Interprofessional Practice Models

Readings:  Required:
Textbook, Chapter 2: Social Work Roles and Healthcare Settings

Textbook, Chapter 9: The Implementation of Integrated Behavioral Health Models


Recommended:


Reeves et al. (2017). Interprofessional collaboration to improve professional practice and healthcare outcomes. Cochrane Library: Cochrane Database of Systematic Reviews.

*to be distributed by instructor and discussed: Rubric for Anatomy of an Illness Paper, Parts 1 and 2

Week 6: 2/18/20 – Application: Intersections of Physical and Behavioral Health

Readings:  Required:
Read 1 article from the list posted under Week 6 on Canvas OR an article of your choice (to be approved by the instructor).
Due: Self-Selected Intersection of Physical and Behavioral Health Article of Choice Written Summary and Class Discussion

Week 7: 2/25/20 – Social Construction of Health and Illness

Readings: Required:
Textbook, Chapter 13: Religion, Belief, and Spirituality in Health Care

Textbook, Chapter 15: Families, Health, and Illness


Recommended:


Due: Anatomy of an Illness Paper, Part 1

*to be distributed by instructor and discussed: Rubric for Implicit Association Test: Self-Assessment of and Reflection on Implicit Bias

Week 8: 3/3/20 – Spring Break, NO CLASS

Readings: N/A

Week 9: 3/10/20 – Models to Understand Health Beliefs and Health Behaviors

Readings: Required:
Textbook, Chapter 7: Theories of Health Behavior

*Recommended*:  


**Week 10: 3/17/20 – Implicit Bias in Healthcare**

**Readings:  **  
**Required:**  


**Recommended:**  


**Due:** Implicit Association Test: Self-Assessment of and Reflection on Implicit Bias
*to be distributed by instructor and discussed: Rubric for Pharmacological Competency Group Assignment

**Week 11: 3/24/20 – Ethical and Legal Issues Related to Health and Healthcare**

**Readings:**  
*Required:*  
Textbook, Chapter 3: Ethics in Health Care


NASW Standards for Social Work Practice in Health Care Settings. [https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0](https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0)

*Recommended:*  


**Week 12: 3/31/20 – Pharmacology Competencies**

**Readings:**  
*Required:*  
Textbook, Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems


*Recommended:*  
Linde et al. (2016). Efficacy and acceptability of pharmacological treatments for depressive disorders in primary care: Systematic review

**Due:** Pharmacological Competency Group Assignment

**Week 13: 4/7/20 – *ONLINE CLASS – Common Chronic Physical Illnesses***

**Readings:** *Required:*

- Textbook, Chapter 20: Chronic Disease and Social Work, Diabetes, Heart Disease, and HIV/AIDS
- Textbook, Chapter 22: Pain Management and Palliative Care

Choose one of the following:


**Week 14: 4/14/20 – Special Topics (TBD)**

**Readings:** (TBD, dependent on topics chosen by class)

- Textbook, Chapter 4: Global Health Social Work
- Textbook, Chapter 16: Social Work with Children and Adolescents with Medical Conditions
- Textbook, Chapter 17: Social Work with Older Adults in Healthcare Settings
- Textbook, Chapter 19: Oncology Social Work
- +1-2 additional materials to be chosen by guest lecturer(s)

**Week 15: 4/21/20 – Wrap-Up**

**Readings:** N/A

- SW 613 Jeopardy and Snacks

**Due:** Anatomy of an Illness Paper, Part 2
### c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
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<tbody>
<tr>
<td>Self-Selected Health Disparity Article of Choice Written Summary and Class Discussion</td>
<td>11:59 p.m. Monday, February 3rd, 2020 Submit on Canvas Discuss in Class</td>
<td>15%</td>
</tr>
<tr>
<td>Self-Selected Intersection of Physical and Behavioral Health Article of Choice Written Summary and Class Discussion</td>
<td>11:59 p.m. Monday, February 17th, 2020 Submit on Canvas Discuss in Class</td>
<td>15%</td>
</tr>
<tr>
<td>Implicit Association Test: Self-Assessment of and Reflection on Implicit Bias</td>
<td>11:59 p.m. Monday, March 16th, 2020 Submit on Canvas Hard-copy of your IAT results page in class</td>
<td>15%</td>
</tr>
<tr>
<td>Pharmacological Competency Group Assignment</td>
<td>11:59 p.m. Monday, March 30th, 2020 Submit paper summary, presentation, and resource list on Canvas Distribute hard copy of resource list to all participants in class</td>
<td>15%</td>
</tr>
<tr>
<td>Anatomy of an Illness Paper Part 1 (20%)</td>
<td>Part 1 (20%) 11:59 p.m. Monday, February 24th, 2020 Submit on Canvas</td>
<td>40%</td>
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<td></td>
<td>Part 2 (20%) 11:59 p.m. Monday, April 21st, 2020 Submit on Canvas</td>
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Rubrics will be distributed and discussed in class 2 weeks prior to due dates. Grades will be posted to Canvas within two weeks after assignment due dates.
Self-Selected Health Disparity Article of Choice Written Summary and Class Discussion: Students will select one peer-reviewed professional journal article in an area of their interest specifically related to the topic of Health Disparities. Students will submit a 3 pages double-spaced paper (written with 12-point font with 1” margins) that critically analyzes the article. Students will present their analysis to small groups during the Week 4 class.

Self-Selected Intersection of Physical and Behavioral Health Article of Choice Written Summary and Class Discussion: Students will select one peer-reviewed professional journal article in an area of their interest specifically related to the topic of the intersection of physical and behavioral health. Students will submit a 3 pages double-spaced paper (written with 12-point font with 1” margins) that critically analyzes the article. Students will present their analysis to small groups during the Week 6 class.

Implicit Association Test: Self-Assessment of and Reflection on Implicit Bias: Students will choose at least one Implicit Associations Test (IAT) to complete and write a brief (max 2 pages double-spaced written with 12-point font with 1” margins) reflection in response to five prompting questions.

Pharmacological Competency Group Assignment: Students will complete a 15-minute presentation and 2-3 page paper in teams of 4-5, focused on pharmacologic interventions. One group each will be assigned to explore an assigned pharmacy related competency topic and will be bring knowledge gained back to our class and teach each other during the Week 12 class.

Anatomy of an Illness Paper: Students will complete a 2 part assignment in order to gain an understanding of the nature and distribution of a particular physical, mental or behavioral health problem, the etiology of the health condition, its prognosis and treatment, noted social determinants and health disparities in these dimensions and the experience of the illness. Students’ paper will examine issues of the behavioral, psychosocial and ecological aspects of the health problem, with focused attention to the role of social work/your discipline in addressing micro and macro features of the health problem. The project will be submitted in 2 written papers with 12-point font pages (not including references) with 1” margins.

d. Attendance and class participation

I highly encourage you to attend all classes and to actively participate in class. Should something prevent you coming to class (i.e. illness, a conference, a religious observance, personal emergency) please notify your instructor (when possible at least
24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency). Note: If you are absent from class, you are still responsible for any assignments due that day. You will be asked by the instructor to complete a brief (1/2 page) reflection on the day’s materials to ensure you are up-to-date with course content. Please review the Policy on Class Attendance found in the MSW Student Guide.

Please be considerate to me, guest speakers, and your colleagues by limiting the use of laptops, phones and other forms of technology for classroom purposes only. Misuse of these devices during class time will be reflected in your participation score. Relatedly, an interesting read on research concerning the personal use of technology in the classroom.

e. Grading

From MSW Student Guide policies on Grades in Academic Courses and in Field Instruction: Letter grades from A through E are given for class performance. Grades of A are given for exceptional individual performance and mastery of the material. The use of A+, A, and A– distinguishes degrees of superior mastery. B grades are given to students who demonstrate mastery of the material: B+ is used for students who perform just above the mastery level but not in an exceptional manner; B– is used for students just below the mastery level. C grades are given when mastery of the material is minimal. A C– is the lowest grade which carries credit. D grades indicate deficiency and carry no credit. E grades indicate failure and carry no credit.

Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100+</td>
</tr>
<tr>
<td>A</td>
<td>87-89</td>
</tr>
<tr>
<td>A-</td>
<td>83-86</td>
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<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>C+</td>
<td>93-96</td>
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<tr>
<td>C</td>
<td>90-92</td>
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<tr>
<td>C-</td>
<td>80-82</td>
</tr>
<tr>
<td>D</td>
<td>A-</td>
</tr>
<tr>
<td>E</td>
<td>A</td>
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Key grading criteria include: a) thoroughness and completeness of content; b) clarity and logic of presentation; c) evidence of critical thought and self-reflection; and d) writing and editing quality.

Late Assignment Policy: Please communicate with me as soon as possible if you anticipate problems with a due date. Unless this is due to an unexpected event/emergency, requests for an extension on an assignment must be made at least 48 hours in advance. Without advance arrangements, assignments turned in after the due date/time will receive a 3% deduction from your overall grade for each day past due and be considered incomplete after one week.
Please review the Student Grievance procedures and policy for grading in special circumstances in the MSW Student Guide.

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
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism