



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW 600, Section 004, Fall 2020	
Time and place:	Thursdays, 10-12, Online, and Asynchronous Activities	
Credit hours:	3	
Instructor:	Ashley Lacombe-Duncan	
Pronouns:	She/Her/Hers	
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	You may expect a response within 48 hours	
Office:	Online	
Office hours:	By Appointment	

1. Course Statement

a. Course description

This course will survey the distribution, determinants, and biomedical, psychological and behavioral aspects of health inclusive of physical, mental and behavioral health and disease across the life span from pre-birth to death. Social, economic, environmental, structural 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, geography, ability, biological, genetic and epigenetic factors. Barriers to access and utilization, geopolitical influences, environmental justice, social injustice, oppression and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior (e.g. Health Belief Model, Theory of Planned Behavior) and structural determinants of health (e.g. Minority Stress Theory) will be presented, including help-seeking and utilization of health services. Stress, allostatic load, 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

1. Analyze the major causes of mortality and morbidity in the United States, and how they differ among various population groups. (EPAS 2, 3, 5)
2. Evaluate the impact of diversity dimensions, for example, ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, geography, religion or spirituality, sex, and sexual orientation, etc., and in particular the impact of discrimination and privilege on health across the lifespan. (EPAS 2, 3)
3. Explain the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity, and the ethical and social justice implications across the lifespan. (EPAS 1, 2, 3, 5)
4. Compare concepts and definitions of health and disease, including their evolution, strengths, and limitations, as well as the implications for health promotion, disease prevention, treatment, rehabilitation, and social work practice. (EPAS 2, 3)
5. Examine biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan. (EPAS 2, 3)
6. Apply current theories and models of health behavior (e.g. substance use, smoking, exercise and nutrition) and their implications for health promotion,

disease prevention, treatment, rehabilitation, and social work practice across the lifespan. (EPAS 4)

7. Distinguish how cultural and religious differences in health beliefs and practices may impact utilization of health services, and barriers to care. (EPAS 3, 5)
8. Determine how stress, strain, and chronic illness impact health, coping, and adaptation among individuals in relation to health and disease across the lifespan. (EPAS 3, 4)

d. Course design

This course will be held online using a combination of asynchronous and synchronous activities. *Asynchronous activities* are those activities you will participate in outside of class time, which may include reviewing brief recorded lectures, articles, and/or other materials, posting on discussion boards, working in groups, and completing assignments. *Synchronous (real-time) activities* will take place each week on Thursdays from 10 a.m. to 12 p.m. These sessions will be held over Zoom. During this time, activities may include brief lectures but will mostly focus on application through small and large group discussion of readings and/or case studies and guest speakers.

e. 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.

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.

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.

Students will be encouraged to actively contribute from their experiences, field placement practice, current news and knowledge of readings to considerations of health and health care to:

- help support and develop a vision of social justice,
- learn to recognize and reduce mechanisms that support oppression and injustice,
- work toward social justice processes,
- apply intersectionality and intercultural frameworks
- strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning

2. Class Requirements

a. Text and class materials

Gehlert, S., & Brown, T. (2019). Handbook of Health Social Work, 3rd Edition. John Wiley & Sons, Inc. ISBN-13: 978-1-119-42072-9.

[The full book is available for download for free through the University of Michigan Library website.](#)

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

Note: All deadlines are 11:59 p.m. unless otherwise specified. There is a list of supplementary materials on Canvas, should you wish to further explore the content of any module.

Date/Time	Agenda	Required Readings & Assignments
Week 1 Sept. 3 rd – 9 th , 2020	Module 1: Course Introductions and Definitions of Health	<p>COMPLETE: Introduce yourself discussion post by Sept. 2nd</p> <p>ATTEND: Live Zoom Session Sept. 3rd, 10:00 a.m. - 12:00 p.m.</p> <p>READ: "Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care" and "Chapter 1: The Conceptual Underpinnings of Social Work in Health Care"</p>
Week 2 Sept. 10 th – 16 th , 2020	Module 2: Social Work Practice in Healthcare: Integrated Health and Interprofessional Practice Models	<p>WATCH: Ted Talk, Integrated Care: Connecting Medical and Behavioral care: By Tom Sebastian</p> <p>ATTEND: Live Zoom Session Sept. 10th, 10:00 a.m. - 12:00 p.m.</p> <p>READ: "Moving Toward Integrated Health: An Opportunity for Social Work" and "Chapter 9: The Implementation of Integrated Behavioral Health Models"</p>

		<p>START: IPE Introduction to Inter-professional Education Part 1: Online Learning Module (Opens Sept. 14th)</p>
<p>Week 3 September 17th – 23rd, 2020</p>	<p>Module 3: Epidemiology: Recognizing Patterns and Distributions of Health, Disease, and Health Disparities in Populations</p>	<p>LISTEN (Choose 1): “Why is the Pandemic Killing So Many Black Americans” OR “Improving LGBTQ Health”</p> <p>ATTEND: Live Zoom Session Sept. 17th, 10:00 a.m. - 12:00 p.m.</p> <p>READ: “What Are Health Disparities and Health Equity? We Need to Be Clear” and “Chapter 3: Epidemiology: The Study of Disease, Injury and Death in the Community”</p> <p>COMPLETE: Perusall-facilitated discussion of “What Are Health Disparities and Health Equity? We Need to Be Clear” Comment 1 by Sun. Sept. 20th; Comments 2 and 3 by Wed. Sept. 23rd</p>
<p>Week 4 September 24th – 30th, 2020</p>	<p>Module 4: Multi-level Stigma and Health Disparities</p>	<p>READ: “Stigma as a Fundamental Cause of Population Health Inequalities” and “A Systematic Review of Allostatic Load, Health, and Health Disparities”</p> <p>ATTEND: Live Zoom Session Sept. 24th, 10:00 a.m. - 12:00 p.m.</p> <p>COMPLETE: IPE Personal Reflection by Sept. 29th</p>
<p>Week 5 October 1st – 7th, 2020</p>	<p>Module 5: Implicit Bias in Healthcare and Evidence-Informed Stigma Reduction Interventions</p>	<p>START: First Draft of Personal Reflection on Implicit Association Test by Live Zoom Session</p> <p>ATTEND: Live Zoom Session Oct. 1st, 10:00 a.m. - 12:00 p.m.</p> <p>READ: “Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review” and “From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence”</p>

		COMPLETE: Final Personal Reflection on Implicit Association Test by Oct. 7 th , 11:59 p.m.
Week 6 October 8 th – 14 th , 2020	Module 6: Social Determinants of Health, Environmental Health, and Social Policy	WATCH: What Makes Us Sick? Look Upstream by Dr. Rishi Manchada ATTEND: Live Zoom Session Oct. 8 th , 10:00 a.m. - 12:00 p.m. READ: “Chapter 8: Community and Health” and “Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health” START/CONTINUE: Anatomy of an Illness Paper, Part 1, due Oct. 21 st (soon!)
Week 7 October 15 th – 21 st , 2020	Module 7: Social Ecological Risk and Protective Factors for Health and Disease	READ: “How Does the Social Environment ‘Get Into the Mind? Epigenetics at the Intersection of Social and Psychiatric Epidemiology” and “Targeting Health Disparities: A Model Linking Upstream Determinants to Downstream Interventions” ATTEND: Live Zoom Session Oct. 15 th , 10:00 a.m. - 12:00 p.m. COMPLETE: Anatomy of an Illness Paper, Part 1 by October 21 st
Week 8 October 22 nd – 28 th , 2020	Module 8: Applying Theories of Health Behavior Change: Implications for Social Work Assessment	READ: “Chapter 7: Theories of Health Behavior” and “Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century’s End” ATTEND: Live Zoom Session Oct. 22 nd , 10:00 a.m. - 12:00 p.m. COMPLETE: Discussion Board Post on Personal Responsibility for Health, Post 1 by Sun. Oct. 25 th , Posts 2 and 3 by Wednesday Oct. 28 th
Week 9 October 29 th – November 4 th , 2020	Module 9: Multi-level Evidence-Based Health Behavior Change Strategies and Pharmacology	WATCH: Ted Talk, How to Change Your Behavior for the Better, by Dan Ariely READ: “Health by Design: Interweaving Health Promotion into Environments and Settings” and

	Competencies	<p>“Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems”</p> <p>ATTEND: Live Zoom Session Oct. 29th, 10:00 a.m. - 12:00 p.m.</p>
Week 10 November 5 th – 11 th , 2020	Module 10: Social Construction of Illness, Meaning Making, and Community-based Interventions	<p>READ: “The Social Construction of Illness: Key Insights and Policy Implications” and “Disability Through a Native American Lens: Examining Influences of Culture and Colonization”</p> <p>ATTEND: Live Zoom Session Nov. 5th, 10:00 a.m. - 12:00 p.m.</p> <p>COMPLETE: Video Case Study Presentation by Nov. 9th</p> <p>WATCH: Video Case Study Presentations (on Canvas)</p>
Week 11 November 12 th – 18 th , 2020	Module 11: Religion and Spirituality in Health Care and Ethical and Legal Issues Related to Health	<p>READ: “Chapter 13: Religion, Belief, and Spirituality in Health Care” and “Exploring Moral Distress for Hospital Social Workers”</p> <p>ATTEND: Live Zoom Session Nov. 12th, 10:00 a.m. - 12:00 p.m.</p>
Week 12	BREAK	
Week 13 November 26 th – December 2 nd , 2020	Module 12: Chronic Disease and Social Work Practice Part 1	<p>WATCH (Choose 1): Ted Talk, What if We’re Wrong About Diabetes by Peter Attia OR The Single Biggest Health Threat Women Face by Noel Bairey Merz</p> <p>ATTEND: Live Zoom Session Nov. 26th, 10:00 a.m. - 12:00 p.m.</p> <p>READ: “Chapter 15: Families, Health, and Illness” and “Chapter 20: Chronic Disease and Social Work, Diabetes, Heart Disease, and HIV/AIDS”</p> <p>COMPLETE: Perusall-facilitated discussion of Overview of the Family Systems-Illness Model,</p>

		Psychosocial Types of Illness, and Time Phases of Illness (p. 332-338, Chapter 15) Comment 1 by Sun. Nov. 29 th ; Comments 2 and 3 by Wed. Dec. 2 nd
Week 14 December 3 rd – 8 th , 2020	Module 13: Special Topics: Chronic Disease and Social Work Practice Part 2 and Course Wrap-up	<p>READ: “Chapter 4: Global Health Social Work” OR “Chapter 16: Social Work with Children and Adolescents with Medical Conditions” OR “Chapter 18: Nephrology Social Work” OR “Chapter 19: Oncology Social Work”</p> <p>COMPLETE: Discussion Post, Questions for Guest Speaker by Wed. Dec. 2nd</p> <p>ATTEND: Live Zoom Session Dec. 3rd, 10:00 a.m. - 12:00 p.m.</p> <p>COMPLETE: Anatomy of an Illness Paper Part 2 by December 10th</p>

c. Assignments

*All assignments are due at 11:59 p.m.

Assignment	Due Date	Percent of Overall Grade
Discussions and Annotations		25%
Module 1: Introduce Yourself (5 points)	Primary Post: Wed. Sept. 2 nd Two Response Posts: Wed. Sep. 9 th	
Module 3: Perusall-facilitated discussion of “What Are Health Disparities and Health Equity? We Need to Be Clear” (5 points)	Primary Annotation: Sun. Sept. 20 th Two Response Annotations: Wed. Sept. 23 rd	
Module 8: Personal Responsibility for Health (5 points)	Primary Post: Sun. Oct. 25 th , Two Response Posts: Wed. Oct. 28 th	
Module 12: Perusall-facilitated discussion of Overview of the Family	Primary Post: Sun., Nov. 29 th Two Response Annotations: Wed. Dec. 2 nd	

Assignment	Due Date	Percent of Overall Grade
Systems-Illness Model, Psychosocial Types of Illness, and Time Phases of Illness (5 points)		
Module 13: Questions for Guest Speaker (5 points)	One Post: Wed., Dec. 2 nd , 11:59 p.m.	
Group Presentations		15%
Health in the News (20 points)	Variable Dates (Sign-Up Sheet)	
Video Case Study (10 points)	Mon. Nov. 9 th	
Personal Reflections		20%
IPE Reflection (20 points)	Tues. Sept. 29 th	
Implicit Association Test Reflection (20 points)	First Draft: Thurs., Oct. 1 (Before Class) Final Version: Wed. Oct. 7 th	
Anatomy of an Illness Paper		40%
Part 1 (100 points)	Wed. Oct. 21 st	
Part 2 (100 points)	Thurs. Dec. 10 th	

Brief Assignment Descriptions

See Canvas for full assignment descriptions and associated rubrics.

Discussions and Annotations: Students will complete 3 discussion boards and 2 Perusall-facilitated discussions over the course of the semester. Discussions and annotations are opportunities to apply what you are learning to social work practice and offer opportunities to get to know and to work collaboratively with one another.

Group Presentations: Students will complete two group presentations: 1) a maximum 4-minute video case study (to be posted on Canvas) and a maximum 10-minute group presentation about media coverage of a health issue.

Personal Reflections: Students will complete 2 personal reflections. The first personal reflection will be completed with respect to students' engagement in an online interprofessional education (IPE) module. The second personal reflection will be completed with respect to students' experience completing one or more implicit association tests (IATs). Each personal reflection will be a maximum of 2 pages, double-spaced, with 12-point font and 1-inch margins.

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 condition, 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 condition, with focused attention to the role of social work in addressing micro and macro features of the health problem. The project will be submitted in 2 written papers, each a maximum of 6 pages, double-spaced, with 12-point font and 1-inch margins.

d. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

e. Attendance and class participation

I highly encourage you to attend all Zoom classes and to actively participate in class. Should something prevent you from attending the Zoom class (i.e. illness, a conference, a religious observance, personal emergency, internet or other access issues) please let

me know, *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. **I will also ask you 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.

f. Health-related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

g. 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:

90-100 = A+	75-79 = B+
85-89 = A	70-74 = B
80-84 = A-	65-69 = B-

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 should be made at least 48 hours in advance. Please review the [Student Grievance procedures](#) and [policy for grading in special circumstances](#) in the MSW Student Guide.

h. Class Recording and Course Materials

As the instructor, I will record our live Zoom sessions and post them on Canvas for those who are unable to attend, including those with unstable internet or other accessibility concerns. The recording will only be shared with students who are enrolled in the course. If you do not wish to be recorded, you may opt to keep your camera off, participate by audio or chat-function only, and change your name in Zoom to a pseudonym. Audio and video recording of in-class lectures and discussions by anyone else is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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*