



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW600 Section 001, Winter 2021	
Time and place:	Mondays 2-5pm (EST), Online (zoom link in Canvas)	
Credit hours:	3	
Prerequisites:	Foundation Essentials Required or permission of instructor	
Instructor:	Erin Khang LMSW	
Pronouns:	She, Her, Hers	
Contact info:	Email: ekhang@med.umich.edu	Phone: 734-764-3121 (email preferred)
	You may expect a response within 48 hours	
Office:	Zoom appointments available upon request	
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, community, and epigenetic factors affecting health, disease, and quality of life. 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 (EPAS 2,3,5)
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, geography religion or spirituality, sex, and sexual orientation across the life span. (EPAS 2)
3. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity. (EPAS 2,3,5)
4. Discuss the ethical and social justice implications of differences in mortality and morbidity across population subgroups. (EPAS 1,3,5)
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. (EPAS 2,3)
6. Identify biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan. (EPAS 2,3)
7. Explain the impact of poverty, discrimination, and privilege on health status and disease outcomes, including the ethical and social justice implications. (EPAS 2,3)
8. Discuss the implications of concepts of health and disease for health promotion, disease prevention, treatment, and rehabilitation. (EPAS 2,3)
9. Describe current theories and models of health behavior (e.g. substance use,

smoking, exercise and nutrition) and their implications for health promotion, disease prevention, treatment, and rehabilitation (EPAS 4)

10. Describe socioeconomic, cultural, and religious differences in health beliefs and practices, utilization of health services, and barriers to care. (EPAS 3, 5)

11. Describe stress, strain, chronic illness impact health, coping, and adaptation as they relate 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 articles/videos/podcasts, online modules, simulation practice sessions, and/or other materials, and completing assignments. Synchronous (real-time) activities will take place each week on Mondays from 2 p.m. to 4 p.m. These sessions will be held over Zoom. Guest speakers may present information as subject matter experts. All assignments are expected to be submitted via Canvas.

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 interprofessional sources such as 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

Social work ethics and values related to behavioral, psychosocial, and ecological aspects of health and disease will be integrated into this course various Social Work sources of guiding ethical and value-based principles including:

National Association of Social Workers (NASW) Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

National Association of Black Social Workers(NABSW) Code of Ethics
<https://www.nabsw.org/page/CodeofEthics>

International Federation of Social Workers(IFSW) Global Social Workers Statement of Ethical Principles <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

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:

- Identify, develop and promote a vision of social justice
- Learn to recognize and reduce mechanisms that support oppression and injustice
- Actively work to engage in and strengthen social justice and anti-racism processes
- Apply intersectionality and intercultural frameworks
- Demonstrate intersectional humility in communication and interactions with others
- Strengthen critical consciousness, self-knowledge and self-awareness of one's own self and positionalities to facilitate PODS learning
- Recognize the impacts of privilege and inequities on various levels of social ecology and health
- Learn from and value those with different voices, values, and experiences
- Initiate and promote dialogue and collaboration with others

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, dedication to academic excellence for the public good is inseparable from 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 but not limited to 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>

<https://ssw.umich.edu/news/articles/2020/07/27/61832-center-for-equitable-community-family-well-being-launches-website>

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.](#) Also available in our class Canvas site.

Articles/readings and/or multimedia clips will be posted in canvas.

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

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**

*(*subject to change at the discretion of the professor)*

Date/Time	Agenda	Required Readings & Assignments (Refer to Canvas Pages and Assignments)
Week 1 January 25, 2021 Zoom link in Canvas	Introductions, Semester Overview, Prep for Week 2	
Week 2 February 1, 2021 Zoom link in Canvas	Medical Psychosocial Assessments	Chapter 2 Reflection paper #1
Week 3 February 8, 2021 Zoom link in Canvas	SDOH & Health disparities, implicit bias in healthcare	Caring with Compassion SDOH module
Week 4 February 15, 2021 Zoom link in Canvas	Integrated Health Models and Practice	Chapter 9 Introduction to IPE Canvas Module and Reflection paper #2
Week 5 February 22, 2021 Zoom link in Canvas	Acute Care Settings	
Week 6 March 1, 2021 Zoom link in Canvas	Chronic Care	Chapter 20
Week 7 March 8, 2021 Zoom link in Canvas	OB Care	IPE Crew Resource Management Module and Simulation Week
Week 8 March 15, 2021 Zoom link in Canvas	Pediatric Care	Chapter 16
Week 9 March 22, 2021 Zoom link in Canvas	Adult Care	Final assignment topic due
Week 10	Geriatric Care	Chapter 17

Date/Time	Agenda	Required Readings & Assignments (Refer to Canvas Pages and Assignments)
March 29, 2021 Zoom link in Canvas		Advanced Directive Exercise and Reflection #3
Week 11 April 5, 2021 Zoom link in Canvas	Medical Ethics	Chapter 3
Week 12 April 12, 2021 Zoom link in Canvas	Transplantation	
Week 13 April 19, 2021 Zoom link in Canvas	End of Life and Palliative Care Wrap Up	Chapters 22 & 23

c. **Assignments**

Assignment	Due date	Points	Percent of overall grade (approximate)
Reflection paper #1	2/1/21 by 2p	10	~7%
Caring with Compassion SDOH module	2/8/21 by 2p	10	~7%
Intro to IPE Canvas Module and Reflection paper #2	2/15/21 by 2p	20	~15%
Crew Resource Management Module and Simulation	Week of 3/8/21	20	~15%
Final Assignment Topic submission	3/22/21 by 2p	5	~4%

Assignment	Due date	Points	Percent of overall grade (approximate)
Advanced Directive Assignment	3/29/21 by 2p	10	~7%
Class Attendance & Participation	Ongoing	25	~19%
Final Assignment	4/23/21 by 5p	30	~23%

d. Attendance and class participation

Attendance is a requirement and expectation- please note the additional guidance below specific to health related absences. Students are able to miss two classes for any reason (e.g., personal, sick, religious holidays). There is no need to email the instructor with your reason for missing the class(es). Students who miss three classes will receive a full letter grade reduction. Four or more missed classes will result in a non-passing grade. Extenuating circumstances that should be considered need to be discussed with the professor as soon as possible. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor before the second class to avoid a grade penalization. **Please note that the student is responsible for all of the content missed during your absences.**

[Policy on Class Attendance](#) found in the MSW Student Guide.

Participation:

Class participation is more than mere attendance. It is also arriving on time, reading the assigned material, preparing for class, contributing appropriately to class discussions, doing assignments, and participating in class activities and group activities. Participation does not mean you need to talk a lot in class. It is more about bringing a positive learning attitude to the class and being present for each session. Each of us participates differently, and I will strive to honor that diversity among us.

Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of

participation/engagement points (see below). ***NOTE:** Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

I will use this matrix to determine the participation and attendance grade. Late is defined as arriving 10min or more after class begins.

(0 – 5) Poor Participation	<ul style="list-style-type: none"> • Does not attend in-person class sessions • No effort, disruptive, and disrespectful • Uses harmful language in class and does not respect other students' identities
(6-10) Marginal Participation	<ul style="list-style-type: none"> • Late most/all in-person class sessions (>4) • More than two class absences • Little effort, texting or web surfing (irrelevant to course) • Demonstrates infrequent involvement in class or class discussions • Uses harmful language at times in class and sometimes does not respect other students' identities
(11-15) Moderate Participation	<ul style="list-style-type: none"> • Late to multiple in-person class sessions (3-4) • Moderate effort, texting or web surfing on occasion (irrelevant to course) • Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them • Rarely offers to contribute to discussion, but contributes to a moderate degree when called on • May seem occasionally distracted or uninterested • Uses inclusive language at times and respects other students' identities to an extent
(16-20) Strong Participation	<ul style="list-style-type: none"> • Rarely late (1-2) and no in-person class absences • Engaged in classroom activities only while in the class • Has clearly read and asks pertinent questions about course material • Offers interpretations or analysis of course material (more than just facts) to class • Contributes well to discussion in an ongoing way • Responds to other students' points, thinks through own points, questions others in a constructive way • Demonstrates consistent ongoing involvement by active visual and /or verbal engagement • Uses inclusive language in class and respects other students' identities
(21-25) Excellent Participation	<ul style="list-style-type: none"> • Consistently on time and no absences • Engaged in classroom activities only while in the class • Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.)

	<ul style="list-style-type: none"> • Participates actively and equally during in class discussions, and group activities • Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building • Demonstrates ongoing active involvement and active visual and/or verbal engagement • Always uses inclusive language in class and respects other students' identities
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e. Grading

Course Grading Scale (Total points available 130)

A+	128-130	C+	102-104
A	123-127	C	97-101
A-	118-122	C-	92-96
B+	115-117	D	91 or below
B	110-114		
B-	105-109		

Late Assignments: Late assignments will not be accepted unless there is an agreed upon discussion and plan with the professor. The due date and times are listed in Canvas. Please plan accordingly. Assignments received after the due date and time listed will receive a 0.

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

MSW Student Guide policies:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[policy for grading in special circumstances.](#)

Here are some resources around [testing and grading from CRLT.](#)

f. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions 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.

g. 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.

h. 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.

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*