



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW600, 010, Winter, 2021	
Time and place:	Tuesday, 9:00-12:00, Virtual Zoom	
Credit hours:	3	
Prerequisites:	Course Number or permission of instructor	
Instructor:	Brooke Buys	
Pronouns:	She, her, hers	
Contact info:	Email: bbbuys@umich.edu	Phone: 269.716.0116
	You may expect a response within 24 hours	
Office:	TBD	
Office hours:	One hour before class or one hour after class; and by appointment	

1. Course Statement

- a. 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 description

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

Describe the major causes of mortality and morbidity in the United States, and identify significant differences among various population groups (EPAS Competency 2,3,5)

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 Competency 2)

Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity. (EPAS Competency 2,3,5)

Discuss the ethical and social justice implications of differences in mortality and morbidity across population subgroups. (EPAS Competency 1,3,5)

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 Competency 2,3)

Identify biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan. (EPAS Competency 2,3)

Explain the impact of poverty, discrimination, and privilege on health status and disease outcomes, including the ethical and social justice implications. (EPAS Competency 2,3)

Discuss the implications of concepts of health and disease for health promotion, disease prevention, treatment, and rehabilitation. (EPAS Competency 2,3)

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 Competency 4)

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

Describe stress, strain, chronic illness impact health, coping, and adaptation as they relate to health and disease across the lifespan. (EPAS Competency 3,4)

d. Course design

Synchronous (real-time) activities will take place each week. 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.

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.

1. PODS integration

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. Specifically, this course addresses the following competency domains and competencies:

Social Justice Vision and Actions

- Identify and implement steps towards social justice in specific practice contexts.
- Use processes that promote social justice, including those that resist and reduce disempowering and marginalizing dynamics in specific practice contexts.

Conflict, Dialogue, and Community

- Demonstrate intersectional humility in communication and interactions with others.
- Assess the advantages and disadvantages of working collaboratively within and/or across groups (defined by positionality and stigmatized status) and act accordingly
- Initiate and promote dialogue/alliance/and collaboration with others.

Critical Structural Thinking

- Analyze types, levels, and sources of power in practice contexts, theories and actions.
- Identify how inequities are manifested, maintained and reinforced in social systems, theories, processes, and social work practice of different types and levels.
- Recognize the impacts of privilege and inequities on various levels of social ecology (individuals, family, organizations, community, society).
- Value and use multiple ways of knowing and constructing knowledge.
- Understand how individual, family, group, community, organizational, nationality/citizenship history, culture, positionalities, sources of power (ascribed and earned), and multiple ways of knowing shape perceptions, attitudes, cognitive processes, actions, and consequences.

Critical Awareness, Use of Self, and Strengthening Strategies for Resilience and Generativity

- Recognize one's own positionalities on multiple dimensions, including nationality/citizenship (the relative power of the nation) and other insider/outsider statuses.
- Recognize how these intersect with each other and change in interactions with others and in different contexts.
- Learning from those with different voices, values, and experiences, including different ways of knowing.
- Demonstrate knowledge and skills for intersectional humility.

g. 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. Class Requirements

a. Text and class materials

Gehlert, S., & Brown, T. (2019). Handbook of Health Social Work, 3rd Edition. Jossey-Bass.
Additional recommended and required readings will be posted on Canvas.

b. Class schedule

Week	Agenda	Readings & Assignments
Week 1	Course introduction and definition of health	<p>Syllabus</p> <p>Textbook, Chapter 1: The Conceptual Underpinnings of Social Work in Health Care</p> <p>Saracci, R. (1997). The World Health Organisation needs to reconsider its definition of health. <i>Bmj</i>, 314(7091), 1409.</p> <p>Healy, K. (2015). After the biomedical technology revolution: Where to now for a bio-psycho-social approach to social work?. <i>British journal of social work</i>, 46(5), 1446-1462.</p>
Week 2	Measurement of health and social determinants of health	<p>Textbook, Chapter 8: Community and Health</p> <p>Viner, R. M., Ozer, E. M., Denny, S., Marmot, M., Resnick, M., Fatusi, A., & Currie, C. (2012). Adolescence and the social determinants of health. <i>The lancet</i>, 379(9826), 1641-1652.</p> <p>Adler, N., Cutler, D., Fielding, J., Galea, S., et al (2016). Addressing social determinants of health and health disparities. <i>National Academy of Medicine, Vital Directions for Health and Health Care Series</i>, 1-16.</p> <p>Toyokawa, S., Uddin, M., Koenen, K. C., & Galea, S. (2012). How does the social environment 'get into the mind'? Epigenetics at the intersection of social and psychiatric epidemiology. <i>Social science & medicine</i>, 74(1), 67-74.</p>

Week 3	Health disparities – access and equity	<p>Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. <i>American journal of public health</i>, 101(S1), S149-S155.</p> <p>Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. <i>American journal of public health</i>, 103(5), 813–821</p> <p>Williams, D. (2016). How racism makes us sick. [Ted Talk] https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick/up-next</p> <p>Beckie, T.M. (2012). A systematic review of allostatic load, health, and health disparities. <i>Biological Research for Nursing</i>, 14(4), 311-346.</p>
Week 4	Application: health disparity among specific populations	<i>Read as required for topic of presentation*</i> [Reading List]
Week 5	Integrated health and interprofessional practice models	<p>Textbook, Chapter 2: Social Work Roles and Healthcare Settings</p> <p>Textbook, Chapter 9: The Implementation of Integrated Behavioral Health Models</p> <p>Frenk, J. et al. (2010). Health professionals for a new century: Transforming education to strengthen health systems in an interdependent world. <i>The Lancet</i>. 376 (9756), 1923-1958.</p>
Week 6	Application: intersections of physical, mental and behavioral health	<i>Read as required for topic of presentation*</i> [See Reading List]
Week 7	Social construction of health and illness	<p>Textbook, Chapter 13: Religion, Belief, and Spirituality in Health Care</p> <p>Textbook, Chapter 15: Families, Health, and Illness</p> <p>Conrad, P. & Barker, K. (2010). The social construction of illness: Key insights and policy implications. <i>Journal of Health and Social Behavior</i>, 51(S), S67-S79.</p>

Week 8	Models to understand health beliefs and health behaviors	<p>Textbook, Chapter 7: Theories of Health Behavior</p> <p>Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. <i>American Psychologist</i>, 47, 1102-1114.</p> <p>M. Minkler. (1999). Personal responsibility for health? A review of the arguments and the evidence at century's end.</p>
Week 9	Implicit bias in health and health care	<p>Zestcott, C., Blair, I., & Stone, J. (2016). Examining the presence, consequences and reduction of implicit bias in health care: A narrative review. <i>Group Process & Intergroup Relations</i>, 19(4), 528-542.</p> <p>Fisher-Borne et al. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i>, 34(2), 165-181.</p>
Week 10	Ethical and legal issues related to health	<p>Textbook, Chapter 3: Ethics in Health Care</p> <p>Banks, S. (2016) Everyday ethics in professional life: Social work as ethics work, <i>Ethics and Social Welfare</i>, 10:1, 35-52.</p> <p>McAuliffe, D. & Chenoweth, L. (2008) Leave no stone unturned: The inclusive model of ethical decision making. <i>Ethics and Social Welfare</i>, 2:1, 38-49</p> <p>NASW Code of Ethics (R) https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>NASW Standards for Social Work Practice in Health Care Settings. https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0</p>
Week 11	Pharmacology competencies	Textbook, Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems

		Sommers et al. (2015). Changes in self-reported insurance coverage, access to care, and health under the Affordable Care Act. <i>JAMA</i> , 314(4), 366-374.
Week 12	Common chronic physical illnesses	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: Shah et al. (2019). Gerontological social work and cardiac rehabilitation. <i>Social Work in Health Care</i> , 58(7), 633-650. Morrissey et al. (2014). Relationship between pain and chronic illness among seriously ill older adults: Expanding role for palliative social work. <i>Journal of Social Work in End-Of-Life & Palliative Care</i> , 10(1), 8-33.
Week 13	Anatomy of Illness	N/A

Assignment	Due date	Percent of overall grade
Health Disparity Application	Week 4	10%
IPE Module	Week 5	15%
Intersectionality Application	Week 6	10%
IAT Assessment	Week 9	10%
Pharmacy Presentation	Week 11	15%
Anatomy of Illness Paper	Week 7, part 1 Week 13, part 2	30%

Participation

Throughout all weeks

10%

Participation: Students are expected to participate with full video on via Zoom and prepared for in-class reflection, discussion, and assignments.

All assignments will be due in Canvas by 11:59 the night before class.

Attendance and class participation

“On camera” expectation for students. It is expected that you will keep your camera turned on during each synchronous session. It represents the “show up and remain present” element of social work practice and helps develop a sense of belonging and connection within our learning community. If this will be a challenge for you, please communicate your situation individually with me and exceptions to this expectation can be granted on a case-by-case basis.

If you need to miss a class, in part or in total, you are required to notify the instructor via email at least 12 hours in advance of our class meeting time. Failure to communicate an absence to the instructor (including last-minute notice that is within 12 hours of upcoming session) will result in an automatic deduction of (up to 2 points) toward your final grade. Likewise, missing more than one class, in part or in total for any reason, will result in an automatic deduction of (up to 2 points) toward your final grade. Additionally, chronic and/or significant tardiness will count toward an absence. Exceptions to this policy will only be granted on a case-by-case basis at the discretion of the instructors. Participation. Recognize levels of participation may vary based on comfort, other life events, and interest in topics of discussion. The participation dynamic mirrors one you will experience throughout your social work practice; I encourage you to be proactive in recognizing these moments for yourself and taking action, as appropriate. I will do my best to honor each student’s participation level in the course. Please communicate any difficulty you are experiencing related to course content or managing your student life balance and I will do my best to help resolve the matter or identify appropriate support services if requested.

Evaluation of attendance and participation

Full credit is achieved by students who attend every synchronous class and arrive on time, are attentive and present, responsive to and inclusive of others, complete all SLOs and other assignments satisfactory quality, and regularly contribute to discussion. I will use the following rubric/guide to determine this portion of your grade:

Attendance and Criteria

Consistently & Regularly

No absences and arrive on time for class. Consistently demonstrate you have read/engaged the assigned material. Actively attend to lectures and discussions and make helpful, relevant contributions to class discussions. Actively participate in small group discussions and challenge/encourage others to think about material in new ways. Use inclusive language and respect other students' identities. Engage only in class activities while in the synchronous session. Complete all assigned student-centered learning opportunities.

Often & Generally

Attend class regularly and arrive on time. Often demonstrate you have read/engaged the assigned material. Often attentive to lectures and discussions and generally make helpful, relevant contributions to class discussions. Often participate in small-group discussions. Use inclusive language and respect other students' identities most times. Engage only in class activities while in the synchronous session most times. Complete most to all student-centered learning opportunities. Quality of submissions is good to excellent.

Occasionally & Sometimes

Occasionally absent from class and/or frequently tardy. Demonstrate you have occasionally read/engaged the assigned material. Occasionally attentive to lectures and discussions and make occasional contributions to class discussions. Sometimes participate in small group discussions. Use harmful language at times in class and sometimes do not respect other students' identities. Engage in occasional activities not relevant to course requirements/content. Complete some to most assigned student-centered learning opportunities. Quality of submissions is fair to good.

Rarely & Irregularly

Irregularly attend class or are often tardy. Unable to attend to lectures and discussions and do not demonstrate you have read/engaged with assigned material. Rarely contribute to small group discussions and direct disrespectful verbal and/or non-verbal behaviors toward others in the classroom. Regularly engage in activities not relevant to course requirements/content. Complete less than half of assigned student-centered learning opportunities. Quality of submissions is poor to fair.

d. Grading

Grading policy of this class closely follows the [Policies on Grades in Academic Courses and in Field Instruction \(Links to an external site.\)](#). Grading for this course follows the following criteria:

Grading Scale

94-100%=A, 89-93%=BA, 84-88%=B, 79-83%=CB, 74-78%=C, 69-73%=DC, 64-68%=D, 63 and below=E

Students are strongly encouraged to communicate with the instructor regarding questions, comments and concerns about their grades before using other approaches.

To grieve grades, a student can follow the procedures listed in the [Student Grievance Procedures \(Links to an external site.\)](#). Other resources related to the school's grading policies include the Policy for [Grading in Special Circumstances \(Links to an external site.\)](#) and the [Testing and Grading page from the Center for Research on Learning and Teaching \(CRLT\) \(Links to an external site.\)](#).

Late Assignments / Exams.

In principle, late assignments or exams are not acceptable in this class. If you foresee challenges to submit an assignment or to attend the mid-term and/or final exam, a formal request on Canvas or through E-mail needs to be made to the instructor at least 72 hours (3 days) in advance of the due date. The student is expected to meet with the instructor to discuss reasons for an extension or an alternative exam date. Any request for late assignments or exams within 72 hours (3 days) of the due date will not be accepted unless under special circumstances at the discretion of the instructor.

Additional School and University policies, information and resources are available here: <https://sww.umich.edu/standard-policies-information-resources> (Links to an external site.). 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*