



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW 600, Sec. 12, Winter 2021	
Time and place:	Tuesday, 6:00 p.m.-9:00 p.m., Online	
Credit hours:	3	
Prerequisites:	Foundation essentials required or permission of instructor	
Instructor:	P. Jim McEvilly, LMSW	
Pronouns:	He, him, his	
Contact info:	Email: mcevillp@umich.edu	Phone: (734) 763-2345
	You may expect a response within 36 hours	
Office:	Office Hours Facilitated Remotely	
Office hours:	Thursdays at 11:00 a.m. and 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 Competency 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 Competency 2)
3. Discuss the influence of social, economic, geopolitical, and environmental factors on mortality and morbidity. (EPAS Competency 2,3,5)
4. Discuss the ethical and social justice implications of differences in mortality and morbidity across population subgroups. (EPAS Competency 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 Competency 2,3)
6. Identify biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan. (EPAS Competency 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 Competency 2,3)
8. Discuss the implications of concepts of health and disease for health promotion, disease prevention, treatment, and rehabilitation. (EPAS Competency 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 Competency 4)
10. Describe socioeconomic, cultural, and religious differences in health beliefs and practices, utilization of health services, and barriers to care. (EPAS Competency 3, 5)
11. 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

The course will utilize lectures, synchronous & asynchronous class session opportunities, small group discussion, and out of session projects/reflections/group projects.

e. 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.

f. 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. 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.

2. Class Requirements

a. Text and Class Materials

Gehlert, S., & Brown, T. (2019). Handbook of Health Social Work, 3rd Edition. Jossey-Bass.

The full book is available for download and is posted to the canvas sight under the appropriate weekly modules. There is no need to purchase a textbook for this course.

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	Readings & Assignments
Week 1 January 19 th	Course introduction and definition of health	READINGS: 1. Syllabus 2. Textbook, Chapter 1: The Conceptual Underpinnings of Social Work in Health Care 3. Saracci, R. (1997). The World Health Organization needs to reconsider its definition of health. <i>Bmj</i> , 314(7091), 1409. 4. Healy, K. (2016). 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.
Week 2 January 26 th	Measurement of health and social	READINGS:

	determinants of health	<ol style="list-style-type: none"> 1. Textbook, Chapter 8: Community and Health 2. 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. 3. Adler, N., Cutler, D., Fielding, J., Galea, S., et al (2016). Addressing social determinants of health and health disparities. National Academy of Medicine, Vital Directions for Health and Health Care Series, 1-16. 4. 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>ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Submit "Health Disparity Application Reading List" document via Module 2 in Canvas
Week 3 February 2 nd	Health disparities – access and equity	<p>READINGS:</p> <ol style="list-style-type: none"> 1. 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. 2. 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 3. 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>4. 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> <p>ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Review Intersection Assignment reading list and submit choice of article via Canvas. 2. Submit rank choice selection form for Pharmacological Competency Group Presentation.
<p>Week 4 February 9th</p>	<p>Application: health disparity among specific populations</p>	<p>READINGS: Complete reading for health disparity application assignment</p> <p>ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. Submit Health Application Assignment via Module 4 in Canvas 2. IPE Module Available to complete.
<p>Week 5 February 16th</p>	<p>Integrated health and interprofessional practice models</p>	<p>READINGS:</p> <ol style="list-style-type: none"> 1. Textbook, Chapter 2: Social Work Roles and Healthcare Settings 2. Textbook, Chapter 9: The Implementation of Integrated Behavioral Health Models 3. 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>ASSIGNMENTS:</p> <ol style="list-style-type: none"> 1. IPE Module & Reflection
<p>Week 6 February 23rd</p>	<p>Application: intersections of physical, mental</p>	<p><i>Read selected article for Intersection of Physical, Behavioral, and Mental Health Assignment</i></p>

	and behavioral health	ASSIGNMENTS: 1. Intersection of Physical, Behavioral, and Mental Health
Week 7 March 2 nd	Social construction of health and illness	READINGS: <ol style="list-style-type: none"> 1. Textbook, Chapter 13: Religion, Belief, and Spirituality in Health Care 2. Textbook, Chapter 15: Families, Health, and Illness 3. 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. ASSIGNMENTS: <ol style="list-style-type: none"> 1. Submit Anatomy of an Illness (Part 1)
Week 8 March 9 th	Models to understand health beliefs and health behaviors	READINGS: <ol style="list-style-type: none"> 1. Textbook, Chapter 7: Theories of Health Behavior 2. 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. 3. M. Minkler. (1999). Personal responsibility for health? A review of the arguments and the evidence at century's end.
Week 9 March 16 th	Implicit bias in health and health care	READINGS: <ol style="list-style-type: none"> 1. 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>2. Fisher-Borne et al. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education, 34</i>(2), 165-181.</p> <p>ASSIGNMENTS:</p> <p>1. Submit IAT Assessment & Reflection</p>
Week 10 March 23 rd	Wellness Break	No Class
Week 11 March 30 th	Ethical and legal issues related to health	<p>READINGS:</p> <p>1. Textbook, Chapter 3: Ethics in Health Care</p> <p>2. Banks, S. (2016) Everyday ethics in professional life: Social work as ethics work, <i>Ethics and Social Welfare, 10</i>:1, 35-52.</p> <p>3. McAuliffe, D. & Chenoweth, L. (2008) Leave no stone unturned: The inclusive model of ethical decision making. <i>Ethics and Social Welfare, 2</i>:1, 38-49</p> <p>4. NASW Code of Ethics (R) https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>5. NASW Standards for Social Work Practice in Health Care Settings. https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0</p>
Week 12 April 6 th	Pharmacology competencies	<p>READINGS:</p> <p>1. Textbook, Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems</p> <p>2. Sommers et al. (2015). Changes in self-reported insurance coverage, access to care,</p>

		<p>and health under the Affordable Care Act. <i>JAMA</i>, 314(4), 366-374.</p> <p>ASSIGNMNETS:</p> <ol style="list-style-type: none"> 1. One group member submits Pharmacological Competency Group Presentation to Canvas 2. Pharmacological Competency presentations in class
<p>Week 13 April 13th</p>	<p>Common chronic physical illnesses</p>	<p>READINGS:</p> <ol style="list-style-type: none"> 1. Textbook, Chapter 20: Chronic Disease and Social Work, Diabetes, Heart Disease, and HIV/AIDS 2. Textbook, Chapter 22: Pain Management and Palliative Care 3. Shah et al. (2019). Gerontological social work and cardiac rehabilitation. <i>Social Work in Health Care</i>, 58(7), 633-650.
<p>Week 14 April 20th</p>	<p>Anatomy of Illness</p>	<p>ASSIGNMNETS:</p> <ol style="list-style-type: none"> 1. Submit Anatomy of an Illness (Part 2)

2. Assignments

Assignment	Due date	Points/Percent of overall grade
Health Disparity Application	Week 4 (Selection Week 2)	50 points (10%)
IPE Module	Week 5	75 points (15%)
Intersectionality Application	Week 6	50 points (10%)
IAT Assessment	Week 9	50 points (10%)

Pharmacological Competency Group Presentation	Week 12	75 points (15%)
Anatomy of Illness Paper	Week 7, part 1 Week 14, part 2	Part 1- 75 points (15%) Part 2 – 75 points (15%)
Participation	Throughout all weeks	10%

Assignment Descriptions: All assignment descriptions and summaries are available on courses canvas page.

Participation:

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

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.

a. Attendance and Class Participation

Course participants are strongly encouraged to attend all class sessions. Students have the best awareness of their needs and the demands of their lives, with this in mind, absences do not need to be requested or approved by the instructor.

If a course participant misses the class it is expected they will review the class recording, all appropriate course materials covered during the session, and submission of a one-page summary of the student's key take-aways for an missed session.

If a course participant misses three (3) or more classes the instructor will schedule a time to meet with the student to check-in around their needs, experiences with the course thus far, and if additional learning opportunities are necessary.

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.

b. 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:

97-100 = A+	87-89 = B+	77-79= C+
93-96 = A	83-86 = B	73-76= C
90-92 = -A	80-82= B-	70-72= C-

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. 13 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 for special circumstances](#) in the MSW Student Guide.

c. 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.

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 14 Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

e. 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