Land Acknowledgement

We acknowledge that the University of Michigan, named for Michigami, the world’s largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are Ojibwe, Odawa, and Potawatomi along with their neighbours the Seneca, Delaware, Shawnee and Wyandot nations.

Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.
Course title: Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease
Course #/term: SW 600 Section 012, Winter 2022
Time and place: Tuesdays, 6:00 – 9:00pm
Credit hours: 3
Prerequisites: Foundation Essentials Required
Instructor: Rita Xiaochen Hu, MSW
Pronouns: She/Her/Hers
Contact info: rxhu@umich.edu
You may expect a response within 48 hours
Office: B660 School of Social Work Building (SSWB)
Office hours: https://calendly.com/rxhu (Zoom or in-person)

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.

Course Objectives and Competencies

- Analyze the major causes of mortality and morbidity in the United States, and how they differ among various population groups (EPAS 2, 3, 5).
- 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).

- 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).

- 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).

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

- 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).

- Distinguish how cultural and religious differences in health beliefs and practices may impact utilization of health services, and barriers to care (EPAS 3, 5).

- 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).

**Course Design**

The course format will include lectures, discussion, individual and group projects, written assignments, and guest speakers. Various classroom teaching strategies may be used, including lecture, multimedia presentations, video documentaries, small and large group discussion, and presentations by students.

**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.

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. 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 as well as diversity in health outcomes based on health disparities.

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 lifespan.

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

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.
Additional Resources

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

Proper Use of Names and Pronouns

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform me as soon as possible so that I can use your correct name and pronouns.

Communication

Email is the best way to reach me if you have any questions regarding course requirements and content or to schedule a one-on-one meeting. You can expect a response from me within 48 hours. While drafting your email, please include “[SW600]” in the subject line. Including the course number in the subject line will help me to identify and prioritize your email. Also, please include your first and last name at the end of your email.

Anonymous feedback is a great place for you to share any comments you have about the class. You can share your thoughts about the class climate (including your fellow classmates and the instructor), my ways of teaching, and/or how you think I can best meet your needs and engage you during our class. However, it is not a place for you to post questions you have about the course. Here < https://forms.gle/cmuHACg1QJWxycD8 > is the link to the feedback form.

To protect your privacy, your email address will not be collected upon submitting the feedback. I encourage you to leave constructive feedback and please use appropriate language. I will check the form once a week and report back to the class if there is any feedback.

Canvas. “SW 600 012 WN 2022” gives you access to all the course-related links and materials. I will use “Announcements” to communicate with all the class members. You can use “Chat” or
“Discussion” if you want to communicate with other class members. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement).
Class Requirements

Text and Class Materials

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. 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).

News Media
One of the best ways to apply the knowledge learn in class is to regularly read, watch and/or listen to legitimate sources of news coverage and follow health in the news. Be careful to distinguish between news reports and editorial commentary or opinion pieces. Recommended media sources include:

- Other sources. The PBS NewsHour, National Public Radio, MSNBC, CNN, ABC Nightline, BBC, Al Jazeera, etc. The NewsHour is online at www. Pbs.org/newshour/ and has extensive links to additional material. National Public Radio is also readily available online. This can be accessed locally via WKAR-FM (90.5) or WUOM-FM (91.7) or online.
- Local News (Detroit Free Press; Michigan, Ann Arbor) Mlive.com http://www.mlive.com/#/0

Important Notes About Assigned Readings and Media
The readings reflect a diverse array of perspectives, including historical perspectives. Due to the age of some documents, language used may not be current. You may find some ideas expressed in certain readings to be controversial and not reflective of social work values. However, these ideas are part of the current political discourse in the United States, and as social workers, you need to be aware of these positions so that you can be a better advocate.
# Course Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion Post</strong></td>
<td>20%</td>
</tr>
<tr>
<td>4 out of 6 (drop the lowest one &amp; the week of your health in the news presentation)</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>10%</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Case Study</strong></td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Anatomy of An Illness Paper</strong></td>
<td>20%</td>
</tr>
<tr>
<td>Part I: Understanding Your Health Condition</td>
<td></td>
</tr>
<tr>
<td>Part II: Experience of Illness Research Paper</td>
<td></td>
</tr>
<tr>
<td><strong>Health in the News</strong></td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance and Participation</strong></td>
<td>5%</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

See Canvas for full assignment descriptions and associated rubrics.
All assignments are due at 11:59 p.m. EDT unless otherwise specified.

## Attendance and Class Participation

Students are responsible for all content of this course. Absences are counted from the first scheduled class meeting. The program has an 80% attendance requirement for live, synchronous sessions. **Students who miss more than 20% (3 classes) are at risk of a grade reduction, including receiving a non-passing grade.**

**Health Related 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.

**Make-up for Absences.** Should something prevent you from attending the in-person 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.

**Course Environments.** I hope that all students will work with me to create, and foster, a learning environment that promotes professional socialization, respectfulness, and broadens our mutual awareness of human differences and diversity. Students will be encouraged in this class to examine how the structure of our current social welfare system evolved from, and may still reflect, biases and negative beliefs about certain populations. Questioning and disagreeing are all part of the learning process, and I would encourage all students to engage in these activities with thoughtfulness and respect.

**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. Students can expect to receive feedback and grades on assignments within 2 weeks of the deadline.

**Regrading.** In general, I do accept challenges to grades. However, challenges must be in writing (not verbal); must be specific and must be based on substantive arguments not on nebulous references to “fairness”. I reserve the right to re-read, re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

**Late Assignment Policy.** Please communicate with me as soon as possible if you anticipate problems with a due date. Unless this is due to an unexpected event/emergency, requests for an extension on an assignment must be made at least 24 hours in advance. Without advance arrangements, assignments turned in after the due date/time will receive a 3% deduction from your overall grade for each day past due and be considered incomplete after one week. Please review the Student Grievance procedures and policy for grading in special circumstances in the MSW Student Guide.

**General Expectations for Written Work.** Written work will be evaluated in relation to how well it addresses the topic and the clarity of presentation. It is important to follow assignment
instructions carefully and to read and re-read work before turning it in. If possible, you should have someone who is unfamiliar with your subject read your paper before you submit it. Ask them to read for clarity of your writing, if you omitted a word or phrase, or if you used the wrong word. Spell checkers and grammar checkers are useful, but not as reliable as a human reader. Students are expected to avoid “language that might imply sexual, ethnic, age or other kinds of discrimination, stereotyping or bias” (Health and Social Work, 11:3, Summer 1986)

Plagiarism. Representing someone else’s words, statements, ideas or works as one’s own without proper acknowledgement or citation — is a serious violation of academic integrity and will be grounds for failure on an assignment and other disciplinary action as described under the School’s policies on academic and professional conduct:

Section 1.11.01: Academic Misconduct | University of Michigan School of Social Work (umich.edu)

Writing Support. Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the U-M SSW Career Services office. Students may schedule an appointment and supply a draft of their paper (at any stage). Email Betsy Williams at <betsywil@umich.edu> or call 734-647-6081 to leave a message. You can find helpful resources on writing linked from <ssw.umich.edu/writing-help> In addition, the Sweetland Writing Center offers graduate students up to seven sessions per semester. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them online and schedule a virtual appointment at <http://www.lsa.umich.edu/sweetland/>. And the English Language Institute focuses on serving international students: <http:www.lsa.umich.edu/eli/>.

Grading Scale

<table>
<thead>
<tr>
<th>A range</th>
<th>Mastery of subject content, demonstration of critical analysis, creativity and/or complexity in completion of assignment. The difference between A+, A, and A- is based on the degree to which these skills are demonstrated.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ 98 -100</td>
<td>A 94 - 97</td>
</tr>
<tr>
<td>B+ 87 - 89</td>
<td>Mastery of subject content beyond expected competency, but has not demonstrated additional critical analysis, creativity, or complexity in the completion of the assignment.</td>
</tr>
<tr>
<td>B 84 - 86</td>
<td>Mastery of subject content at level of expected competency – meets course expectations</td>
</tr>
<tr>
<td>B- 80 - 83</td>
<td>Less than adequate competency but demonstrates student learning and potential for mastery of subject content.</td>
</tr>
</tbody>
</table>
C or C-
Demonstrates a minimal understanding of subject content. Significant areas needing improvement to meet course requirements. The lowest grade which carries credit.

D & E
Student has failed to demonstrate minimal understanding of subject content and receive no credit.

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. Additional information on class recordings can be found the Recording and Privacy Concerns FAQ

Acknowledgement

I want to acknowledge the generous SW 600 teaching team led by Debra Mattison, Dr. Bradley Zebrack, and Dr. Ashley Lacombe-Duncan, who were willing to sharing their teaching plans, materials, and advice with me. I also want to acknowledge the support I received from the SSW Instructional Support Team, especially Ji Huyn Yu, for setting up the Canvas course shell. The Winter 2022 SW 600 teaching team includes: Erin Khang, Benjamin Moe, Patrick McEvilly, Brooke Buys, Mari Pitcher, Meghan Thiel, Aliyah Masudi, Irena Glover, So’Phelia Morrow, and Priscilla Cortez.
<table>
<thead>
<tr>
<th>Date/ Time</th>
<th>Agenda</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (1/11)</td>
<td>Module 1: Definitions of Health</td>
<td>Discussion Post #1 (1/10, Mon)</td>
</tr>
<tr>
<td>Week 2 (1/18)</td>
<td>Module 2: Social Work Practice in Healthcare: Integrated Health and Interprofessional Practice Models</td>
<td>Reflection #1 on Narrative Health (1/17, Mon) Case Study #1 (1/18, Tue)</td>
</tr>
<tr>
<td>Week 3 (1/25)</td>
<td>Module 3: Epidemiology: Recognizing Patterns and Distributions of Health, Disease, and Health Disparities in Populations</td>
<td>Discussion Post #2 (1/24, Mon)</td>
</tr>
<tr>
<td>Week 4 (2/1)</td>
<td>Module 4: Multi-level Stigma and Health Disparities</td>
<td>Discussion Post #3 (1/31, Mon) Reflection #2 on Interprofessional Education (1/31, Mon)</td>
</tr>
<tr>
<td>Week 5 (2/8)</td>
<td>Module 5: Implicit Bias in Healthcare and Evidence-Informed Stigma Reduction Interventions</td>
<td>Case Study #2 (2/8, Tue)</td>
</tr>
<tr>
<td>Week 7 (2/22)</td>
<td>Module 7: Social Ecological Risk and Protective Factors for Health and Disease</td>
<td>Discussion Post #4 (2/21, Mon)</td>
</tr>
</tbody>
</table>

**BREAK (2/28 – 3/6)**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9 (3/15)</td>
<td>Module 9: Multilevel Evidence-based Health Behavior Change Strategies</td>
<td>Case Study #3 (3/14, Mon)</td>
</tr>
<tr>
<td>Week 12 (4/5)</td>
<td>Module 12: Chronic Disease and Social Work Practice- Part 1</td>
<td></td>
</tr>
<tr>
<td>Week 13 (4/12)</td>
<td>Module 13: Chronic Disease and Social Work Practice- Part 2 and Course Wrap-up</td>
<td>Discussion Post #6 (4/11, Mon)</td>
</tr>
</tbody>
</table>

This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas. All deadlines are 11:59 p.m. unless otherwise specified.