



<b>Course title:</b>	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease
<b>Course #/term:</b>	SW600, Section 003/Fall 2022
<b>Time and place:</b>	Friday, 2:00-5:00 PM 3752 SSWB
<b>Credit hours:</b>	3
<b>Prerequisites:</b>	Foundation Essentials Required
<b>Instructor:</b>	Joonyoung Cho, MPH, MSW
<b>Pronouns:</b>	He/Him
<b>Contact info:</b>	<b>Email:</b> [joony@umich.edu] You may expect a response within 48 hours
<b>Zoom Office hours:</b>	[Wednesday], [12:00-1:00 PM] 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 objectives and competencies

Upon completion of the course, students will be able to:

- 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).

#### **c. Course design**

The course format will include lectures, discussion, individual and group projects, written assignments, and guest speakers.

#### **d. 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

### **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.

### **Canvas.**

“SW 600 003 FA 2022” gives you access to all the course-related links and materials. I will use “Announcements” to communicate with all the class members. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement).

## **2. Class Requirements**

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a. Text and class materials

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

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

Additional required and recommended readings, as well as multimedia including podcasts, Ted Talks, Youtube videos, etc. are posted on Canvas. 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

This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas. Be sure that you have canvas announcements enabled (in Canvas under Account → Notifications → Announcement).

Date/ Time	Agenda	Required Readings & Assignments
Week 1 9/2	Module 1: Definitions of Health	<b>READ/WATCH/LISTEN</b> <ul style="list-style-type: none"> <li>● Syllabus</li> <li>● Text, Chapter 1: <a href="#">"The Conceptual Underpinnings of Social Work in Health Care"</a></li> <li>● Article 1: <a href="#">"Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care"</a></li> </ul>
Week 2 9/9	Module 2: Social Work Practice in Healthcare: Integrated Health and Interprofessional Practice Models	<b>READ/WATCH/LISTEN</b> <ul style="list-style-type: none"> <li>● Text, Chapter 9: <a href="#">"The Implementation of Integrated Behavioral Health Models"</a></li> <li>● <a href="#">Text, Chapter 2: "Social Work Roles and Healthcare Settings"</a></li> <li>● Article 1: <a href="#">"Moving Toward Integrated Health: An Opportunity for Social Work"</a></li> <li>● Online Resource: <a href="#">"Institute for Healthcare Improvement"</a></li> <li>● TED Talk: <a href="#">"Integrated care: Connecting medical and behavioral care"</a></li> </ul>
Week 3 9/16	Module 3: Epidemiology: Recognizing Patterns and Distributions of Health, Disease, and Health Disparities in Populations	<b>READ/WATCH/LISTEN</b> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">"What are Health Disparities and Health Equity? We Need to be Clear"</a></li> <li>● Text, Chapter 3: <a href="#">"Epidemiology: The Study of Disease, Injury, and Death in the Community"</a></li> <li>● Podcast Choice 1: <a href="#">"Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why"</a> OR Podcast Choice 2: <a href="#">"Why is the Pandemic Killing so Many Black Americans?"</a></li> </ul>

<p>Week 4 9/23</p>	<p>Module 4: Multi-level Stigma and Health Disparities</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">“Stigma as a Fundamental Cause of Population Health Inequities”</a></li> <li>• Article 2: <a href="#">“A Systematic Review of Allostatic Load, Health, and Health Disparities”</a></li> <li>• Essay: <a href="#">Sick Woman Theory</a></li> <li>• Recorded Lecture: <i>Overview of “How Does Sexual Minority Stigma ‘Get Under the Skin’? A Psychological Mediation Framework”</i></li> </ul> <p><b>ASSIGNMENT</b> Health News Group Presentation (Group 1)</p>
<p>Week 5 9/30</p>	<p>Module 5: Implicit Bias in Healthcare and Evidence-Informed Stigma Reduction Interventions</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">“From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence”</a></li> <li>• Article 2: <a href="#">“Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review”</a></li> <li>• For activity, you will read one of the following based on group number. Group 1 Article: <a href="#">“The TRANScending Love Arts-Based Workshop to Address Self-Acceptance and Intersectional Stigma Among Transgender Women of Color in Toronto, Canada: Findings From a Qualitative Implementation Science Study”</a>; Group 2 Article: <a href="#">“Recovery Speaks: A Photovoice Intervention to Reduce Stigma Among Primary Care Providers”</a>; Group 3 Article: <a href="#">“Taking Charge of Epilepsy: The Development of a Structured Psychoeducational Group Intervention for Adolescents With Epilepsy and Their Parents”</a>; Group 4 Article: <a href="#">“A Pre-Post Evaluation of OpenMinds: A Sustainable, Peer-Led Mental Health Literacy Programme in Universities and Secondary Schools”</a>; Group 5 Article: <a href="#">“Reducing Stigma Toward People With Bipolar Disorder: Impact of a Filmed Theatrical Intervention Based on a Personal Narrative”</a>; Group 6 Article: <a href="#">“Civil Rights as Determinants of Public Health and Racial and Ethnic Health Equity: Health Care, Education, Employment, and Housing in the United States”</a></li> <li>• TED Talk (Pre-Work for Week 6): <a href="#">“What makes us sick? Look upstream”</a></li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>• Personal Reflection on “Engaging In and Reflecting On Interprofessional Education”</li> <li>• Health News Group Presentation (Group 2)</li> </ul>
<p>Week 6 10/7</p>	<p>Module 6: Social Determinants of Health, Environmental Health, and Social Policy</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Text, Chapter 8: <a href="#">“Community and Health”</a></li> <li>• Article: <a href="#">“Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health”</a></li> <li>• Online resource: <a href="#">Social Determinants of Health</a></li> <li>• Article: <a href="#">Structural Competency Meets Structural Racism</a></li> </ul>

		<ul style="list-style-type: none"> <li>Video (Pre-Work for Week 7): <a href="#">“Epigenetics research at the human early learning partnership”</a></li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>Personal Reflection on “Implicit Association Test</li> <li>Health News Group Presentation (Group 3)</li> </ul>
Week 7 10/14	Module 7: Social Ecological Risk and Protective Factors for Health and Disease	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">"How Does the Social Environment ‘Get Into the Mind?’ Epigenetics at the Intersection of Social and Psychiatric Epidemiology"</a></li> <li>Article 2: <a href="#">"Targeting Health Disparities: A Model Linking Upstream Determinants to Downstream Interventions"</a></li> <li>Article 3: <a href="#">"After the Biomedical Technology Revolution: Where to now for a Bio-Psycho-Social Approach to Social Work"</a></li> <li><a href="#">Text, Chapter 21: “Social Work and Genetics”</a></li> <li>Recorded Lecture: “Pre-exposure Prophylaxis for the Biomedical Prevention of HIV: Implications for Social Work Practice”</li> <li>Video: <a href="#">“Epigenetics research at the human early learning partnership”</a></li> <li>GUEST LECTURE: TBD</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>Health News Group Presentation (Group 4)</li> </ul>
Week 8 10/21	Module 8: Theories of Health Behavior Change	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">"Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century’s End"</a></li> <li>Text, Chapter 7: <a href="#">“Theories of Health Behavior”</a></li> <li>Text, Chapter 14: <a href="#">“Developing a Shared Understanding: When Medical Patients Use”</a></li> <li>Complementary and Alternative Approaches and Seek Integrative Systems</li> <li>Article 1: <a href="#">“Health by Design: Interweaving Health Promotion in to Environments and Settings”</a></li> <li>Video: <a href="#">“FNH 473 Video 1: Introduction to Health Behaviour Theories”</a></li> <li>Case Study: <a href="#">“Theories of Health Behavior Case Studies”</a></li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>Anatomy of Illness Research Paper, Part I: Understanding Your Health Condition</li> <li>Health News Group Presentation (Group 5)</li> </ul>
Week 9 10/28	Module 9: Trauma and Trauma-informed Care	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Online workbook: <a href="#">Community Resiliency Model Workbook</a></li> <li>Online resource: <a href="#">Power Threat Meaning Framework</a></li> <li>Video: four part series of video lectures on Canvas “Media Gallery”</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>Health News Group Presentation (Group 6)</li> </ul>

<p>Week 10 11/04</p>	<p>Module 10: Social Construction of Illness, Meaning-Making, and Community-based Interventions</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">“The Social Construction of Illness: Key Insights and Policy Implications”</a></li> <li>● Article 2: <a href="#">“Disability Through a Native American Lens: Examining Influences of Culture and Colonization”</a></li> <li>● Online resource: <a href="#">Advancing Health Equity: A Guide to Language, Narrative, and Concepts</a></li> <li>● Blog post: <a href="#">Why Person-First Language Doesn’t Always Put the Person First</a></li> <li>● GUEST LECTURE: TBD</li> </ul>
<p>Week 11 11/11</p>	<p>Module 11: Religion and Spirituality in Healthcare and End-of-Life Decision-Making</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">“The Influence of Spirituality on Decision-Making in Palliative Care Outpatients: A Cross-Sectional Study”</a></li> <li>● Text, Chapter 13: <a href="#">“Religion, Belief, and Spirituality in Health Care”</a></li> <li>● Text, Chapter 23: <a href="#">“End-of-Life Care”</a></li> <li>● Text, Chapter 3: <a href="#">“Ethics in Health Care”</a></li> <li>● Video: <a href="#">“The Spirituality of Whole-Person Healthcare”</a></li> <li>● Video lecture: Guest Lecture: Dr. Sophia Fantus on End-of-life Decision-Making and Moral Distress among Social Workers (on Canvas)</li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>● Health News Group Presentation (Group 7)</li> </ul>
<p>Week 12 11/18</p>	<p>Module 12: Chronic Disease and Social Work Practice- Part 1</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">“The Role of Social Work in Managing Chronic Illness Care”</a></li> <li>● Text, Chapter 15: <a href="#">“Families, Health, and Illness”</a> section titled “Overview of the Family Systems-Illness Model” (pp. 332-338)</li> <li>● Text, Chapter 20: <a href="#">“Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS”</a>, sections: “Heart Disease: A Leading Killer” (pp. 466–468), “Diabetes: A Global Epidemic” (pp. 468–470), and “Patient Self-Management on Chronic Disease” (pp. 472–482)</li> <li>● Text, Chapter 22: <a href="#">“Pain Management and Palliative Care”</a></li> <li>● Blog post: <a href="#">I’m a “Spoonie.” Here’s What I Wish More People Knew About Chronic Illness</a></li> <li>● TED Talk: <a href="#">“The Epidemic of Chronic Disease and Understanding Epigenetics”</a></li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>● Health News Group Presentation (Group 8)</li> </ul>
<p>Week 13 12/2</p>	<p>Module 13: Chronic Disease and Social Work Practice- Part 2 and Course Wrap-up</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>● Article 1: <a href="#">“Grieving Chronic Illness and Injury -- Infinite Losses”</a></li> <li>● Text, Chapter 20: <a href="#">“Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS”</a> ONLY pp. 465–466 (multiple chronic conditions) and “The Relationship Between Mental Health and Chronic Disease” (pp. 482–489)</li> </ul>

		<ul style="list-style-type: none"> <li>Report: <a href="#">“NASW Standards for Social Work Practice in Health Care Settings”</a></li> </ul> <p><b>ASSIGNMENT</b></p> <ul style="list-style-type: none"> <li>Anatomy of an Illness Paper, Part II: Experience of Illness</li> <li>Health News Group Presentation (Group 9,10)</li> </ul>
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c. Assignments

\*All assignments are due at 11:59 p.m. EDT unless otherwise specified.

Assignment		%
Reflection Paper	<ul style="list-style-type: none"> <li>Implicit Association Test (10%)               <ul style="list-style-type: none"> <li>Complete the Test</li> <li>Reflection Paper</li> </ul> </li> <li>Interprofessional Education (IPE) (10%)               <ul style="list-style-type: none"> <li>Complete the IPE Module</li> <li>Reflection Paper</li> </ul> </li> </ul>	20%
Anatomy of An Illness Paper	Part I: Understanding Your Health Condition	20%
	Part II: Experience of Illness Research Paper	20%
News/Article Analysis	10-minute Group Presentation	10%
Participation	10 In-class Activities (3X10=30%)	30%
Total		100%

See Canvas for full assignment descriptions and associated rubrics. Students can expect to receive feedback and grades on assignments within 2 weeks of the deadline.

d. Attendance and class participation

Students are responsible for all content of this course. 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 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.

e. 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. 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, ad re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.

Grading Scale:

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

**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.

#### 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.

Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

#### 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [Wolverine Access](#). 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*