



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW600-001, W23	
Time and place:	Monday 2-5 PM, 3816 SSWB	
Credit hours:	3	
Instructor:	Benjamin Moe, LMSW	
Pronouns:	He/Him	
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	You may expect a response within 24-48 hours	
Office:	2798 SSWB	
Office hours:	By appointment	

1. Course Statement

a. Course description

This course will survey the distribution, determinants, and biomedical, psychological and behavioral aspects of health inclusive of physical, mental and behavioral health and disease across the life span from pre-birth to death. Social, economic, environmental, structural and cultural variations in and determinants of health, disease, and quality of life will be addressed, including the influence of factors such as race, gender, sexual orientation, geography, ability, biological, genetic and epigenetic factors. Barriers to access and utilization, geopolitical influences, environmental justice, social injustice, oppression and racism, historical trends, and future directions will be reviewed. Health beliefs and models of health behavior (e.g. Health Belief Model, Theory of Planned Behavior,) and structural determinants of health (e.g. Minority Stress Theory) will be presented, including help-seeking and utilization of health services. Stress, allostatic

load, coping and social support, adaptation to chronic illness, the influences of privilege, stigma and discrimination, quality of life, and death and dying will also be covered.

b. Course content

This course will provide students with an overview of major causes of mortality and morbidity in the United States, including demographic, biological, behavioral, social, community, and epigenetic factors affecting health, disease, and quality of life. Special emphasis will be placed on risk factors and protective factors and implications for health promotion and disease prevention over the life span. A major focus of this course will be the impact of race, ethnicity, culture, gender, and sexual orientation on health and disease, as well as the effects of poverty, discrimination, and privilege on access, utilization, and quality of care. Comparative definitions and theories of health and disease, including their evolution, strengths, limitations, and implications for social work and social welfare, will be presented. Theories and research on health behavior will be examined, including cultural differences in health beliefs and practices, use of health services, and barriers to care. Research and theory on stress, coping, and adaptation to illness over the life span will be presented, including the role of social support and the impact of discrimination and privilege on health status and disease outcomes. Implications for social work practice and social policy will be addressed throughout this course.

c. Course objectives and competencies

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

- 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).

d. Course design

This course will be held in-person. In the event that class needs to switch to virtual due to COVID-19, it will be done using a combination of asynchronous and synchronous activities. Asynchronous activities are those activities you will participate in outside of class time, which may include reviewing brief recorded lectures, articles, and/or other materials, posting on discussion boards, working in groups, and completing assignments. During class sessions, 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.

e. Curricular themes

Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in content related to cultural differences in health beliefs and health behavior and the role of protective factors and social support in health status and disease outcomes. The key diversity dimensions will be examined as they relate to health beliefs and health behavior. Social Justice and Social Change will be addressed in content on differences in mortality and morbidity in population subgroups and access and barriers to care. Promotion, Prevention, Treatment, and Rehabilitation will be addressed through content on concepts and definitions of health and disease, theories and models of health behavior, and stress, coping, and adaptation as they relate to health and disease across the life span. Behavioral and Social Science Research will be presented throughout the course and will include findings from epidemiology, demography, medical sociology, health psychology, medical anthropology, social work, public health, medicine, nursing, and health services research.

f. Relationship to social work ethics and values

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.

g. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality

and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning. 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 for free through the University of Michigan Library website.](#)

Additional recommended and required readings will be posted on Canvas.

b. Class schedule

Date/Time	Agenda	Required Readings & Assignments
Week 1 Jan 9	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>
Jan 16	MLK Day	No Class
Week 2 Jan 23	Measurement of health and social determinants of health	<p>IPE Module in Canvas: Complete by 1/29</p> <p>Textbook, Chapter 8: Community and Health</p> <p>Textbook, Chapter 21: Social Work and Genetics</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. National Academy of Medicine, Vital Directions for Health and Health Care Series, 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 Jan 30	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 4 Feb 6	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>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 5 Feb 13	Application: health disparity among specific populations	<p><i>Read as required for topic of presentation*</i> [See Assignments Folder for Sample Reading List]</p> <p>Laster-Pirtle, W. N. (2020) Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States</p>

		<p>Stephens, N, et al. (2014) Social Class Culture Cycles: How Three Gateway Contexts Shape Selves and Fuel Inequality</p> <p>Hankivsky, O (2012) Women's Health, Men's Health, and Gender and Health: Implications of Intersectionality</p>
<p>Week 6 Feb 20</p>	<p>Application: intersections of physical, mental and behavioral health</p>	<p>AValentijn, P. P., Schepman, S. M., Opheij, W., & Bruijnzeels, M. A. (2013). Understanding integrated care: a comprehensive conceptual framework based on the integrative functions of primary care. <i>International journal of integrated care</i>, 13.</p>
<p>Feb 27</p>	<p>Spring Break</p>	<p>No Class</p>
<p>Week 7 Mar 6</p>	<p>Social construction of health and illness</p>	<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>
<p>Week 8 Mar 13</p>	<p>Models to understand health beliefs and health behaviors</p>	<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>
<p>Week 9 Mar 20</p>	<p>Implicit bias in health and health care</p>	<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-</p>

		542. 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.
Week 10 Mar 27	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 11 Apr 3	Pharmacy Presentation	In-class group presentations
Week 12 Apr 10	Ethical and legal issues related to health	Textbook, Chapter 3: Ethics in Health Care Banks, S. (2016) Everyday ethics in professional life: Social work as ethics work, <i>Ethics and Social Welfare</i> , 10:1, 35-52. 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 NASW Code of Ethics (R) https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English NASW Standards for Social Work Practice in Health Care Settings. https://www.socialworkers.org/LinkClick.aspx?fileticket=fFnsRHX-4HE%3D&portalid=0
Week 13 Apr 17	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

		<p>Choose one of the following:</p> <p>Shah et al. (2019). Gerontological social work and cardiac rehabilitation. <i>Social Work in Health Care</i>, 58(7), 633-650.</p> <p>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.</p>
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c. Assignments

Assignment	Due date	Percent of overall grade
IPE Module	Jan 29	15%
Health Disparity Application	Feb 13	10%
Intersectionality Application	Feb 20	10%
Anatomy of Illness Pt.1	Mar 13	10%
IAT Assessment	Mar 20	10%
Pharmacy In-class Presentation	Apr 3	15%
Anatomy of Illness Pt. 2	Apr 24	20%
Participation	Throughout all weeks	10%
Health in the News	Extra Credit	5%

Assignment Descriptions (See Canvas for detailed instructions):

IPE Module: Students will complete an approximately one-hour long module that introduces the current state of the health care system from the perspectives of a patient and provider. It then provides an overview of the history of interprofessional education and how it relates to the quadruple aim of healthcare: improved patient experience, improved population health, increased workforce satisfaction, and reduced cost of health care. This module includes several reflection activities. After reviewing the

module, students will complete a brief (max one-page double-spaced written with 12-point font with 1" margins) reflection in response to three prompting questions.

IAT Assessment: Students will choose at least one Implicit Associations Test (IAT) to complete and write a brief (max 2 pages double-spaced written with 12-point font with 1" margins) reflection in response to five prompting questions.

Pharmacy In-class Presentation: Students will complete a 15-minute presentation in teams of 3-4, focused on pharmacologic interventions. One group each will be assigned to explore either: pharmaceutical assistance programs, sexual functioning pharmaceutical side effects, pain medications, overview of prescription terminology and prescribing information, or application.

Anatomy of an Illness Paper: Students will complete a two-part assignment in order to gain an understanding of the nature and distribution of a particular physical, mental or behavioral health problem, the etiology of the health condition, its prognosis and treatment, noted social determinants and health disparities in these dimensions and the experience of the illness. Students' paper will examine issues of the behavioral, psychosocial and ecological aspects of the health problem, with focused attention to the role of social work/your discipline in addressing micro and macro features of the health problem. The project will be submitted in 2 written papers.

d. Attendance and class participation

In order for us all to benefit from the knowledge and perspective of each individual class member, it is imperative that we all attend and participate in class. This is particularly true when in a virtual classroom environment. In order to maximize class participation and interaction, I encourage you all to attend each class and to complete all asynchronous learning prior to class. For any virtual classes, I ask that you participate with your camera on (if there is a physical or health reason, why this is not possible, please e-mail or call me to discuss)..

Life does happen, and there may be times when you need to miss class. If so, please call or text me in advance of class. It will be your responsibility to complete any make-up assignment and submit it to me prior to the next scheduled class period. If you miss more than two classes unexcused, your final course grade will be impacted by at least one full letter grade. Three or more missed classes may result in an incomplete or failing grade. If there are extenuating circumstances, please be in contact with me throughout the semester.

e. Grading

Recognizing that traditional grading methods can have inequitable impact across students of differing intersectional identities, while maintaining compliance with the University's grading requirements, I have adopted the following grading philosophy:

In the spirit of an experience that encourages you to stretch and develop, grading will be on a credit/no credit basis for each assignment. Each assignment is worth a determined number of points (totaling 100 for the course) which will be used to calculate final grades. If you make a strong and timely effort on each assignment, you will do well in this class. If you complete the assignment at an acceptable level, you will get the points allotted for that assignment. Students can lose points by not doing acceptable work and not participating at an acceptable level. Students may also lose points for late or missing work.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of a number of points - the process of working with others, who you are in the work (i.e. what appear to be strengths and challenges for you), themes that arise in IP work, writing and communication skills, etc. If I write or say something that confuses or upsets you, please make an appointment so we can discuss it! If I help you deepen your understanding of something, that is helpful for me to know too.

Acceptable work means:

- Work meets or exceeds assignment requirements and expectations
- Understanding of the topic is evident
- Work is executed with complete, clear information
- Some revision/expansion may be needed, but feedback/comments are sufficient to address these areas

Unacceptable work means:

- Work needs revision
- Partial understanding is evident, but gaps remain.
- Work needs further development with understanding, communication or completeness
- Understanding is not evident or an incomplete/insubstantial attempt was made to complete work

In most cases, any unacceptable work will be revised and resubmitted with discussion between instructor and student. This resubmission may only be subject to partial credit.

Final Letter Grades:

A+	100
A	100-95
A-	94-90

B+	89-88
B	87-85
B-	84-80
C+	79-75
C	74-72
C-	71-70
D-E	Below 69

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](#). Other resources related to the school's grading policies include the Policy for [Grading in Special Circumstances](#) and the [Testing and Grading page from the Center for Research on Learning and Teaching \(CRLT\)](#).

Late Assignments / Exams. 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.

f. Course Administration and Conduct

Academic Conduct and Honesty

UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. Any form of cheating (use of someone else's work, obtaining or sharing tests from previous semesters, re-use of one's own work/assignments from other classes without acknowledgement), plagiarism (verbatim copy of another's material and not acknowledging the direct quotation, or unacceptable paraphrasing which does not use one's own words and structure, and failure to acknowledge that the content is not

original) and/or aiding and abetting academic dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master's in Social Work Degree Program, or see <https://www.lib.umich.edu/academic-integrity/understanding-academic-integrity-andplagiarism-students>.

Classroom Climate and Dialogue

As class participants, we encourage and commit ourselves to respectful and open dialogue that underscores the importance of engaging course content and perspectives in a civil and professional manner. The classroom environment and our ongoing interactions provide opportunities to practice professional communication with clients and other colleagues. If, in the course of our conversations, you share personal information, you may stipulate that you do not want it repeated outside of this class. Course content and perspectives may, at times, require us to engage information that is challenging to us and requires that we move out of our 'comfort zones'. As the instructor for this course, I am committed to encouraging each of us to explore new and challenging ideas and issues, while maintaining a respectful, civil, safe and supportive environment.

Accommodations for Students With Disabilities:

If you think you need an accommodation for a disability, please let me know early in the term. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine 8 appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. If there are any circumstances and/or adaptations that are required for instruction or the classroom situation, please consult me.

Religious Holidays and Academic Conflicts:

From the Provost's Office: Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as

a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost. : Please notify me if religious observances conflict with class or due dates for assignments so we can make appropriate arrangements. Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-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*