



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health, and Disease	
Course #/term:	SW 600 005, Winter 2023	
Time and place:	Monday, 2:00pm-5:00pm, Room 1804	
Credit hours:	3	
Prerequisites:	Foundation Essentials required	
Instructor:	Irena J. Glover, PhD, LMSW	
Pronouns:	She, her, hers	
Contact info:	Email: iglover@umich.edu	Phone: 313.999.3659
	You may expect a response within 48 hours Monday through Friday. Be sure to identify yourself and the course number.	
Office hours:	I welcome the opportunity to connect with you during the semester to answer questions and provide support. Please do not hesitate to contact me if you would like to schedule an 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

- 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

In-person. The course format will include brief lectures, small and large group discussions, individual and group projects, in-class application activities, 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

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 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).

To fully engage in the course topic and classroom discussions, it is expected that students will complete all required readings.

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**

Week/Date	Agenda	Readings
Week 1: 1/9/23	Module 1: Course Introductions and Definition of Health	<p>Read:</p> <ul style="list-style-type: none"> ▪ “Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care” ▪ Chapter 1: The Cultural Underpinnings of Social Work in Health Care <p>Start: IPE Introduction to Interprofessional Education Part 1: Online Learning Module (opens January 11)</p>
Week 2: 1/23/23	Module 2: Measurement of Health and Social Determinants of Health	<p>Read:</p> <ul style="list-style-type: none"> ▪ Chapter 8: Community and Health ▪ Chapter 21: Social Work and Genetics ▪ “Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health” <p>Reminder: IPE Module closes 1/29/23</p>
Week 3: 1/30/23	Module 3: Health Disparities – Access and Equity	<p>Watch:</p> <ul style="list-style-type: none"> ▪ “How Racism Makes Us Sick” ▪ “The Problem with Race Based Medicine” <p>Read:</p> <ul style="list-style-type: none"> ▪ “Health Disparities and Health Equity: The Issue is Justice.” <p>Discussion Board: Initial post due by Monday, 1/30. Two response posts completed by Wednesday, 2/1</p> <p>Reminder: IPE Personal Reflection due 2/6/23</p>
Week 4: 2/6/23	Module 4: Application: Health Disparities Among Specific Populations	<p>Watch:</p> <ul style="list-style-type: none"> ▪ Ted Talk – “How Racism Harms Pregnant Women – and What Can Help” and “What Doctors Should Know About Gender Identity” <p>Read: (Articles will be assigned to student groups)</p> <ul style="list-style-type: none"> ▪ “Stigma as a fundamental cause of population health inequalities” ▪ “Challenges and opportunities in examining and addressing intersectional stigma and health”

		<ul style="list-style-type: none"> ▪ “Racism, African American Women, and Their Sexual and Reproductive Health: A Review of Historical and Contemporary Evidence and Implications for Health Equity” ▪ “Reducing Disparities in Severe Maternal Morbidity and Mortality” ▪ “For Serena Williams, Childbirth was a Harrowing Ordeal” ▪ “Why America’s Black Mothers and Babies are in a Life or Death Crisis” ▪ “The Role of Healthcare Stereotype Threat and Social Identity Threat in LGB Health Disparities” ▪ “Cultural Humility: A Way to Reduce LGBTQ Health Disparities at the End of Life” ▪ “Stress, Stigma, and Sexual Minority Status: The Intersectional Ecology Model of LGBTQ Health” <p>Due: IPE Personal Reflection</p> <p>Reminder: Anatomy of an Illness Paper, Part 1, due 2/20/23</p>
Week 5: 2/13/23	Module 5: Integrated Health and Interprofessional Practice Models	<p>Watch: Ted Talk - “What Americans Agree on When it comes to Health Care”</p> <p>Read:</p> <ul style="list-style-type: none"> ▪ Chapter 2 – Social Work Roles and Health Care Settings ▪ Chapter 9 – The Implementation of Integrated Behavioral Health Models ▪ “Moving Toward Integrated Health: An Opportunity for Social Work”
Week 6: 2/20/23	Module 6: Application: Intersections of Physical, Mental and Behavioral Health	<p>Case Study Discussion</p> <p>Due: Anatomy of an Illness, Part 1</p>
2/27/23	Spring Break!	Enjoy!
Week 7: 3/6/23	Module 7: Social Construction of Health and Illness	<p>Read:</p> <ul style="list-style-type: none"> ▪ Chapter 13: Religion, Belief, and Spirituality in Healthcare ▪ Chapter 15: Families, Health and Illness ▪ The Social Construction of Illness: Key Insights and Policy Implications ▪ Disability Through a Native American Lens:

		Examining Influences of Culture and Colonization Discussion Board: Initial post due by Monday, 3/6. Two response posts completed by Wednesday, 3/8
Week 8: 3/13/23	Module 8: Models to Understand Health Beliefs and Health Behaviors	Read: <ul style="list-style-type: none"> ▪ Chapter 7: Theories of Health Behavior ▪ “Integrating health behavior theories to predict American’s intention to receive a COVID-19 vaccine” ▪ “Lay theories of health, self-rated health, and health behavior intentions”
Week 9: 3/20/23	Module 9: Implicit Bias in Health and Health Care	Read: <ul style="list-style-type: none"> ▪ “Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review” ▪ “From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence” Complete: <ul style="list-style-type: none"> ▪ Implicit Associations Test Discussion Board: Initial post due by Monday, 3/20. Two response posts completed by Wednesday, 3/22
Week 10: 3/27/23	Module 10: Ethical and Legal Issues Related to Health	Read: <ul style="list-style-type: none"> ▪ Chapter 3: Ethics in Health Care ▪ NASW Code of Ethics Reminder: Anatomy of an Illness, Part 2, due 4/3/23
Week 11: 4/3/23	Module 11: Pharmacology Competencies	Read: <ul style="list-style-type: none"> ▪ Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems ▪ Health by Design: Interweaving Health Promotion into Environments and Settings Due: Anatomy of an Illness, Part 2
Week 12: 4/10/23	Module 12: Common Chronic Physical Illnesses	Watch (Choose 1): <ul style="list-style-type: none"> ▪ What If We’re Wrong About Diabetes ▪ The Single Biggest Health Threat Women Face

		<p>Read:</p> <ul style="list-style-type: none"> ▪ Chapter 20: Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS ▪ Chapter 22: Pain Management and Palliative Care <p>Discussion Board: Initial post due by Monday, 4/10. Two response posts completed by Wednesday, 4/12</p>
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c. **Assignments**

Discussions

Assignment	Due Date	Points
Week 3: Discussion Board on “Health Disparities and Health Equity: The Issue is Justice.”	Initial Post: Monday, 1/30 Two response posts: Wednesday, 2/1	25 (15 points for initial post; 5 points for each response)
Week 7: Discussion Board on Social Construction of Health and Illness	Initial post: Monday, 3/6 Two response posts: Wednesday, 3/8	25 (15 points for initial post; 5 points for each response)
Week 9: Discussion Board on Implicit Associations Test	Initial post: Monday, 3/20 Two response posts: Wednesday, 3/22	25 (15 points for initial post; 5 points for each response)
Week 12: Discussion Board on Common Chronic Physical Illnesses	Initial post: Monday, 4/10 Two response posts: Wednesday, 4/12	25 (15 points for initial post; 5 points for each response)

Presentation

Assignment	Due Date	Points
Health in the News	To be arranged	25 points

Reflections

Assignment	Due Date	Points
IPE Reflection	Monday, February 6	25
Midsemester Reflection	Monday, February 20	5 (EC)
End of Semester Reflection	Monday, April 10	5 (EC)

Anatomy of an Illness Papers

Assignment	Due Date	Points
Part 1	Monday, February 20	100
Part 2	Monday, April 3	100

Brief Assignment Descriptions

See Canvas for full assignment descriptions and associated rubrics.

Discussions and annotations: Students will complete four discussion boards over the course of the semester. Discussions and annotations are opportunities to apply what you are learning to social work practice and offer opportunities to get to know and to work collaboratively with one another. Discussion board posts are expected to each be a **minimum of 100 words**.

Health in the News Presentation: Students will select one news article in an area of their interest specifically related to the topic of health disparities, SDoH, or any other topic related to this course. Students will present their analysis of the article and how it relates to course content/discussions to the class.

Personal Reflections: Students will complete 3 personal reflections. The first personal reflection will be completed with respect to students' engagement in an online Inter-Professional Education (IPE) module. The second and third reflections will be completed at midsemester and end of semester, providing feedback on their performance at each interval as well as feedback for the professor and course overall. The IPE reflection will be a maximum of 2 pages, double-spaced, with 12-point font and 1-inch margins.

Anatomy of an Illness Paper: Students will complete a 2-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 will be assigned an illness/diagnosis. 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 in addressing micro and macro features of the health problem. The project will be submitted in 2 written papers, each a maximum of 6 pages, double spaced, with 12-point font and 1-inch margins.

d. **Assignment Expectations:**

Writing and communication skills are essential to effective professional practice. As professionals we will be continually assessed on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves.

Written work should incorporate critical thinking, analysis and graduate level writing. Using and synthesizing scholarly literature to support your completion of some assignments is expected. Do not rely on direct quotations from your sources; instead summarize concepts in your own words and provide appropriate citations.

Graduate level writing and communication skills are encouraged in this course including grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing Assistance Career Services (734) 763- 6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic: <https://lsa.umich.edu/sweetland/graduates/writing-workshop.html> and the English Language Institute Graduate Writing Clinic <https://lsa.umich.edu/eli/language-clinics/graduate-writing-clinic-for-international-students.html>.

APA format is a definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting. Referencing internet sources: <http://www.apastyle.org/elecref.html>

e. **Late Assignments:**

Meeting deadlines, planning ahead and timeliness in completing tasks are all important in demonstrating competencies. Fairness goals guide consistent application of expectations for all students. Late deductions will be five points each day/partial day after the due date/time.

f. **Attendance and Class Participation (50 points)**

Class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected.

In service to our clients, we must learn to use our voices on their behalf. Class participation provides the opportunity to develop speaking, advocacy and discussion, facilitation, and persuasion skills, as well as the ability to listen effectively. Thus, verbal participation in class is an opportunity to practice and develop skills even when it can be sometimes challenging and/or uncomfortable.

Participation is not simply about frequency, but also about the level and quality of preparedness and thoughtful and integrative analysis and application of concepts. Students are expected to be prepared each week to initiate and to be invited to contribute knowledgeable sharing of their understanding,

ideas, reactions and applications from readings and integration across progressive weeks of class. Some may feel uncomfortable speaking in class.

Ways to contribute to our class learning include your valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism, and relevant observations (see related Canvas document for more ideas). Students are expected to have read assigned readings in order to actively participate in pair/share and small group activities/breakout rooms with preparation and intention as each student's learning is dependent upon each other's engagement.

In addition to responding to questions and discussions in class, there are a number of ways to prepare to speak in class:

- Prepare a response to share in weekly check-ins
- Prepare a comment about the assigned readings
- Bring an example, experience, observation of how course material applies to real life situations
- Prepare and raise a course question you have been pondering to the whole class
- Prepare a response to share in weekly check-out

We will utilize a variety of strategies to encourage safe spaces, engagement and mutual accountability for all voices to be heard in this class.

g. Grading

From MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#): 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+	93-96 = A	90-92 = A-
87-89 = B+	83-86 = B	80-82 = B-
77-79 = C+	73-76 = C	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.

h. **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.

i. **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 WolverineAccess. 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.

j. **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*