



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease
Course #/term:	SW 600.006, Winter 2023
Time and place:	Tue 6:00 PM - 9:00 PM, B770 SSWB
Credit hours:	3
Instructor:	Pinar Ustel, MSW
Pronouns:	She/her
Contact info:	pinarus@umich.edu You may expect a response within 24 hours Monday through Friday.
Office:	Zoom link for student hours and all individual meetings
Office hours:	Student Hours will be shared on Google Calendar on a weekly basis. Please contact me if the suggested times do not work for you.

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, discussion, 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. About your Instructor

I am a doctoral candidate in the Joint Program in Social Work and Sociology (MSW '17). My research focuses on people's experiences of using psychiatric medications and providing informal support in online platforms. During my time at the University of Michigan, I have taught several courses, including Sociology of Health and Illness, Social Movements, and Criminology.

Since 2018, I've been an instructional consultant and workshop facilitator at the Center for Research on Learning and Teaching (CRLT). My time at CRLT exposed me to innovative pedagogies in higher education that encourage student autonomy and creativity. One of my goals this semester is to implement some of these methods so that you have more control over how and what you learn.

Beyond any specific pedagogical approach, I value the relationships I build with each of you, as well as the professional and social relationships you build with one another. I hope to foster a culture of mutual respect and care which helps us take intellectual risks, and learn from our unique experiences and shared concerns, as well as our mistakes and disagreements with one another.

I understand that many of you have competing responsibilities and face a variety of challenges on this campus and elsewhere. You also have the unique opportunity to get an elite education, develop a professional identity, and make new connections – all at a time when we are globally re-evaluating the importance of social work, mental health, and public health. In this regard, I adhere to a “*high expectations, high support*” approach. It is my responsibility to hold you to high intellectual and professional standards while also providing you with the support you need to succeed. Throughout the semester, I will create many opportunities to check-in with you. Please do not hesitate to contact me if you require assistance or have a suggestion to improve your learning experience in this class.

3. Class Requirements

a. Textbook and other class materials

The following textbook is required for all sections of SW 600:

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 and videos will be posted on Canvas under Modules → Week #.

Please let me know if any of the materials are not accessible (e.g., links are broken, articles are not compatible with a screen reader or videos do not include closed captions).

b. Class Schedule

A list of required readings by week are presented below with the class schedule. This list is subject to change based on your interests and feedback. Always keep an eye on the Modules tab on Canvas for the most up-to-date list of readings!

Date/ Week	Agenda	Readings
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Week 1 1/10	Course Introduction and Definitions of Health	Textbook, Chapter 1: The Conceptual Underpinnings of Social Work in Health Care Pallai, E., & Tran, K. (2019). Narrative health: Using story to explore definitions of health and address bias in health care. <i>The Permanente Journal</i> , 23.
Week 2 1/17	Measurement of Health Social Determinants of Health	Textbook, Chapter 8: Community and Health Reich, A. D., Hansen, H. B., & Link, B. G. (2016). Fundamental interventions: How clinicians can address the fundamental causes of disease. <i>Journal of bioethical inquiry</i> , 13(2), 185-192. Farmer, Paul E., Bruce Nizeye, Sara Stulac, Salmaan Keshavjee. 2013. "Structural Violence and Clinical Medicine." Pp. 69-77. in <i>The Sociology of Health and Illness: Critical Perspectives</i> , edited by Peter Conrad and Valerie Leiter. New York: Worth Publishers.
Week 3 1/24	Health Disparities I	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. López, Nancy and Vivian L. Gadsden. 2016. "Health Inequities, Social Determinants, and Intersectionality." <i>National Academy of Medicine</i> , pp 1-14.
Week 4 1/31	Health Disparities II	Readings will be announced on Canvas and assigned to student groups.
Week 5 2/7	Integrated Behavioral Health and Interprofessional Practice Models	Textbook, Chapter 2: Social Work Roles and Healthcare Settings Textbook, Chapter 9: The Implementation of Integrated Behavioral Health Models Ambrose-Miller, W., & Ashcroft, R. (2016). Challenges faced by social workers as members of interprofessional collaborative health care teams. <i>Health & social work</i> , 41(2), 101-109.

<p>Week 6 2/14</p>	<p>Social Work & Genetics</p>	<p>Textbook, Chapter 21: Social Work and Genetics</p> <p>Genes for all: Making sure everyone benefits from genetics research (Listen from 12:40 till the end)</p> <p>Vick, A. D., & Burris, H. H. (2017). Epigenetics and health disparities. <i>Current epidemiology reports</i>, 4(1), 31-37.</p> <p>Gottschalk, M. G., Domschke, K., & Schiele, M. A. (2020). Epigenetics underlying susceptibility and resilience relating to daily life stress, work stress, and socioeconomic status. <i>Frontiers in psychiatry</i>, 11, 163.</p>
<p>Week 7 2/21</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>Podcast: How a Cambodian practitioner helped a community dealing with PTSD: Invisibilia (NPR)</p> <p>Conrad, P., & Barker, K. K. (2010). The social construction of illness: Key insights and policy implications. <i>Journal of health and social behavior</i>, 51, S67-S79.</p>
<p>Week 8 3/7</p>	<p>Health Social Movements and Patient Knowledge</p>	<p>Barker, K. (2002). Self-help literature and the making of an illness identity: The case of fibromyalgia syndrome (FMS). <i>Social Problems</i>, 49(3), 279-300.</p>
<p>Week 9 3/14</p>	<p>Application: Focus on Specific Conditions</p>	<p>Readings will be assigned to student groups:</p> <p>Textbook, Chapter 18: Nephrology Social Work Textbook, Chapter 19: Oncology Social Work Textbook, Chapter 20: Chronic Disease and Social Work</p>
<p>Week 10 3/21</p>	<p>Health Beliefs and Behaviors</p>	<p>Textbook, Chapter 7: Theories of Health Behavior</p> <p>Conrad, P. (1985). The meaning of medications: another look at compliance. <i>Social science & medicine</i>, 20(1), 29-37.</p>

<p>Week 11 3/28</p>	<p>Patient-Physician Interactions</p>	<p>Manzer, J. L., & Bell, A. V. (2021). "We're a Little Biased": Medicine and the Management of Bias through the Case of Contraception. <i>Journal of health and social behavior</i>, 62(2), 120-135.</p> <p>Chang, J., Dubbin, L., & Shim, J. (2016). Negotiating substance use stigma: the role of cultural health capital in provider-patient interactions. <i>Sociology of health & illness</i>, 38(1), 90-108.</p>
<p>Week 12 4/4</p>	<p>Ethical and Legal Issues Related to Health</p>	<p>Textbook, Chapter 3: Ethics in Health Care</p> <p>NASW Code of Ethics (R) https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Reamer, F. G. (2018). Ethical issues in integrated health care: Implications for social workers. <i>Health & Social Work</i>, 43(2), 118-124.</p>
<p>Week 13 4/11</p>	<p>Pharmacology Competencies</p>	<p>Textbook, Chapter 14: Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems</p> <p>Bentley, K. J., Walsh, J., & Farmer, R. L. (2005). Social work roles and activities regarding psychiatric medication: Results of a national survey. <i>Social Work</i>, 50(4), 295-303.</p> <p>Bentley, K. J. (1993). The right of psychiatric patients to refuse medication: Where should social workers stand? <i>Social Work</i>, 38(1), 101-106.</p>
<p>Week 14 4/18</p>	<p>Wrapping Up</p>	<p>TBD</p>

c. Assignments and Grading

For this class, we will use a grading system known as *labor-based contract grading*. This is a system designed to give you more control and generate a final grade that reflects the effort you put into the course rather than any mistakes you will inevitably make during the learning process.

In this system, I will continue to explain (as I would with any grading systems) the purpose of each assignment and how it relates to the learning objectives, provide detailed instructions, and establish criteria for successful work. You will also receive feedback on your work from me and your peers. I will not, however, assign point grades to any assignments.

Because Canvas is not designed to accommodate most alternative (non-point-based) grading systems, I will keep manual progress logs for each student in my class. You will be able to verify these records. Please let me know if you need to talk to me about your progress in this course during student hours or by email.

The following is a draft grading contract, which we will discuss (and possibly modify) at our first meeting. Canvas has a list of assignment deadlines.

Grading Contract (draft, to be revised in group)

Please use the “comment” function or write with a different color to offer feedback.

To earn a C in this Course:

- Complete the Online IPE Module and the individual reflection
- Submit both parts of the *Anatomy of an Illness* assignment that meet the length and format requirements
 - Share what you have learned from doing the *Anatomy of an Illness* assignment in small conversation circles (in class, no written submission)
- Contribute to shared reading notes on **four** different weeks

To earn a B in this Course:

Note: The differences between B and C are highlighted.

- Review the learning objectives and write one for yourself

- Complete the Online IPE Module and the individual reflection
 - Read two of your classmate's reflections and prepare brief comments for the class discussion (comments will be submitted on Canvas)
- Submit both parts of the *Anatomy of an Illness* assignment that meet the length and format requirements
 - Participate in peer-review for the *Anatomy of an Illness* assignment by commenting on a classmate's work
 - Revise and resubmit both parts of the *Anatomy of an Illness* assignment based on the feedback you receive from me and from peer-review
 - Share what you have learned from doing the *Anatomy of an Illness* assignment in small conversation circles (in class, no written submission)
- Contribute to shared reading notes on **six** different weeks
- Write a 2-page *End-of-Semester Reflection/Letter to Future Students Taking SW 600* (~2 pages)
- Have 15-minute meetings with me at the beginning & end of the semester

To earn an A in this Course:

Note: The differences between A and B are highlighted.

- Review the learning objectives and write one for yourself
- Complete the Online IPE Module and the individual reflection
 - Read two of your classmate's reflections and prepare brief comments for the class discussion (comments will be submitted on Canvas)
- Submit both parts of the *Anatomy of an Illness* assignment that meet the length and format requirements
 - Participate in peer-review for the *Anatomy of an Illness* assignment by commenting on a classmate's work
 - Revise and resubmit both parts of the *Anatomy of an Illness* assignment based on the feedback you receive from me and from peer-review
 - Share what you have learned from doing the *Anatomy of an Illness* assignment in small conversation circles (in class, no written submission)
- Contribute to shared reading notes on **eight** different weeks
- Write a *End-of-Semester Reflection/Letter to Future Students Taking SW 600* (~2 pages)
- Complete two short assignments (compose a Twitter thread, write a feature story about a social worker/organization, or create any other product for audiences beyond the classroom)
 - Revise and resubmit your two short assignments, if necessary, based on the feedback you receive
- Have 15-minute meetings with me at the beginning & end of the semester

d. Attendance and class participation

This course relies heavily on your attendance and active participation. If something prevents you from attending class, please notify me at least 24 hours in advance of an

expected absence or within 24 hours of an unexpected absence/emergency. If you are absent from class, you are still responsible for any assignments due that day.

Please refer to the MSW Student Guide's [Policy on Class Attendance](#).

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.