



<b>Course title:</b>	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
<b>Course #/term:</b>	SW600-008, Winter 2023	
<b>Time and place:</b>	Tuesday, 9 am-noon, 3816 SSWB	
<b>Credit hours:</b>	3	
<b>Prerequisites:</b>	Essentials	
<b>Instructor:</b>	Lydia Li	
<b>Pronouns:</b>	She, her, her	
<b>Contact info:</b>	<b>Email:</b> lydiali@umich.edu	<b>Phone:</b> 734-936-4850
<b>Office:</b>	SSWB 3139	
<b>Office hours:</b>	Tue 3-5 pm and by appointment	

### Land Acknowledgement

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

### Legacies

As we live and learn on these territories, we must keep in mind the community struggles for self-determination and colonial legacies of scholarly practices. I use community struggles broadly to include indigenous peoples, enslaved peoples, and those peoples of the Mexico-Republic of Texas territories. I use colonial legacies to reflect our existing social structures, institutions, systems, and policies built from colonial domination.

## **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**

The course format will include brief lectures, discussion, individual and group projects, in-class application activities, and written assignments.

**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 book is available for free download through the University of Michigan library.

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

Week/ Date	Agenda	Readings	Due
Week 1 1/10	Course introduction and definitions of health	Text, Chapter 1: "The Conceptual Underpinnings of Social Work in Health Care"  Article: "Narrative Health: Using Story to Explore Definitions of Health and Address Bias in Health Care" (including the patient and learner stories)	
MLK & Instructor in conference 1/7	NO CLASS	Complete "Introduction to IPE" online module via this link: <a href="https://umich.instructure.com/courses/610464">https://umich.instructure.com/courses/610464</a>	Jan 11 - Jan 29
Week 2 1/24	Integrated health and interprofessional practice models	Text, Chapter 9: "The Implementation of Integrated Behavioral Health Models"  Text, Chapter 2: "Social Work Roles and Healthcare Settings"  TED Talk: "Integrated Care: Connecting Medical and Behavioral Care"  <i>Online Resource: NASW Standards for Social Work Practice in Health Care Settings.</i>  <i>Online Resource: "Institute for Healthcare Improvement"</i>  <i>*Article: "Moving Toward Integrated Health: An Opportunity for Social Work"</i>	Personal Reflection on "Narrative Health"

<p>Week 3 1/31</p>	<p>Epidemiology: Recognizing patterns &amp; distributions of health, disease &amp; health disparities</p>	<p>Article: "What are Health Disparities and Health Equity? We Need to be Clear"</p> <p>Text, Chapter 3: "Epidemiology: The Study of Disease, Injury, and Death in the Community"</p> <p>Video: <a href="#">Unnatural Causes: Is Inequality Making Us Sick?</a></p> <p>Listen to one of the following podcasts based on the <a href="#">group number chosen</a>.</p> <p>Group 1: <a href="#">Black Mothers Keep Dying After Giving Birth. Shalon Irving's Story Explains Why</a></p> <p>Group 2: <a href="#">Why Is the Pandemic Killing so Many Black Americans?</a></p> <p>Group 3: <a href="#">Improving LGBTQ Health with Brian Mustanski, PhD</a></p> <p>Group 4: <a href="#">COVID-19 is particularly tough on Native Americans. Here is why we should all care about that.</a></p>	<p>Reflection on "Engaging in Interprofessional Education"</p>
<p>Week 4 2/7</p>	<p>Environmental health, social determinants of health, and social policy</p>	<p>Text, Chapter 8: "Community and Health"</p> <p>Article: "Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health"</p> <p>TED Talk: "What makes us sick? Look upstream"</p> <p><i>Online resource: Social Determinants of Health</i></p> <p>*Article: "The Flint, Michigan, Water crisis: A Case Study in Regulatory Failure and Environmental Injustice."</p>	

<p>Week 5 2/14</p>	<p>Multilevel stigma and health disparities</p>	<p>Article 1: “Stigma as a Fundamental Cause of Population Health Inequities”</p> <p>Article 2: “The Relationship Between Minority Stress and Biological Outcomes: A Systematic Review”</p> <p>Video: Stigma: An Added Burden for People Living with Dementia</p> <p>* Article: “A Systematic Review of Allostatic Load, Health, and Health Disparities”</p>	<p>”</p>
<p>Week 6 2/21</p>	<p>Implicit bias in healthcare and evidence-informed stigma reduction interventions</p>	<p>Article 1: “Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review”</p> <p>Article 2: “From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence”</p> <p>Read one of the following based on the group chosen.</p> <p>Group 1: "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";</p> <p>Group 2: "'Recovery Speaks:' A Photovoice Intervention to Reduce Stigma Among Primary Care Providers";</p> <p>Group 3: "A Pre-Post Evaluation of OpenMinds: A Sustainable, Peer-Led Mental Health Literacy Programme in Universities and Secondary Schools";</p>	<p>In-class case study: Stigma-reduction Intervention</p>

		Group 4: "Reducing Stigma Toward People With Bipolar Disorder: Impact of a Filmed Theatrical Intervention Based on a Personal Narrative";	
SPRING BREAK 2/28	NO CLASS		
Week 7 3/7	Genetics, epigenetics, and intersections of physical, mental and behavioral health	<p>Video: What is Epigenetics</p> <p>Text, Chapter 21: "Social Work and Genetics"</p> <p>Article: "How Does the Social Environment 'Get Into the Mind?' Epigenetics at the Intersection of Social and Psychiatric Epidemiology"</p> <p>*Article: "After the Biomedical Technology Revolution: Where to now for a Bio-Psycho-Social Approach to Social Work"</p>	Personal Reflection on "Implicit Association Test"
Week 8 3/14	Models to understand health beliefs and health behaviors	<p>Text, Chapter 7: "Theories of Health Behavior"</p> <p>Video: "FNH 473 Video 1: Introduction to Health Behaviour Theories"</p> <p>Text, Chapter 14: "Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches and Seek Integrative Systems"</p>	<p>Anatomy of Illness Research Paper, Part I: Understanding Your Health Condition</p> <p>In-class case study: "Apply Theories of Health Behavior"</p>
Week 9 3/21	Social construction of illness, meaning-making, and community-based interventions	Article 1: "The Social Construction of Illness: Key Insights and Policy Implications"	In-class case study: "Resisting Dominant Discourses of Illness"

		<p>Article 2: "Disability Through a Native American Lens: Examining Influences of Culture and Colonization"</p> <p>Read one of the below based on the group chosen.</p> <p>Group 1: "Obesity" Please read these two brief pieces: "<a href="#">The Bizarre and Racist History of the BMI Links to an external site.</a>" (written by a Fat liberation activist who goes by 'Your Fat Friend'); and "<a href="#">What Every Social Worker Needs To Know About the Health at Every Size® Framework.</a>"</p> <p>Group 2: "Autism" Please read this article "<a href="#">Study: Reducing Biases About Autism May Increase Social Inclusion</a>"; and then, please read the brief introduction to this blog post "<a href="#">Good Autistic Advocacy Organizations vs. Bad Autism Charities Links to an external site.</a>,"</p> <p>Group 3: "Mental illness/disorder" Please read the introduction (first three pages) of this book chapter "<a href="#">A Mad Fight: Psychiatry and Disability Activism</a>" from <i>The Disability Studies Reader</i>; also see this one-page excerpt of a book called <i>Mad Matters: A Critical Reader in Canadian Mad Studies</i> which describes the <a href="#">terminology</a></p> <p>Group 4: "Deafness" Please read this brief piece (written by a Deaf Culture activist as a blog post on the website of the Deaf Culture Centre they co-founded) about "<a href="#">What is Deaf Culture?</a>" and also read this article: "<a href="#">Hear Me Out: Hearing Each Other for the First Time: The Implications of Cochlear Implant Activation</a>"</p> <p><i>Online resource: Advancing Health Equity: A Guide to Language, Narrative, and Concepts</i></p>	
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<p>Week 10 3/28</p>	<p>Pain management, palliative care, &amp; ethics in healthcare</p>	<p>Text, Chapter 22: “Pain Management and Palliative Care”</p> <p>Text, Chapter 3: “Ethics in Health Care”</p> <p><i>NASW Code of Ethics (R)</i>  <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a></p> <p>Video lecture: Guest Lecture: Dr. Sophia Fantus on End-of-life Decision-Making and Moral Distress among Social Workers (on Canvas)</p> <p><b>*Article: “ Be Sensible: Emotions in Social Work Ethics and Education”</b></p>	
<p>Week 11 4/4</p>	<p>Religion &amp; spirituality in healthcare and end-of-life decision-making</p>	<p>Text, Chapter 13: "Religion, Belief, and Spirituality in Health Care"</p> <p>Text, Chapter 23: “End-of-Life Care”</p> <p><b>*Article: "The Influence of Spirituality on Decision-Making in Palliative Care Outpatients: A Cross-Sectional Study"</b></p>	
<p>Week 12 4/11</p>	<p>Chronic disease and social work practice-Part 1</p>	<p>Text, Chapter 15: “Families, Health, and Illness” section titled “Overview of the Family Systems-Illness Model” (pp. 332-338)</p> <p>Text, Chapter 20: "Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS" 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)</p>	<p>Anatomy of an Illness: Part II</p>

		Blog post: I'm a "Spoonie." Here's What I Wish More People Knew About Chronic Illness	
Week 13 4/18	Chronic disease and social work practice-Part 2 and course wrap-up	<p>Article: "Grieving Chronic Illness and Injury --Infinite Losses"</p> <p>Text, Chapter 20: "Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS" <u>only</u> pp. 465–466 (multiple chronic conditions) and "The Relationship Between Mental Health and Chronic Disease" (pp. 482–489)</p> <p><i>Report: "NASW Standards for Social Work Practice in Health Care Settings"</i></p>	

c. Assignments

See our Canvas site for more details about each assignment (instructions, due dates, rubrics etc.)

<b>Assignment</b>	<b>Due date</b>	<b>Percent of overall grade</b>
Anatomy of an Illness: Part I	March 14	20%
Anatomy of an illness : Part II	April 11	20%
Completion of the “Introduction to IPE” online module <b>and</b> reflection on “Engaging in Interprofessional Education”	Jan. 31	10%
Personal reflection (2 required)	Jan 24, March 7	20%
Article discussion/ Health in the News (1 required)	Various	15%
In-class case study & presentation	Feb. 21, March 14, March 21	15%

d. Attendance and class participation

Please review the [Policy on Class Attendance](#) found in the MSW Student Guide. The program has an 80% attendance requirement. This means that students who miss more than 20% (3 class sessions) are risking their learning journey. I am aware that we are still dealing with the coronavirus and other infectious diseases. It is wise to not coming to campus when you have symptoms. I can arrange to have you join the class via Zoom. Please email me as soon as possible if you need to do that.

I assume that all students will prepare for class and participate in all class activities, and actively create and promote a supportive learning environment. Ample opportunities will be given for students to participate, including paired, small group, and large class activities. While I do not assign any points to class participation, those who have made good contributions to the class will be rewarded when their final accumulated point is between two grades.

I hope that all students will work with me to create and foster a learning environment that promotes professional socialization and respectfulness, and broadens our mutual awareness of human differences and diversity. Questioning and disagreeing are all part of the learning process, and I encourage all students to engage in these activities with thoughtfulness and respect.

e. Grading

Based on the 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.

Final grades are based on percentage points:

<b>Grade</b>	<b>Points</b>
A+	99-100
A	94-98
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79

Notes on Grading:

1. It is best not to assume you will receive an “A” in this course. The instructor grades on a relative, not absolute, grading scale. Since virtually all of you were “A” students as undergraduates there will be a natural and necessary redistribution at the graduate level.
2. 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.” The instructor reserves the right to re-read, and re-grade, the work in its entirety in the case of a challenge. The grade may be adjusted up or down.
3. All assignments should be submitted by their due dates (by 11:59 p.m.). If you anticipate problems with a due date, please communicate with me as soon as possible. Points may be deducted for late submissions.

f. Plagiarism

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

<http://ssw.umich.edu/msw-student-guide/section/1.12.00>

Another helpful resource can be found at: <http://guides.lib.umich.edu/swintegrity>

Note that using Web resources increases the risk of “accidental plagiarism.” So be careful of how you use such resources.

g. Writing Assistance

Social work students can receive individual writing assistance from Betsy Williams, Writing Skills and Study Skills Coordinator, through the **U-M SSW Career Services office**. Students may schedule an appointment and bring a draft of their paper (at any stage). Email Betsy Williams at [betsywil@umich.edu](mailto:betsywil@umich.edu) or call [734-763-6259](tel:734-763-6259). You can find helpful resources linked from [ssw.umich.edu/writing-help](http://ssw.umich.edu/writing-help)

In addition, the **Sweetland Writing Center** (SWC) is located at 1310 North Quad (corner of W. Washington and State St.). Graduate students are eligible for seven sessions per semester. For help with your paper, please feel free to consult them for writing support. They can help you develop your argument, improve your paper organization, correct grammar, and craft effective prose. You can register with them on line and schedule an appointment: <http://www.lsa.umich.edu/sweetland/>.

Finally, another resource is the **English Language Institute**: <http://www.lsa.umich.edu/eli/>.

h. Religious Observation

The University of Michigan, as an institution, does not observe religious holidays, however 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. Please contact the instructor as soon as possible if such conflict occurs.

i. Health and Wellness Services

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocate Nyshourn Price, LMSW in the Office of Student Services ([ndp@umich.edu](mailto:ndp@umich.edu)) for further information.

j. 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.

k. 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.

l. 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.

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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*