



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	SW 600, Section 009 Winter, 2022	
Time and place:	Tuesdays, 9:00am – 12:00pm Class meets 9:30am – 11:30am ONLINE via Zoom (Sign in with UM account; Passcode: 600)	
Credit hours:	3	
Prerequisites:	Foundational Essentials Required	
Instructor:	Kristal Reyes LMSW/MPH/CAADC	
Pronouns:	She/Her/Hers	
Contact info:	Email: krisar@umich.edu	Phone: Provided as needed
	You may expect a response within 24 to 48 hours To expedite response use “ SW 600 ” in the subject line of the email	
Office:	Via Zoom or phone at your request	
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:

1. Analyze the major causes of mortality and morbidity in the United States, and how they differ among various population groups (EPAS 2, 3, 5).
2. 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).
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).
4. 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).
5. Examine biological, socioeconomic, cultural, and behavioral risk and protective factors for health, disease, and quality of life across the lifespan (EPAS 2, 3) .
6. 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).

7. Distinguish how cultural and religious differences in health beliefs and practices may impact utilization of health services, and barriers to care (EPAS 3, 5).
8. 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 utilizes lectures, synchronous and asynchronous class session opportunities, small group discussions, large group discussion, and out of session project/reflections/group projects, and guest speakers.

Zoom Meetings (Required)

Zoom link is posted on Canvas. Ensure to log in through your (www.umich.zoom) account.

Passcode: 600

Time: **9:30am-11:30am**

Days: Tuesdays

e. 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

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.

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

b. Class schedule

This syllabus is a working document. Changes to the schedule and any additional/changes to the readings will be announced via Canvas.

Date/Time	Agenda	Required Readings & Assignments
Week 1 1-10-23 @9:30am	Module 1: Course Introduction and Definitions of Health; Ethical and Legal Issues Related to Health	Posted on Canvas
Week 2 1-17-23 @9:30am	Module 2: Social Determinants Health and Measurement of Health	Posted on Canvas
Week 3 1-24-23 @9:30am	Module 3: Integrated Health and Interprofessional Practice Models	Posted on Canvas
Week 4 1-31-23 @9:30am	Module 4: Health Disparities-Access and Equity	Posted on Canvas
Week 5 2-7-23 @9:30am	Module 5: Stigma and Addressing Health Disparities	Posted on Canvas
Week 6 2-14-23 @9:30am	Module 6: Implicit Bias in Healthcare	Posted on Canvas
Week 7 2-21-23 @9:30am	Module 7: Social Ecological Risk and Protective Factors for Health and Disease	Posted on Canvas

Date/Time	Agenda	Required Readings & Assignments
Week 8 2-28-2023	No Class	No Class
Week 9 3-7-23 @9:30am	Module 8: Applying Theories of Health Behavior Change: Implications for Social Work Assessment	Posted on Canvas
Week 10 3-14-23 @9:30am	Module 9: Multi-level Evidence-Based Health Behavior Change Strategies and Pharmacology Competencies	Posted on Canvas
Week 11 3-21-23 @9:30am	Module 10: Social Construction of Illness and Meaning Making	Posted on Canvas
Week 12 3-28-23 @9:30am	Module 11: Common Chronic disease and Conditions in Social Work Practice- Part I	Posted on Canvas
Week 13 4-4-23 @9:30am	Module 12: Common Chronic disease and Conditions in Social Work Practice- Part II	Posted on Canvas
Week 14 4-11-23 @9:30am	Module 13: Religion and Spirituality in Health Care, the Future of Medical Social Work	Posted on Canvas
Week 15 4-18-23 @9:30am	Module 14: Pain Management, Palliative Care and End of Life	Posted on Canvas

c. Assignments

All assignments are due by 11:59pm unless otherwise noted.

Assignment	Due Date	Percent of Overall Grade
Active Participation and Attendance	Ongoing (Calculated at the end of the course)	30%
Current Event Discussion Facilitation [Group Project]	Varies based on student sign up	10%
IPE Online Module-Reflection Paper	January 24, 2023 at 11:59pm Submit via Canvas	10%
Video Case Study [Group Project]	February 21, 2023 at 11:59pm Submit via Canvas	10%
Anatomy of an Illness Paper-Part I	March 14, 2023 at 11:59pm Submit via Canvas	20%
Anatomy of an Illness Paper-Part II	April 11, 2023 at 11:59pm Submit via Canvas	20%

Brief Assignment Descriptions

See Canvas for full assignment descriptions and associated rubrics.

Current Event Discussion Facilitation: As a group, students will identify 1-3 brief news articles about health to present to the class that pertain to the contents of this course.

Discussions: Students will complete discussion boards and facilitated discussions over the course of the semester. Discussions 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 75 words.

Group Presentations: Students will complete two group presentations: 1) a video case study (to be posted on Canvas) and 2) a group presentation during class about media coverage of a health issue.

IPE Online Module: Students will complete a reflection with respect to students' engagement in an online interprofessional education (IPE) module.

<https://umich.instructure.com/courses/529749> [Available starting January 12, 2022]

Anatomy of an Illness Paper: Students will complete a 2-part assignment 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. This assignment focuses on examining 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. This assignment is designed to measure required CSWE EPAS competencies 1, 2, 3, 4, and 5 and address PODS capacities.

d. Attendance and class participation

[Policy on Class Attendance](#)

Attendance is a requirement and expectation. However, attendance is necessary but not sufficient for engaging fully in course material. Participation is assessed by level of engagement in the course, including taking part in group activities, providing feedback to colleagues, asking questions, and contributing to class discussions.

Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors regarding any of the aforementioned contexts could result in a loss of participation/engagement points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session

During virtual (Zoom) sessions, students are expected to turn on and leave their cameras on. Having cameras on is a way to increase engagement and can help faculty assess student understanding. All students are welcome to enable a virtual background. Please speak with me individually if you have circumstances which may interfere with you meeting this expectation. The SSW also has study areas available within the SSWB for students to participate in online courses if they lack stable or reliable internet access.

Absences from class are not evaluated as “excused” or unexcused” but rather as a reality that occurs due to personal choices, prioritization of competing demands, or uncontrollable events and circumstances. Absences also affect student competence, learning, and ability to provide professional service to clients. Students are permitted one absence, after which the professor reserves the right to lower that student’s final grade by 5 points for each class missed beyond the one allowed. If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any material missed or assignments due on a day of absence. Students who miss three classes will receive a full letter grade reduction. Four or more missed classes will result in a non-passing grade. Extenuating circumstances that should be considered need to be discussed with the professor as soon as possible. Students who will miss more than two classes due to religious holidays must make arrangements with the instructor before the second class to avoid a grade penalization.

e. Grading

Please review the following MSW Student Guide policies:

[Grades in Academic Courses and in Field Instruction](#)

[Student Grievance procedures](#)

[Policy for grading in special circumstances](#)

[Testing and grading from CRLT.](#)

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.

100	A+
94-99	A
91-93	A-

89-90	B+
84-87	B
81-83	B-

78-80	C+
74-77	C
71-73	C-

68-70	D+
64-67	D
<64	E

Your grade will reflect both your effort and the quality of your engagement and assignments. 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.

Late Assignments: Meeting deadlines, planning ahead, and timeliness in completing tasks are all important in demonstrating competencies. Assignments are due at or before the dates listed on the syllabus. Please communicate with me as soon as possible if you anticipate problems with a due date. Unless this is due to an unexpected event/emergency, requests for an extension on an assignment must be made at least 24 hours in advance. Without advance arrangements, assignments turned in after the due date/time will receive a 3% deduction from your overall grade for each day past due and be considered incomplete after one week.

Incomplete grades are given in rare situations in which significant unforeseen, extraordinary, or compelling reasons prevent student completion of work **AND** there is a definite plan and date for completion. Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific plan has been established to complete work by the last day of class, a grade will be given based on the work submitted thus far. This may potentially result in a grade which carries no course credit. If students are concerned about their class performance or grade, the professor is willing to work with them to help improve their understanding of the class material or the assignments prior to the end of the semester.

Plagiarism and cheating will not be tolerated. Confirmation of these behaviors will be reported to the Associate Dean for Educational Programs' office and will likely result in a failing grade for the course. Students are expected to do their own original work.

f. **Class Recording and Course Materials**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to

record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor. Additional information on class recordings can be found the [Recording and Privacy Concerns FAQ](#):

g. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [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](#).

h. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*