



Course title:	Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease	
Course #/term:	30909 Winter 2023	
Live Class Meeting:	Thursday, 6-8 pm ET; Join URL: <a href="https://umich.zoom.us/j/93466059928">https://umich.zoom.us/j/93466059928</a>	
Credit hours:	3	
Prerequisites:	Foundation Essentials Required	
Instructor:	Dr. Rebeccah Sokol	
Pronouns:	she/her/hers	
Contact info:	<b>Email:</b> <a href="mailto:rlsokol@umich.edu">rlsokol@umich.edu</a>	<b>Phone:</b> 734-936-4894
Office:	SWB 2734	
Office hours:	TBD (on Zoom) AND by appointment (on Zoom)	

## 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

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).

### c. Course design

The course format will include lectures, discussion posts, individual and group projects, and written assignments. Please see our Canvas page for more details.

### 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. Using 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. John Wiley & Sons, Inc. ISBN-13: 978-1-119-42072-9. 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. 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 (in Canvas under Account → Notifications → Announcement).

Module	Pre-Work: Required Readings & Assignments	Pre-Work Due	Zoom
Module 1: Definitions of Health	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Syllabus</li> <li>Text, Ch 1: <a href="#">The Conceptual Underpinnings of Social Work in Health Care</a></li> <li>Article 1: <a href="#">Narrative Health: Using Story to Explore Definitions of Health</a></li> <li>Recorded Lecture: The History of Health Social Work</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Discussion: Social Work in Healthcare</li> <li>Introduction to IPE: Complete between Jan 11-Jan 29*</li> </ul>	<p>Jan 17, 11:59 pm</p> <p>*IPE intro complete by Jan 29, 11:59 pm</p>	<p>Jan 12</p>
Module 2: Social Work Practice in Healthcare	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Text, Ch 9: <a href="#">The Implementation of Integrated Behavioral Health Models</a></li> <li>Text, Ch 2: <a href="#">Social Work Roles and Healthcare Settings</a></li> <li>Article 1: <a href="#">Moving Toward Integrated Health: Opportunity for Social Work</a></li> <li>Online Resource: <a href="#">Institute for Healthcare Improvement</a></li> <li>TED Talk: <a href="#">Integrated care: Connecting medical and behavioral care</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Reflection: Narrative Health</li> </ul>	<p>Jan 18, 11:59 pm</p>	<p>Jan 19</p>
Module 3: Epidemiology: Recognizing Patterns & Distributions of Health, Disease, & Health Disparities	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">What are Health Disparities and Health Equity?</a></li> <li>Text, Ch 3: <a href="#">Epidemiology: The Study of Disease, Injury, and Death</a></li> <li>Podcast (choose one) <ul style="list-style-type: none"> <li>Choice 1: <a href="#">Black Mothers Keep Dying After Giving Birth</a></li> <li>Choice 2: <a href="#">Why is the Pandemic Killing so Many Black Americans?</a></li> <li>Choice 3: <a href="#">Improving LGBTQ Health with Brian Mustanski, PhD</a></li> </ul> </li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Discussion: What are Health Disparities and Health Equity?</li> <li>Reflection: Engaging In and Reflecting On IPE*</li> </ul>	<p>Jan 25, 11:59 pm</p> <p>*IPE Reflection due Jan 29, 11:59 pm</p>	<p>Jan 26</p>
Module 4: Multi-level Stigma & Health Disparities	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">Stigma as a Fundamental Cause of Population Health Inequities</a></li> <li>Article 2: <a href="#">A Systematic Review of Allostatic Load, Health, &amp; Disparities</a></li> <li>Essay: <a href="#">Sick Woman Theory</a></li> <li>Recorded Lecture: Overview of Sexual Minority Stigma</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Discussion: Consequences of Stigma/Oppression</li> </ul>	<p>Feb 1, 11:59 pm</p>	<p>Feb 2</p>
Module 5: Implicit Bias in Healthcare & Evidence-Informed Stigma Reduction Interventions	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">From Mastery to Accountability: Cultural Humility as an Alternative</a></li> <li>Article 2: <a href="#">Examining the Presence, Consequences, and Reduction of Implicit Bias in Health Care: A Narrative Review</a></li> <li>TED Talk: <a href="#">What makes us sick? Look upstream</a></li> <li>For activity, you will read one of the following based on group number. <ul style="list-style-type: none"> <li>Group 1: <a href="#">The TRANScending Love Arts-Based Workshop</a></li> <li>Group 2: <a href="#">"Recovery Speaks:" A Photovoice Intervention to Reduce Stigma Among Primary Care Providers</a></li> <li>Group 3: <a href="#">Taking Charge of Epilepsy:</a></li> <li>Group 4: <a href="#">A Pre-Post Evaluation of OpenMinds: A Sustainable, Peer-Led Mental Health Literacy Programme in Universities &amp; Secondary Schools</a></li> <li>Group 5: <a href="#">Reducing Stigma Toward People With Bipolar Disorder</a></li> <li>Group 6: <a href="#">Civil Rights as Determinants of Public Health</a></li> </ul> </li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Case Study in class: Stigma-Reduction Intervention**</li> </ul>	<p>Feb 8, 11:59 pm</p> <p>**case study in class; read articles prior</p>	<p>Feb 9</p>

<p>Module 6: Social Determinants of Health, Environmental Health, &amp; Social Policy</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Text, Ch 8: <a href="#">Community and Health</a></li> <li>• Article: <a href="#">Evaluating Strategies for Reducing Health Disparities by Addressing the Social Determinants of Health</a></li> <li>• Online resource: <a href="#">Social Determinants of Health</a></li> <li>• Article: <a href="#">Structural Competency Meets Structural Racism</a></li> <li>• Video: <a href="#">Epigenetics research at the human early learning partnership</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Reflection option: Inner Oppressor</li> </ul>	<p>Feb 15, 11:59 pm</p>	<p>Feb 16</p>
<p>Module 7: Social Ecological Risk &amp; Protective Factors for Health &amp; Disease</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">How Does the Social Environment 'Get Into the Mind?' Epigenetics at the Intersection of Social and Psychiatric Epidemiology</a></li> <li>• Article 2: <a href="#">Targeting Health Disparities: A Model Linking Upstream Determinants to Downstream Interventions</a></li> <li>• Article 3: <a href="#">After the Biomedical Technology Revolution</a></li> <li>• <a href="#">Text, Ch 21: Social Work and Genetics</a></li> <li>• Recorded Lecture: Pre-exposure Prophylaxis for the Biomedical Prevention of HIV: Implications for Social Work Practice</li> <li>• Video: <a href="#">Epigenetics research at the human early learning partnership</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Discussion: Environmental Health Disparities</li> </ul>	<p>Feb 22, 11:59 pm</p>	<p>Feb 23</p>
<p>Module 8: Theories of Health Behavior Change</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">Personal Responsibility for Health? A Review of the Arguments and the Evidence at Century's End</a></li> <li>• Text, Ch 7: <a href="#">Theories of Health Behavior</a></li> <li>• Text, Ch 14: <a href="#">Developing a Shared Understanding: When Medical Patients Use Complementary and Alternative Approaches</a></li> <li>• Article 1: <a href="#">Health by Design: Interweaving Health Promotion into Environments and Settings</a></li> <li>• Video: <a href="#">FNH 473 Video 1: Introduction to Health Behaviour Theories</a></li> <li>• Case Study: <a href="#">Theories of Health Behavior Case Studies</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Anatomy of Illness Research Paper, Part I: Understanding Your Health Condition***</li> </ul>	<p>Mar 8, 11:59 pm</p> <p>***Paper Part 1 due</p>	<p>Mar 9</p>
<p>Module 9: Trauma &amp; Trauma-informed Care</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">Power Threat Meaning Framework</a></li> <li>• Online workbook: <a href="#">Community Resiliency Model Workbook</a></li> <li>• Video: 4-part series of video lectures on Canvas "Media Gallery"</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Case Study in class: Humanizing a Fictional Villain**</li> </ul>	<p>Mar 15, 11:59 pm</p> <p>**case study in class</p>	<p>Mar 16</p>
<p>Module 10: Social Construction of Illness, Meaning-Making, &amp; Community-based Interventions</p>	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>• Article 1: <a href="#">The Social Construction of Illness: Key Insights and Policy Implications</a></li> <li>• Article 2: <a href="#">Disability Through a Native American Lens: Examining Influences of Culture and Colonization</a></li> <li>• Online resource: <a href="#">Advancing Health Equity: A Guide to Language, Narrative, and Concepts</a></li> <li>• Blog post: <a href="#">Why Person-First Language Doesn't Always Put the Person First</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>• Case Study: Resisting Dominant Discourses of Illness</li> </ul>	<p>Mar 22, 11:59 pm</p>	<p>Mar 23</p>

Module 11: Religion & Spirituality in Healthcare & End-of-Life Decision-Making	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">The Influence of Spirituality on Decision-Making in Palliative Care Outpatients: A Cross-Sectional Study</a></li> <li>Text, Ch 13: <a href="#">Religion, Belief, and Spirituality in Health Care</a></li> <li>Text, Ch 23: <a href="#">End-of-Life Care</a></li> <li>Text, Ch 3: <a href="#">Ethics in Health Care</a></li> <li>Video: <a href="#">The Spirituality of Whole-Person Healthcare</a></li> <li>Video lecture: Guest Lecture: Dr. Sophia Fantus on End-of-life Decision-Making and Moral Distress among Social Workers (on Canvas)</li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Discussion: Religion &amp; Spirituality in Healthcare and Decision-Making</li> </ul>	Mar 29, 11:59 pm	Mar 30
Module 12: Chronic Disease & Social Work Practice-Part 1	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">The Role of Social Work in Managing Chronic Illness Care</a></li> <li>Text, Ch 15: <a href="#">Families, Health, and Illness</a> section titled “Overview of the Family Systems-Illness Model” (pp. 332-338)</li> <li>Text, Ch 20: <a href="#">Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS</a>, 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)</li> <li>Text, Ch 22: <a href="#">Pain Management and Palliative Care</a></li> <li>Blog post: <a href="#">I’m a “Spoonie.” Here’s What I Wish More People Knew About Chronic Illness</a></li> <li>TED Talk: <a href="#">The Epidemic of Chronic Disease and Understanding Epigenetics</a></li> </ul>	Apr 5, 11:59 pm	Apr 6
Module 13: Chronic Disease & Social Work Practice-Part 2  Course Wrap-up	<p><b>READ/WATCH/LISTEN</b></p> <ul style="list-style-type: none"> <li>Article 1: <a href="#">Grieving Chronic Illness and Injury -- Infinite Losses</a></li> <li>Text, Ch 20: <a href="#">Chronic Disease and Social Work: Diabetes, Heart Disease, and HIV/AIDS</a> ONLY pp. 465–466 and pp. 482–489</li> <li>Report: <a href="#">NASW Standards for Social Work Practice in Health Care Settings</a></li> </ul> <p><b>COMPLETE</b></p> <ul style="list-style-type: none"> <li>Discussion: Standards for Social Work Practice in Health Care Settings</li> <li>Anatomy of an Illness Paper, Part II: Experience of Illness***</li> </ul>	Apr 12, 11:59 pm  ***Paper Part 2 due	Apr 13

### c. Assignments

See our Canvas Site for more details about assignments (instructions, due dates, rubrics, etc.)

Assignment		%
Discussion	4 (choose from 6 options)	20%
Reflection	3 reflections (including MANDATORY IPE reflection)	15%
Case Study	3 Case Studies	25%
Anatomy of An Illness Paper	Part I: Understanding Your Health Condition	20%
	Part II: Experience of Illness Research Paper	20%
Total		100%

Students are encouraged to be proactive in uploading exemplary assignments into their online portfolio each semester on an ongoing basis for advanced preparation for their capstone class.

Because this is a pathway required course, there are two required standard assignments for all students that you **MUST complete to pass the course**:

- Anatomy of an Illness Paper
- Introduction to Interprofessional Education (IPE) Mini-Course (must complete by Jan 29<sup>th</sup>)



#### d. Attendance and Class Participation

Students are expected to attend all live, synchronous class sessions. Students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts. The program has **an 80% attendance requirement for live, synchronous sessions**. Students who miss synchronous sessions and do not make them up are at risk of a grade reduction, including receiving a non-passing grade.

- **Do I need to notify the instructor if I will miss a synchronous session? Do I need to explain why I missed a session?** Students do not need to notify the instructor in advance if they expect to miss a synchronous session, nor do students need to explain an unexpected absence. If a student wants to share this information with the instructor, they are free to do so.
- **How do I make up a missed synchronous session?** The instructor will record all Zoom synchronous sessions and make the recording available in Canvas (at the Module page for the Live Zoom Session) the Friday after the scheduled session. If a student misses a synchronous session, they will need to make up the missed session by viewing the session recording and submitting a 300-word reflection of the session to the instructor within one week of the absence.
- **How do I get the material I missed during a synchronous session?** Students should always complete “pre-work” for the course on time. Students should obtain missed material from the synchronous session by viewing the session recording.
- **How will missing a synchronous session affect my grade?** Students will receive a 5% reduction in their final grade for each synchronous session missed and not made up.
- **What will happen if I miss many synchronous sessions, or regularly arrive late or leave early?** If a student fails to attend 50% of class sessions cumulatively held, regularly arrives late, or regularly leaves early, the instructor will contact the student’s academic advisor, the Office of Student Services, and/or the Program Director to discuss corrective plans. The student may be asked to withdraw from the course if unable to engage in the corrective plan.

#### e. Grading

From 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.

**What about late assignments?** All assignments are due on the date specified by the instructor. Late assignments are penalized by 10% points off the points earned. Deadline for submission of late assignments is no later than 24 hours before the next class. Exceptions can be made in extreme circumstances. To avoid the late penalty, contact the instructor at least 48 hours before the assignment is due and request an extension.

Final grades are based on 100 percentage points.

≥ 94 = A	83 - 80 = B-	69 - 67 = D+
93 - 90 = A-	79 - 77 = C+	66 - 64 = D
89 - 87 = B+	76 - 74 = C	63 - 60 = D-
86 - 84 = B	73 - 70 = C-	≥ 59 = E

#### f. Class Recording and Course Materials

The instructor will audio/video record synchronous sessions and make available to students in this course via our Canvas webpage. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact Dr. Sokol (rlsokol@umich.edu) the first week of class to discuss alternative arrangements. Dr. Sokol will not share recordings of class activities with others outside the class, including other sections, without the written consent of students identifiable in the recording. Dr. Sokol will delete these recordings within one month of the semester ending. Students may not record or distribute any class activity without written permission from the instructor, except as necessary as part of approved accommodations for

students with disabilities. Any approved recordings may only be used for the student's own private use. 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. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from 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. Documentation (a doctor's note) for medical excuses is *not* required.

#### h. Additional School and University policies

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

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

### 3. Instructor Commitment

#### a. Office Hours

Dr. Sokol encourages students to attend office hours to ask questions, gain supplemental instruction, and achieve greater mastery over course content.

Students are encouraged to attend office hours and/or post on the *General Discussion Board* when they have questions. Please contact Dr. Sokol to request an individual meeting if questions and/or concerns remain.

#### b. Equity and Inclusion

I, Dr. Sokol, welcome any and all feedback on SW600 and your learning throughout the semester. I am happy to receive feedback either directly through students, or anonymously via this [Qualtrics Survey](#). Please do not hesitate to bring any concerns to me, whether it be equity or inclusion issues, course content/delivery matters, or other problems. I want to be aware of and help address any obstacles to your learning. The purpose of the Qualtrics survey is to be able to voice your concern anonymously. If you would like to have a conversation with Dr. Sokol about your concern, please email her at [rlsokol@umich.edu](mailto:rlsokol@umich.edu)