



New Program Proposal: Certificate or Advanced Certificate Program Form 2C

This form should be used to seek SUNY’s approval and the State Education Department’s (SED) registration of a proposed new academic program leading to a certificate (undergraduate) or an advanced certificate (graduate). Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a **signed cover letter and this completed form** (unless a different form applies¹), which should include **appended items** that may be required for Sections 1 through 3 and Section 10 of this form to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.² Guidance on academic program planning is available at http://www.suny.edu/provost/academic_affairs/app/main.cfm.

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NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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¹Use a different form if the proposed new program will lead to a degree; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information	
Item	Response (type in the requested information)
a) Institutional Information	Date of Proposal: February 1, 2015
	Institution's 6-digit SED Code : 211000
	Institution's Name: Binghamton University
	Address: PO Box 6000, Binghamton, NY 13902-6000
	Dept of Labor/ Regent's Region : Southern Tier
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):
	List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [XX] if not applicable :
c) Proposed Program Information	Program Title: Advanced Certificate for Social Work in Health Care
	Award(s) (e.g., Certificate): Certificate
	Number of Required Credits: Minimum [13] If tracks or options, largest minimum []
	Proposed HEGIS Code : 2104.00
	Proposed 6-digit CIP 2010 Code : 51.1503
	If the program will be accredited, list the accrediting agency and expected date of accreditation: N/A
	If applicable, list the SED professional licensure title(s) ³ to which the program leads: N/A
d) Contact Person for This Proposal	Name and title: Susan Strehle, Vice Provost and Dean of the Graduate School
	Telephone: 607-777-2070 E-mail: sstrehle@binghamton.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.
	Name and title: Donald G. Nieman, Executive Vice President and Provost
	Signature and date:
	If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:
	Partner institution's name and 6-digit SED Code :
	Name and title of partner institution's CEO:
	Signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Version 2013-10-17

³ If the proposed program leads to a professional license, a [specialized form for the specific profession](#) may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

Section 2. Program Information

2.1. Program Format

Check all SED-defined [format, mode and other program features](#) that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a [Distance Education Format Proposal](#).
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Programs

All coursework required for completion of the certificate or advanced certificate program must be applicable to a currently registered degree program at the institution (with the possible exception of post-doctoral certificates in health-related fields). Indicate the registered degree program(s) by title, award and five-digit SED Inventory of Registered Programs (IRP) code to which the credits will apply:

Masters in Social Work (MSW)

SED Code (Social Work Program): 27969

2.3 Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The *Advanced Certificate for Social Work in Health Care* (ACSWHC) is the recipient of a 2014 SUNY High Needs Award to enhance New York State's workforce in public health. The ACSWHC is an online program designed to prepare both New York State licensed social workers and MSW students to perform an array of professional functions across the continuum of health care settings. The program emphasizes the inherent relationship between physiological functioning and psychosocial factors that influence individual and community health outcomes. Social workers will be prepared to work as members of interprofessional healthcare teams in acute, residential, and primary care settings. Particular focus is placed upon the expanded role of social work in response to the Patient Protection and Affordable Care Act (ACA). ACSWHC students will develop competence in health care policy development and review, direct practice with select conditions and populations, health literacy, interdisciplinary teamwork and communication. Courses incorporate both asynchronous and synchronous learning activities to support student learning. Practice simulations are used to assist students in developing their skills in complex health care scenarios.

- b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the [Characteristics of Excellence in Higher Education](#) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The ACSWHC is the recipient of a 2014 SUNY High Needs Award to prepare professional social workers and second year MSW-level students for practice in health care settings. The New York State Department of Labor has identified Health Care Social Work as a priority for workforce development. Students completing the ACSWHC will demonstrate proficiency in select competencies and practice behaviors which align with the Council on Social Work Education's (CSWE) Educational Policy & Accreditation Standards (EPAS) as related to specialized practice in health care. The certificate program will prepare professional social workers (either students concurrently earning a Masters in Social Work (MSW) degree and eligible for licensure in New York State or returning students in possession of an MSW and NYS license) to work in the specialized field of health care.

Student Learning Outcomes:

1. Students will demonstrate proficient understanding of health literacy;
2. Students will demonstrate proficiency in assessment, intervention, and evaluation of psychosocial interventions provided in health care settings or as part of an interdisciplinary treatment plan;
3. Students will identify local, state, and federal policies which shape social work practice in health care settings;
4. Students will differentiate among select social work interventions to promote optimal outcomes in patient care;
5. Students will illustrate how professional social work may enhance patient care and health care systems; and,
6. Students will demonstrate how to effectively communicate within an interdisciplinary team to optimize care for patients.

e) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives?

The ACSWHC was developed in response to the SUNY High Needs Program which identified workforce shortages specific to professional social work in public health services. A requirement of the SUNY High Needs funding, which the Department of Social Work was awarded in 2014 to establish the ACSWHC, is that the program aligns with the Open SUNY initiative by providing the coursework online. This proposal also contributes to Theme 3 (Healthcare Systems and Outcomes Research) of the Health Sciences Transdisciplinary Area of Excellence (TAE) at Binghamton University. Theme 3 focuses on "building a better delivery system, which requires effective partnerships that can harness the power of engineering, health and healthcare sciences, information technology, management, and social sciences. Such partnerships are essential to transforming our under-performing healthcare system into high performance environments that produce premier quality care and better patient outcomes at lower cost. By combining expertise across colleges to establish next-generation policies and approaches in health care management, systems engineering and outcomes research, Binghamton University can realize a growing societal need for a transformed healthcare system that embraces patient-centered care, optimized operations, efficacy, safety, and equity. A strong core of faculty in healthcare systems engineering could be linked with the researchers and providers from nursing and social work, as these two groups represent the front-lines of patient care and individualized healthcare management." The proposed Social Work in Health Care advanced certificate program is perfectly aligned with this Health Sciences TAE theme and will contribute to the work of the TAE, and Binghamton University's strength in health systems research and training.

d) How were faculty involved in the program's design?

The ACSWHC's design was led by two full-time faculty in the Department of Social Work: Paul Gould, PhD, LCSW, Visiting Assistant Professor and Acting Director of the Social Work in Health Care Program; and Victoria Rizzo, PhD, LCSW-R, Chair and Associate Professor. Lead faculty collaborated with faculty from social work, nursing, pharmacy and medicine to develop content relevant to practice with interdisciplinary health care teams. A programmatic design team was established by the Department of Social Work to develop curriculum and incorporate best practices in distance learning (i.e., online education) to optimize the pedagogical value of the ACSWHC. The design team is comprised of instructional designers from the Center for Learning & Teaching (CLT), along with representatives from Services for Students with Disabilities (SSD), Educational Communications and the University Library.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in [Commissioner's Regulations for the profession](#), **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a [specialized form](#) for the profession to which the proposed program leads, **append** a completed form at the end of this document.

A national advisory committee was established to provide guidance in curriculum content development. The advisory committee's membership represents an interdisciplinary body of educators, scholars and practitioners. The ACSWHC is not required to meet any specialized accreditation standards; instead, the CSWE EPAS (discussed in Section 2.3b) is used to align the program with professional standards in social work education.

Advisory Committee membership:

Shawn Berkowitz, MD, CMD
 Physician
 Summit ElderCare
 Leominster, MA

Robyn L. Golden, LCSW
 Director of Health and Aging
 Rush University Medical Center
 Chicago, IL

Barbara L. Jones, PhD, MSW
 Assistant Dean for Health Affairs & Associate Professor
 Co-Director, The Institute for Grief, Loss, and Family Survival
 UT Austin School of Social Work
 Austin, TX

Keith Leahey, MSW
 Executive Director
 The Mental Health Association
 of the Southern Tier
 Binghamton, NY

Kristina Marks, LCSW-R
 Administrative Director, Palliative Care Team
 UHS
 Binghamton, NY

Nicole Rouhana, PhD, CNM, FNP-BC
 Director of Graduate Nursing Programs
 Decker School of Nursing
 Binghamton University
 Binghamton, NY

John Toner, EdD, PhD
 Director, Geriatric Residency and Fellowship Programs
 Columbia University Stroud Center
 New York, NY

Patricia Volland
 Director, Social Work Leadership Institute
 Silberman School of Social Work
 Hunter College< New York, NY

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	0	15	15	
2	0	20	20	
3	0	30	30	
4	0	30	30	

5	0	30	30	
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Performing social work services in health care settings requires a more developed knowledge of medical systems and physiology, along with unique communication skills to function as part of an interprofessional health care team. This knowledge and skill set is not offered in general MSW curriculums, but requires specialized instruction and training. Based upon the projections presented by NYS Department of Labor, we anticipate a high demand for this content. The certificate program will recruit both returning students (those possessing an MSW) and students currently enrolled in the MSW program. The enrollment numbers above represent anticipated combined enrollments for these two groups.

According to the U.S. Department of Labor (Bureau of Labor Statistics, 2014), the projected increase in demand for healthcare social workers is 27% between 2012 and 2022. In New York State, long term employment projections indicate a 23.3% increase in demand for healthcare social workers with half of these new positions and half replacement positions. When compared to all social work specialties, healthcare social work has the largest projected growth between 2010 and 2020. In the Southern Tier of New York State, the NYS Department of Labor projects a 17.6% increase in need for healthcare social workers by 2020 (NYS Department of Labor, 2010).

We are instituting special enrollment and recruitment initiatives geared toward students who have an interest in healthcare social work. Beginning January 1, 2015, licensed social workers in NYS must complete 36 hours of continuing education units (CEUs). The certificate program is designed to attract licensed professionals to enroll for CEU credits. We will couple this initiative with our plan to permanently enroll an additional cohort of full-time MSW students in fall of 2015. To accomplish this, we are redesigning our marketing brochure to highlight our Social Work in Health Care certificate program, increase our recruitment efforts by attending graduate fairs at over 20 undergraduate institutions which serve as feeders for our program, and develop a recruitment video that will highlight our health care certificate program and the workforce needs for health care social workers in NYS. All of our recruitment materials will highlight the different health care settings in which social workers are employed, such as hospitals, primary care clinics, nursing and assisted living facilities, schools, homecare agencies, and mental health clinics.

Currently, our program has 35 health care internship agency sites in hospitals (23), Hospice (4), long term care facilities (6), and school-based mental health clinics run by hospital systems (2) in 10 NYS counties (Broome, Chemung, Chenango, Cortland, Delaware, Onondaga, Otsego, Steuben, Tioga, and Tompkins) and Bradford County in Pennsylvania. In the 2014 – 2015 academic year, 22 students are placed in health care agencies: hospitals (13), Hospice (3), long term care facilities (4), and school-based mental health clinics (2). As part of the Social Work in Health Care certificate program, we would look to expand the number of second year MSW internships by 10 in the first year of the program with at least three of these in new health care setting field placements. During the first year of the program, we project that 20 to 30 licensed LMSWs already in the workforce will complete the Social Work in Health Care certificate program. With the implementation of the continuing education requirement for social work licensure in NYS on January 1, 2015, we believe we could attract licensed social workers throughout NYS to register for, and complete, this online certificate program on an ongoing basis.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), capstone, and any other relevant component requirements, but do not list each General Education course.

Prerequisites

Student must have completed the Foundation Year curriculum in Binghamton University's Masters of Social Work (MSW) program or hold an MSW from a CSWE accredited graduate program.

MSW Foundation Year courses:

- SW 503 Diversity and Oppression, 3 credits
- SW 504 Foundations of Scientific Inquiry with Social Systems, 3 credits
- SW 505 Human Behavior in the Social Environment, 3 credits
- SW 506 Psychopathology and Pharmacology, 3 credits
- SW 510 Generalist Social Work Practice I, 3 credits
- SW 511 Generalist Social Work Practice II, 3 credits
- SW 512 Generalist Social Work Practice III, 3 credits
- SW 515 Social Welfare Policy and Programs, 3 credits
- SW 591 Field Instruction I, 4 credits
- SW 592 Field Instruction II, 4 credits

ACSWHC Curriculum

The program emphasizes the inherent relationship between physiological functioning and psychosocial factors that influence personal and community health outcomes. Social workers will be prepared to work as members of interprofessional healthcare teams in acute, primary care, and long-term care settings. Particular focus will be placed upon the role of social work in integrated care approaches and enhancing health outcomes. The curriculum addresses five domains of social work practice in health care:

1. Public Health Policy
2. Primary Care / Chronic Disease Management (COPD, diabetes, CHF)
3. Acute & Hospital-based Care (e.g., oncology)
4. Behavioral Health
5. Critical Care / Emergency Department / Trauma Response

The curriculum is rooted in professional standards established by the National Association of Social Workers (NASW) and Council on Social Work Education (CSWE). Evaluation of student learning and readiness to practice will be based upon professional competencies and related practice behaviors established by CSWE (see Appendix A).

Asynchronous learning modules address content related to each of the five domains. Modules will be comprised of presentations, interviews with national leaders on the topics, illustrative video segments and podcasts. Students will participate in synchronous online group discussions to clarify learning points, review standardized cases and examples from the field, and demonstrate a synthesis of knowledge. Illustrations of applied practice skills will be provided through video clips and online demonstrations by field instructors, who are LMSWs providing supervision to students in health care field placements. These demonstrations will provide students with opportunities to observe concepts translated into direct practice with patients. Students will then engage in simulations using standardized patients and scenarios to practice their skills in a contained environment without risk to actual patients. These simulations will be evaluated by faculty and field instructors in order to evaluate student competence. Finally, students will complete a self-evaluation and reflection about their knowledge and ability to translate concepts into practice behaviors.

The ACSWHC requires completion of three core courses, an elective, and capstone project:

1. U.S. Health Care System, 3 credits
2. Social Work Practice in Health Care, 3 credits
3. Applied Topics in Health Care, 3 credits

4. Elective, 3 credits
 - A. Grief, Loss & Bereavement in Social Work Practice
 - B. Gerontology in Social Work
5. Capstone Project, 1 credit

Appendix B contains a curriculum map illustrating the components of the ACSWHC program.

Applied Topics in Health Care is constructed around *Specialized Learning Modules (SLMs)* which provide a foundation for programmatic expansion and student opportunities to specialize in areas of health care services. Similar to nursing and medicine, social work health care encompasses a broad range of professional functions in multiple settings ranging from primary care offices, to hospital floors, and skilled nursing facilities. Social work roles include care coordination, policy and program development, behavioral health, addiction services, trauma and disaster response, oncology, chronic disease management, and end-of-life care. SLMs allow student learners to select specific topics to meet their professional development needs. Students will be evaluated in a series of simulations on their proficiency using specific sets of practice behaviors. Each module utilizes a structured approach (see Figure 1) combining asynchronous and synchronous instructional methods, demonstrations, simulations, and evaluation of students' proficiency in select skills. The simulations require students to synthesize and apply content from their prior coursework, critically assess patient systems, design interventions, communicate and rationalize their recommendations to interprofessional team members and patients, and reflect upon their practice. Evaluations of student performance in the simulations will be based upon CSWE competencies and related practice behaviors for social work.

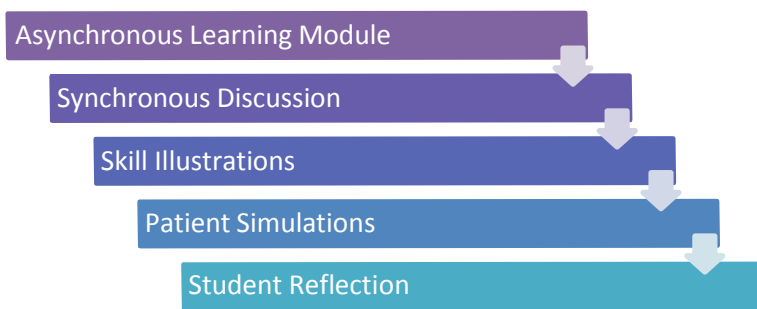


Figure 1: Instructional Design Model for Specialized Learning Modules (SLMs). *Illustration of the 5-stage instructional design used to enhance student learning in each of the practice domains.*

The *Capstone Project* offers students the opportunity to integrate and apply learning in order to demonstrate mastery of social work knowledge, skills, practice behaviors, ethics and values related to practice in health care settings. Students will be presented with an advanced case study and will develop a presentation which illustrates their assessment and intervention at the micro, mezzo and macro levels of health care practice.

h) Program Impact on SUNY and New York State

- h)(1) *Need:*** What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

The ACSWHC is based upon a 2014 SUNY High Needs award which identified social work in health care as a priority for workforce development in New York State. SUNY worked with Empire State Development and the New York State Department of Labor (NYSDOL) to identify future high need workforce development areas. The High Needs Program is an intentional effort to link SUNY's academic programs to specific workforce development needs within NYS.

According to the U.S. Department of Labor (Bureau of Labor Statistics, 2014), the projected increase in demand for healthcare social workers is 27% between 2012 and 2022. In New York State, long term employment projections indicate a 23.3% increase in demand for healthcare social workers with half of these new positions and half replacement positions. When compared to all social work specialties, healthcare social work has the largest projected growth between 2010 and 2020. In the Southern Tier of New York State, the NYS Department of Labor projects a 17.6% increase in need for healthcare social workers by 2020 (NYS Department of Labor, 2010).

The Patient Protection and Affordable Care Act (ACA) specifically provides programming guidelines and funding directed at the most vulnerable and costly individuals in the U.S. healthcare system. These populations include individuals who have never had access to health insurance previously, dual eligibles (individuals who are eligible for Medicare and Medicaid), individuals with multiple chronic illnesses, individuals with co-morbidities (health and mental health diagnoses) and individuals diagnosed with dementia and their caregivers. The delivery of health and mental health services, and specifically care coordination, to these populations through patient centered medical homes (PCMHs) is highlighted in the ACA. Historically, healthcare social workers have provided health care services, such as care coordination and case management, to the most vulnerable populations in the public health system. Currently, social workers are critical providers of health and mental health services to these populations.

However, healthcare social work workforce shortages are predicted between now and the year 2020 for the following reasons: 1) high retirement rates of healthcare social workers; 2) increased demand for healthcare social workers due to significant growth in the aging population; and 3) increased demand for healthcare social work services as a result of the individual mandate under ACA, which has already insured eight million previously uninsured individuals through the health insurance exchanges nationally. In New York State (NYS) alone, 960,762 individuals have enrolled in health insurance plans through the NYS health exchange as of April 16, 2014. Enrollment is currently underway for 2015 (New York State of Health, 2014). Since many of these individuals have never used health insurance before, they will need to be educated about the use of insurance and how to navigate the health care system. Furthermore, many of them have multiple chronic illnesses for which they have not received appropriate and coordinated health care treatment. These health care issues coupled with unaddressed psychosocial issues, such as inadequate housing, unemployment, food insecurity, family violence and mental health diagnoses have resulted in a projected increased need for healthcare social workers.

- h)(2) *Employment:*** For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and describe their specific employment needs. If letters from employers support the program, they may be **appended** at the end of this form. As appropriate, address how the program will respond to evolving federal policy on the “gainful employment” of graduates of certificate programs whose students are eligible for federal student assistance.

Employer	<i>Need: Projected positions</i>	
	In initial year	In fifth year

h)(3) *Similar Programs:* Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. **NOTE:** *Detailed program-level information for SUNY institutions is available in the [Academic Program Enterprise System \(APES\)](#) or [Academic Program Dashboards](#). Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from [SED's Inventory of Registered Programs](#).*

Institution	Program Title	Degree	Enrollment
Boston University	Clinical Social Work & Behavioral Medicine	MSW/ Certificate	
Wheelock College	Graduate Certificate in Social Work in Integrated Health Care	Certificate	
Simmons College	Certificate in Health Care and Social Work	MSW/ Certificate	
New York University Silver School of Social Work	Integrated Primary and Behavioral Health	Certificate	

NOTE: None of the programs noted above are exclusively online.

Boston University – the Clinical Social Work & Behavioral Medicine Program is offered only to matriculated MSW students as part of their degree program.

Wheelock College – offered as an on-site weekend intensive program

Simmons College – The Certificate in Health Care and Social Work is offered only to matriculated MSW students as part of their degree program.

New York University – Offered as a blended program (requires students to be on-site at specific times, with some course material being offered online)

h)(4) Collaboration: Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

Other SUNY campuses were not consulted in this process. Approval for the development of this program was established by Binghamton University's Provost and the SUNY High Needs Program.

h)(5) Concerns or Objections: If concerns and/or objections were raised by other SUNY campuses, how were they resolved?

No concerns or objections have been communicated to the Department of Social Work or the College of Community & Public Affairs by other SUNY campuses.

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

The ACSWHC will enroll both New York State licensed social workers who are returning for additional education and training, and current second year, MSW level students. Admissions requirements establish a common foundation of knowledge and minimum of practice experience to allow both groups to participate in the ACSWHC. The following criteria have been established for the ACSWHC:

Possess a Master in Social Work (MSW) degree from a CSWE accredited program;

OR be enrolled in the Concentration Year of Binghamton University's CSWE- accredited MSW program

NOTE: Current MSW students must complete all required foundation year courses, including a 450 hour practicum, before they may begin the Concentration Year in the MSW Program.

b) What is the process for evaluating exceptions to those requirements?

The Social Work Department will not consider admission to the program for students who have not earned an MSW or who are not currently enrolled in the Binghamton University MSW program.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

For recruitment of students from groups historically underrepresented in the institution, discipline or occupation, we will:

- Reach out to undergraduate student of color groups on campus;
- Attend recruitment graduate fairs at undergraduate institutions where students from historically underrepresented groups attend;
- Offer informational sessions specifically regarding the Social Work in Health Care Certificate;
- Continue to offer funding opportunities to help recruit and support students from underrepresented groups; and,
- Continue fostering a culture within the Social Work Department where a strong emphasis is placed on the value of diversity and acknowledgement of institutional racism and other societal structures of power and privilege that have impacted the lives of some of our students. We are committed to combating the effects of these oppressive structures and understand the importance a supportive academic environment plays in the success of our students.

For recruitment of professionals from groups historically underrepresented in the institution, discipline or occupation, we will:

- Market and advertise the Social Work in Health Care Certificate to agencies in the community that demonstrate a commitment to the recruitment and hiring of employees from historically underrepresented groups;

- Reach out, market and advertise to the National Association of Social Workers, National Association of Black Social Workers, National Association of Puerto Rican and Hispanic Social Workers, International Federation of Social Workers and the Society for Social Work Leadership in Health Care.

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

Matriculated students enrolled in the MSW program are each assigned an academic advisor from the department faculty. Students are required to meet with their faculty advisors each semester to review their progress in courses, field placements, and discuss their short- and long-term academic and career goals.

Non-matriculated students will be provided academic advising by the Director of the ACSWHC.

The program will incorporate specialized efforts to support students in their utilization of the virtual learning environment. Orientation to online learning through Bonline (Binghamton University's tutorial for students taking online courses), community building activities at the onset of each course, and video conferencing for academic advising and office hours will be provided to students to foster a personally engaging and supporting environment.

All students enrolled in the ACSWHC may access Services for Students with Disabilities (SSD).

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, **or check here [X] if not applicable.**

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with [SUNY policy](#), including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students' learning outcomes during the program and success after completion of the program. **Append** at the end of this form, **a plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's [Guide for the Evaluation of Undergraduate Programs](#) is a helpful reference.*

The courses in the ACSWHC will be included in the MSW program's annual reaccreditation process under the Council on Social Work Education (CSWE). CSWE is the accrediting body for all MSW programs in the United States. Annual reviews for accreditation are conducted by CSWE and include a thorough inspection of all course syllabi to evaluate cohesiveness and consistency across the MSW program's curriculum.

We will track post-certificate employment by surveying certificate program participants one year post- graduation.

As well as measuring the impact of the program on employment, we will also measure the impact of the program on interprofessional practice in health care settings, other health professionals' (physicians, nurses, physical therapists, etc.) perceptions of health care social work in health care settings, and changes in health care social work skills for program participants. Quantitative data will be collected using a pre-post design to administer the Index of Interdisciplinary Collaboration (IIC) as adapted for healthcare settings with different professionals. Qualitative data will be collected through interviews with our partner organizations for this program (e.g., health care agencies, field placement sites, and training partners).

Section 3. Sample Program Schedule and Curriculum

Complete the **SUNY Program Schedule for Certificate and Advanced Certificate Programs** to show how a typical student may progress through the program.

NOTE: For an undergraduate certificate program, the *SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs* must show **all curricular requirements and the number of terms required to complete them**. Certificate programs **are not required** to conform to SUNY's and SED's policies on credit limits, general education, transfer and liberal arts and sciences.

EXAMPLE FOR ONE TERM: Sample Program Schedule for Certificate Program

Term 2: Fall 20xx			
Course Number & Title	Cr	New	Prerequisite(s)
ACC 101 Principles of Accounting	4		
MAT 111 College Mathematics	3		MAT 110
CMP 101 Introduction to Computers	3		
HUM 110 Speech	3	X	
ENG 113 English 102	3		
Term credit total:	16		

NOTE: For a graduate advanced certificate program, the *SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs* must include all curriculum requirements. The program is **not required** to conform with the graduate program expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#).

- a) If the program has fewer than 24 credit hours, or if the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.

Students enrolled in the MSW program may take courses in the ACSWHC as electives. This may require coursework during a summer session; normal procedures regarding financial aid for summer session will apply to these matriculated students.

Non-matriculated students enrolling in the certificate program may not be eligible for financial aid.

- b) For each existing course that is part of the proposed undergraduate certificate or the graduate advanced certificate, append, at the end of this form, a catalog description.

See Appendix C

- c) For **each new course** in the certificate or advanced certificate program, **append a syllabus** at the end of this document.

Appendix D - U.S. Health Care System

Appendix E – Applied Topics in Health Care

- d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append** a completed [External Instruction form](#) at the end of this document.

Not Applicable

SUNY Sample Program Schedule for Certificate and Advanced Certificate Programs

Program/Track Title and Award: Advanced Certificate for Social Work in Health Care

- a) Indicate **academic calendar type**: Semester Quarter Trimester Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: Summer				Term 2: Fall			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (x)	Co/Prerequisites
U.S. Health Care System	3	X		SW541: Social Work Practice in Health Care	3		
Elective	3						
Term credit totals:				Term credit totals:			
	6				3		
Term 3: Spring				Term 4:			
Course Number & Title	Credits	New (X)	Co/Prerequisites	Course Number & Title	Credits	New (X)	Co/Prerequisites
Applied Topics in Health Care	3	X					
Capstone Project	1						
Term credit totals:				Term credit totals:			
	4						

Program Totals (in credits):	Total Credits: 13
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Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.

See Appendix H

NOTE: *CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in [Part 55.2\(b\) of the Regulations of the Commissioner of Education](#).*

- c) What is the institution's definition of "full-time" faculty?

Faculty FTE percent calculated by a standard formula approved by Provost and staff on 8-15-06. The premise is: typically faculty time is apportioned as: 50% research, 40% teaching, 10% service; for the most part, graduate programs fall under the research mission of the University.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the graduate program. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field.
PART 1. Full-Time Faculty					
*Paul Gould Visiting Assistant Professor Acting Director, 2015- 2015	100%	SW587, SW588	PhD – Marywood University MSW – Marywood University	Human Development / Social Work	Licensed Clinical Social Worker
Victoria Rizzo Chair and Associate Professor	25%	SW586	PhD – State University of New York at Albany MSW - State University of New York at Albany	Social Welfare	Licensed Clinical Social Worker
Part 2. Part-Time Faculty					
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.)					
*TBH1 – Rahbel Rahman, Ph.D. Assistant Professor Hire date: September 1, 2015	100%	SW587, SW588	PhD	Social Work	Hired as of January 16, 2014 Will sit for Licensed Master of Social Work Exam for NYS licensure prior to 9/01/2015

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

The proposed advanced certificate program draws upon the libraries, technology, instructional facilities and support resources currently available to the Master of Social Work (MSW) degree program in the College of Community and Public Affairs. The Chancellor’s Office provided funding through the SUNY High Needs Award for one full-time faculty member and a part-time professional staff position to develop the program during the 2014-2015 academic year. Binghamton University’s Provost has pledged, as part of our commitment to the SUNY High Needs Program, to continue funding for a tenure track position at the Assistant Professor level. The professional staff position will be integrated with funding received through the Binghamton University Road Map Initiative beginning Fall 2015.

The current collection of Binghamton University Libraries includes approximately 2.4 million volumes (including print volumes, government documents, and electronic books); over 81,959 journal holdings, including current subscriptions and backfiles; 121 electronic databases; and 6000 audio-visual materials. A successful history of implementing advances in technology has allowed the Libraries to offer access to many citation and full-text databases in the areas of public health policy and administration, leadership, social work and health sciences.

As one of SUNY’s four research centers, Binghamton University’s technological resources and services are well-established and will be readily available to students and faculty in the proposed program. Information Technology Services (ITS) provides central computing support for the academic and research endeavors of students, faculty and staff across the University. ITS assigns staff to the University Downtown Center (UDC) who are dedicated to the needs of our students, faculty and staff. The majority of the main campus, and all of the University Downtown Center, is configured for wireless connectivity to the internet and to a variety of servers. Public computing areas (PODS) and Information Commons throughout campus serve students. There is a classroom POD (21 workstations), graduate student POD (15 workstations), and Information Commons (35 workstations) located in the UDC. All of the classrooms in the UDC are multi-media enabled. Additionally, the Educational Communications Office provides a wide range of software, audio, visual and other instructional equipment. Faculty and students are provided training and support in the use of Blackboard and a variety of other software including statistical and ethnographic research packages, Geographical Information Systems (GIS), and more through the University Training Center and ITS. Adaptive technology is available for those students who require it. The ITS Help Desk is available to assist off-campus students and faculty with questions about the use of information technology.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

SUNY Program Expenses Table

(OPTION: You can paste an [Excel version](#) of this schedule AFTER this sentence, and delete the table below.)

SUNY Program Expenses Table

SUNY Program Expenses Table

Program Expense Categories	Expenses (in dollars)					
	Before Start	Academic Year 1:	Academic Year 2:	Academic Year 3:	Academic Year 4:	Academic Year 5:
<i>YEAR (example 2013)</i>						
(a) Personnel (including faculty and all others)	0	0	0	0	0	0
(b) Library	0	0	0	0	0	0
(c) Equipment	0	0	0	0	0	0
(d) Laboratories	0	0	0	0	0	0
(e) Supplies	0	0	0	0	0	0
(f) Capital Expenses	0	0	0	0	0	0
(g) Other (Specify):	0	0	0	0	0	0
(h) Sum of Rows Above	0	0	0	0	0	0

Section 6. Library Resources

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 7. External Evaluation

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 8. Institutional Response to External Evaluator Reports

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 9. SUNY Undergraduate Transfer

NOTE: This section does not apply to certificate or advanced certificate programs.

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [] No [X] Yes. If yes, **append** a completed *SUNY Distance Education Format Proposal* at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? [] No [X] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

NOTE: This section does not apply to certificate or advanced certificate programs.



Distance Education Format Proposal For A Proposed or Registered Program **Form 4**

When a new or existing program is designed for a [distance education format](#), which enables students to complete 50% or more of the course requirements at a distance, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Contact and Program Information, Section 1: Enrollment, Section 2: Program Information, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Contact and Program Information	
Institution's 6-digit SED Code : 211000	
Institution Name: Binghamton University	
Institution Address: PO Box 6000, Binghamton University, NY 13902-6000	
NYS Department of Labor/ Regents Region : Southern Tier	
CEO or Designee: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost	
CEO/Designee Signature:	Date:

Chief Executive Officer or Designee Approval: Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program.

Distance Education Contact Person Name and Title: Susan Strehle	
Telephone: 607-777-2070	Email: sstrehle@binghamton.edu
Program Title:	SED Program Code (for existing programs):
Degree or Certificate Award:	HEGIS Code :

Section 1: Enrollment

Anticipated enrollment in distance program:

Initial Year: 15

Maximum by Year 3: 30

Section 2: Program Information

a) **Term length** (in weeks) for the distance program:

15 weeks / course (Fall & Spring semesters); 10 weeks / course (Summer session)

b) Is this the same as term length for classroom program? [] No [X] Yes

c) How much "**instructional time**" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE:** See [SUNY policy on credit/contact hours](#) and [SED guidance](#).

Students will have 1 hour of instructional time per week per credit hour in the Advanced Certificate for Social Work in Health Care (ACSWHC). Instructional time includes reviewing video lectures, podcasts, voice threads, and demonstrations; attending synchronous online sessions; and participating in simulations.

Instructional Time per course:

U.S. Health Care System – 4 hours per week (10 week summer session)

Social Work Practice in Health Care – 3 hours per week (15 week semester)

Applied Topics in Health Care – 3 hours per week (15 week semester)

Elective – 3 hours per week (15 week semester) or 4 hours per week (10 week summer session)

Capstone – 1 hour per week

d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online?

100% of curricular content will be presented online. Students will complete all assignments, course discussions, and simulations using web-based "chat forum" technology through Blackboard Collaborate.

e) What is the maximum number of students who would be enrolled in an online course section?
30

Part A: Institution-wide Issues: Submit Part A only for the **first** Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such as a new platform.**

I. ORGANIZATIONAL COMMITMENT

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.

Binghamton University convened an Online Learning Task Force during academic year 2013-14 to develop policies and guidelines for distance education. Working through a group of subcommittees, the Task Force studied national trends and contexts, infrastructure issues, current practices, offerings, and needs across the Binghamton campus, and pedagogical issues and needs particular to distance education courses. The Report of the Task Force, delivered in spring 2014, included a set of guiding principles and recommended policies governing online teaching and learning.

In a campus survey administered in 2014, most units on campus indicated that they offer some online-only courses and some hybrid courses, using a variety of software and equipment. Registration occurs mostly through normal channels, and 67% of students attend Binghamton. Only 4% of the campus respondents indicated that they plan to develop online-only degrees.

The occasion for this first proposal is a SUNY High Needs grant, which has required us to respond to an opportunity and a need in a field where we have expertise. These grants are specific to New York State and target a specific audience; in the case of our current certificate proposal, it responds to a small, specialized group of social workers who need continuing education in a specific field. While Binghamton is and will remain a residential campus, the Open SUNY initiative also wants us to make programs available online for the benefit of broader audiences in other areas, to enhance workforce development and to provide more educational opportunities for New York's population. In some areas of particular expertise at Binghamton, we can envision national and international markets for access to our courses; we have, therefore, developed the infrastructure required to deliver effective online education, and we plan to expand selectively. We offered close to 100 courses online this past winter; we monitor the success of our distance offerings and invest in continuous improvement of the supports we offer for online teaching and learning.

Verification of identity currently occurs with a tool of the offering unit's choice. Blackboard, the campus course-management system, provides each student a unique login identity and password, and these have been used to verify identity in several previous online courses. The Online Learning Task Force wrote that "Online courses, whether fully online or hybrid courses, are subject to the same identity verification and academic honesty policies that pertain to traditional face-to-face courses." It went on to recommend "that specific university-wide policies be established to ensure that Binghamton's identity verification and test-proctoring for online courses conform to the requirements established by the Middle States Commission on Higher Education, the accrediting agency for Binghamton University."

- b) Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

We use Blackboard. We have developed instructional training resources to help ensure the success of all online courses through our robust Center for Learning and Teaching (CLT). The CLT provides resources for pedagogical effectiveness, both face-to-face and online; it is the central campus resource for effective learning and teaching, with a mission that includes the integration of new technologies for improved student learning.

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty, or are otherwise responsible for online education.

The Binghamton Center for Learning and Teaching has developed resources to train faculty and graduate students as they develop and teach online courses. Led by Distinguished Teaching Professor James M. Pitarresi, a staff of instructional designers provides resources in pedagogy, both face-to-face and online. The CLT staff also provides information and support for faculty experimenting with technologies and delivery approaches, troubleshoots to resolve problems, and advises faculty about the comparative strengths of alternatives as they are selecting a method. The staff researches new developments and products in technologies for distance education. In collaboration with other staff in the deans' offices who support faculty development, the CLT also supports the scholarship of teaching and learning. Members of the CLT staff attend conferences, collaborate with other universities, and keep up with SUNY policies.

- d) If your institution uses courses or academic support services from **another provider**, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

We do not use courses or support services from any other provider.

- e) Does your institution have a clear **policy on ownership of course materials** developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to [SUNY's statement on copyright and faculty ownership of instructional content](#), and/or faculty contract provisions.

We subscribe to the SUNY statement on copyright and faculty ownership. We share the policy with faculty and staff through the Faculty and Staff Handbook, posted on the Binghamton University web.

II. LEARNER SUPPORT

- a) Describe how your institution provides distance students with **clear information** on:
- Program completion requirements
 - The nature of the learning experience
 - Any specific student background, knowledge, or technical skills needed
 - Expectations of student participation and learning
 - The nature of interactions among faculty and students in the courses.
 - Any technical equipment or software required or recommended.

Distance learning students are comfortable with finding the information they need on the web. Our program requirements are all clearly listed online; program-specific web pages are easily searchable from the Binghamton University homepage. In addition, each program has a graduate advisor who is available to answer questions by email.

The University Bulletin and the course description published online through the Binghamton University website list requirements for the course in terms of technical equipment and software required or recommended for students in the course, as well as prerequisites in background, knowledge, or technical skills that will be required for student success.

The syllabus for each distance learning course contains clear information about the nature of the learning experience and the student learning outcomes designed into the course. With the University Bulletin, the syllabus also identifies prerequisites for the course—the specific background, knowledge, and technical skills students need in order to succeed in the course. Expectations for student participation and learning, and definitions of the interactions among faculty and students, are clearly enumerated on the syllabus as well; these expectations are often defined in terms of required papers, tests, presentations, reports, participation in online discussion boards, blogs, and other student submissions of responses to material in the course. Some of these form part of the basis for the grades students will receive in the course.

- b) Describe how your institution provides distance learners with adequate **academic and administrative support**, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

Binghamton provides this support through web pages designed to assist students with academic advisement and administrative support. Academic advisement is available by phone, email, or in person with the program advisor and the faculty member leading the course. Technical support is available through the IT Help Desk, which answers questions and troubleshoots problems by phone, in person, or online. Library and information services are available to distance learners online; Binghamton offers excellent library access services, including interlibrary loan for materials not available locally, which can be requested online. Program materials posted for online courses link to campus-wide information for accessing support services.

- c) Describe how **administrative processes** such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

Administrative processes like admissions and registration are largely online for all Binghamton students, including those living on campus. Students rarely need help finding out how to search, understand, and use these services, but program materials for all online offerings contain a link to campus-wide information for accessing these administrative services.

Students seeking the certificate related to this proposal can apply online for the certificate program, or they can begin by taking courses as non-matriculated graduate students. They will be supported to register by the Center for Learning and Teaching.

- d) What **orientation** opportunities and resources are available for students of distance learning?

An online orientation offers students an immersion experience in the resources available to them, including the library, services for students with disabilities, admissions, the university registrar, and the information technology Help Desk.

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

III. LEARNING DESIGN

- a) How does your institution ensure that the **same academic standards and requirements** are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.

The Advanced Certificate for Social Work in Health Care (ACSWHC) curriculum is rooted in professional standards established by the National Association of Social Workers (NASW) and Council on Social Work Education (CSWE). Evaluation of student learning and readiness to practice will be based upon professional competencies and related practice behaviors established by CSWE. Assessment of student performance in simulations is based upon the same criteria established in the MSW program advanced practice courses with individuals, groups and families. Because the advanced certificate program is offered in conjunction with the Masters in Social Work (MSW) degree program, all courses in the ACSWHC are subject to the same standards and review for national accreditation by CSWE. This reaccreditation review is conducted every 7 years by independent reviewers selected by CSWE.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows **timely completion of requirements**?

The courses are sequenced as a part-time program for non-matriculated students (licensed professionals returning to enhance their training and readiness to work in healthcare) and as a specialization within the MSW curriculum for matriculated students. Students may begin the program in Summer Session III and complete all requirements by the conclusion of the following spring semester. The cyclical nature of the curriculum also provides flexibility for students who may wish to spread coursework over a longer period of time.

- c) How do faculty and others ensure that ***the technological tools*** used in the program are appropriate for the content and intended learning outcomes?

The program works closely with the University's Center for Learning and Teaching (CLT) which includes Educational Communications and the University Center for Training and Development. Our partnership with these campus units allows us to review and select software platforms to optimize student learning outcomes and which integrate with our existing Learning Management System (LMS).

The program uses a design team comprised of instructional designers, a student disability specialist, librarian, and social work faculty. The team identified priorities related to accessibility for students and pedagogy. The team selected software that (1) optimizes accessibility for students; (2) provides a means for demonstrating new practice behaviors (3) provides opportunities for students to demonstrate assessment and intervention skills; and (4) provides timely and meaningful feedback to learners. The University's LMS (Blackboard Learn) provides appropriate means to deliver educational content asynchronously, and has integrated video conferencing software (Blackboard Collaborate) to facilitate synchronous discussions, demonstrations and exercises. Additional software will be used as a platform for the interactive simulations. The simulations will provide students with the opportunity to demonstrate assessment and intervention skills which require critical and timely decision making. The software will be interactive and respond to students' decisions in a simulated practice setting, allowing for immediate feedback and student modifications to intervention strategies.

Video conferencing and voice threads will be used to maintain the interpersonal connections which are a hallmark of social work practice. Using this approach educationally provides a parallel process for students to become versed in methods of telehealth and use of electronic medical records (EMRs).

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The program will use several strategies to promote student connectivity and engagement in order to foster a sense of community. A specialized orientation for the online certificate program will include video clips and conferencing to introduce faculty and students, discuss expectations, and review methods of communicating within the program. Academic advisement and office hours will be facilitated through video conferencing (e.g., Blackboard Collaborate). Synchronous class sessions will be held in each of the three core courses to foster "live" interaction among faculty, students and guest presenters. Asynchronous methods of communicating – email, voice threads, discussion boards, and chat rooms – will be used to allow flexibility among personal schedules to dialogue with faculty and other students. In assignments where students are required to provide feedback to one another, software which allows asynchronous video recordings or discussion threads will be utilized.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Binghamton University's Provost established a University Online Task Force during the 2013-2014 academic year. A final report was submitted to University administration in May 2014. The report identified student authentication as a central issue to the integrity of the academic process.

Currently, each student is assigned a unique sign-in and password for access to our LMS. The Center for Learning & Teaching (CLT) vetted a series of online verification software packages for the university. These measures would be in addition to the university's standard authentication processes. Individual programs and/or instructors may select which verification software are best suited for their course.

In addition, the nature of the ACSWHC is to build a sense of community among cohort members. Each course will include synchronous discussions which include the use of webcams. Students will also work in small projects on various projects. Because the ACSWHC will maintain small cohort sizes, the identity of students participating in the program become "familiar faces" to faculty and other students.

IV. OUTCOMES AND ASSESSMENT

- a) Distance learning programs are expected to produce the **same learning outcomes** as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

As noted above (see Section III-a), the MSW program is accredited by the Council on Social Work Education (CSWE) and is required to demonstrate consistent learning outcomes for all students based upon the CSWE's Educational Policy and Accreditation Standards (EPAS). These standards specify professional competencies and practice behaviors with which graduating MSWs must demonstrate proficiency. Since the courses in the ACSWHC are part of the MSW program's offerings, they are subject to the same accreditation standards and annual review as all of our other courses. The EPAS competencies and practice behaviors are identified in each course syllabus, with additional details available on the Department's and CSWE's websites.

- b) Describe how the **means chosen for assessing student learning** in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

The means selected for assessing student learning, including written assignments, are congruent with courses across the MSW curriculum. The web-based simulations are adapted from traditional in-class role plays and utilize decision-making software which provides for multiple paths in a scenario based upon the student's choices. A scoring mechanism is built into the simulation software with opportunities for immediate feedback and cues provided by the instructor. The simulations provide opportunities to assess students' application of knowledge and critical assessment skills taught in practice courses using interactive technologies supported through our LMS (Blackboard).

V. PROGRAM EVALUATION

- a) What process is in place to monitor and **evaluate the effectiveness** of this particular distance education program on a regular basis?

The Department of Social Work and its ACSWHC program use several evaluation tools to gauge the effectiveness of the program:

1. Evaluation of student learning outcomes is based upon the Educational & Policy & Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE). Specific competencies are outlined in all social work course syllabi and linked with specific performance measures (e.g., assignments). These measures will be compared between the ACSWHC program and other courses across the broader MSW curriculum to determine the effectiveness of the distance education program in relation to the graduate degree program.
2. Student Opinion of Teaching (SOOT) survey is administered for all courses through Binghamton University's Office of Institutional Research & Assessment. This quantitative survey uses a Likert Scale to assess students' perception of the quality of course preparation and teaching, instructor's knowledge in the specified topic area, and usefulness of instructional materials and assignments.
3. Students will complete a mid-term and final anonymous, qualitative survey to evaluate the effectiveness of the learning environment in relation to specified competencies and practice behaviors. These surveys are administered by the course instructor.
4. Students completing the program will be included in the Graduate School's established post-graduation program evaluations.

b) How will the evaluation results be used for *continuous program improvement*?

The Program Director will review all results of the program evaluation with the Department Chair and ACSWHC faculty, design team, and the National Advisory Committee. Recommendations from the various groups will be compiled and integrated into the ACSWHC curriculum. Furthermore, given the regular advances in health care practice, faculty will be responsible for updating course content on an annual basis. Both the design team and Advisory Committee will meet a minimum of once quarterly to review aspects of the ACSWHC program.

c) How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

Evaluation of student learning outcomes is based upon the Educational & Policy & Accreditation Standards (EPAS) established by the Council on Social Work Education (CSWE). Specific competencies are outlined in social work course syllabi and linked with specific performance measures (e.g., assignments). The ACSWHC works with an interdisciplinary National Advisory Committee comprised of health care professionals representing medicine, social work and nursing from across the United States. The committee reviews all syllabi and will receive the aggregate program evaluation data to determine areas for curricular enhancement.

VI. STUDENTS RESIDING OUTSIDE NEW YORK STATE

SUNY programs must comply with all ["authorization to operate" regulations](#) that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state's definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

Residency status of each student is initially established based on admissions data. If the applicant is a US citizen or permanent resident, attended at least two years of high school and graduated in New York, and applied for undergraduate admission within five years of their graduation date, we usually treat them as a NY resident for tuition billing purposes. All others are deemed nonresident unless they can prove that they are a resident.

Technically, the university's data storage resource, ODS, and report creation program, Hyperion, provides the university with the means to create a list of non-resident distance learning students and their home state of residence.

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student's state of residency and any other relevant state official or agency that would appropriately handle a student's complaint. What is the URL on your institution's website where contact information for filing complaints for students in this program is posted? **NOTE:** Links to information for other states can be found at http://www.suny.edu/provost/dlo/dl_outofstate.cfm.

For summer session students:

<http://www.binghamton.edu/clt/summer-session/academic-information.html>

For winter session students: <http://www.binghamton.edu/clt/winter-session/academic-information.html>

For all students, the university Ombudsman: <http://www.binghamton.edu/ombudsman/index.html>

Version 2013-10-15

List of Appended Items

Appended Items: Materials required in selected items in Sections 1 through 5 and Section 10 of this form should be appended after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
	For multi-institution programs, a letter of approval from partner institution(s)	Section 1, Item (e)
	For programs leading to professional licensure, a side-by-side chart showing how the program’s components meet the requirements of specialized accreditation, Commissioner’s Regulations for the profession , or other external standards	Section 2.3, Item (e)
	For programs leading to licensure in selected professions for which the SED Office of the Professions (OP) requires a specialized form, if required by OP	Section 2.3, Item (e)
	OPTIONAL: For programs leading directly to employment, letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
	For all programs, a plan or curriculum map showing the courses in which the program’s educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
	For all programs, a catalog description for each existing course that is part of the proposed program	Section 3, Item (b)
	For all programs, syllabi for all new courses in the proposed program	Section 3, Item (c)
	For programs requiring external instruction, External Instruction Form and documentation required on that form	Section 3, Item (d)
	For programs that will depend on new faculty, position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
	For programs designed to enable students to complete at least 50% of the course requirements at a distance, a Distance Education Format Proposal	Section 10

Appendix A
Council on Social Work Education
Educational Policy and Accreditation Standards (EPAS)
Competencies and Practice Behaviors

2.1.1	Identify as a professional social worker and conduct oneself accordingly	
	a)	Advocate for client access to the services of social work
	b)	Practice personal reflection and self-correction to assure continual professional development
	c)	Attend to professional roles and boundaries
	d)	Demonstrate professional demeanor in behavior, appearance, and communication
	e)	Engage in career-long learning
	f)	Use supervision and consultation
	Assessments: Attendance and participation	
2.1.2	Apply social work ethical principles to guide professional practice	
	a)	Recognize and manage personal values in a way that allows professional values to guide practice
	b)	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
	c)	Tolerate ambiguity in resolving ethical conflicts
	d)	Apply strategies of ethical reasoning to arrive at principled decisions
	Assessments:	
2.1.3	Apply critical thinking to inform and communicate professional judgments	
	a)	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
	b)	Analyze models of assessment, prevention, intervention, and evaluation
	c)	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
	Assessments:	
2.1.4	Engage diversity and difference in practice	
	a)	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
	b)	Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
	c)	Recognize and communicate their understanding of the importance of difference in shaping life experiences

	d)	View themselves as learners and engage those with whom they work as informants
	Assessments:	
2.1.5	Advance human rights and social and economic justice	
	a)	Understand the forms and mechanisms of oppression and discrimination
	b)	Advocate for human rights and social and economic justice
	c)	Engage in practices that advance social and economic justice
	Assessments:	
2.1.6	Engage in research-informed practice and practice-informed research	
	a)	Use practice experience to inform scientific inquiry
	b)	Use research evidence to inform practice
	Assessments:	
2.1.7	Apply knowledge of human behavior and the social environment	
	a)	Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
	b)	Critique and apply knowledge to understand person and environment
	Assessments:	
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
	a)	Analyze, formulate, and advocate for policies that advance social well-being
	b)	Collaborate with colleagues and clients for effective policy action
	Assessments:	
2.1.9	Respond to contexts that shape practice	
	a)	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
	b)	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
	Assessments:	
2.1.10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	
	a)	Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	b)	Use empathy and other interpersonal skills
	c)	Develop a mutually agreed-on focus of work and desired outcomes
	d)	Collect, organize, and interpret client data
	e)	Assess client strengths and limitations
	f)	Develop mutually agreed-on intervention goals and objectives
	g)	Select appropriate intervention strategies
	h)	Initiate actions to achieve organizational goals
	i)	Implement prevention interventions that enhance client capacities

j)	Help clients resolve problems
k)	Negotiate, mediate, and advocate for clients
l)	Facilitate transitions and endings
m)	Critically analyze, monitor, and evaluate interventions
Assessments:	

Additional information regarding EPAS is available through Council on Social Work Education (CSWE) online (<http://www.cswe.org/Accreditation/EPASImplementation.aspx>).

**Appendix B
Curriculum Map**

Course	Content Areas
U.S. Health Care System	Structure and Finance of the U.S. Health Care System
	The Patient Protection and Affordable Care Act (ACA)
	ACA and Implications for Social Work Practice
	Health Care Policy for Vulnerable, High Risk Populations and Health Disparities
	Health Care Policy and Social Work Advocacy
Social Work Practice in Health Care	Health Literacy for Social Workers
	Interprofessional Teams in Health Care
	Integrated Health Care Approaches
	Social Work Roles & Interventions
Applied Topics in Health Care (Specialized Learning Modules)	Addiction Services
	Chronic Disease Self Management
	Advanced Care Planning; Palliative and End-of-Life Care
	Mental & Behavioral Health
	Critical Care & Trauma
	Early Childhood Development
Elective	Grief, Loss & Bereavement in Social Work Practice
	Gerontology in Social Work
	Nursing 581: Mental Health & Aging in the 21 st Century
Capstone	Capstone Project

Appendix C
Existing Courses – Catalog Descriptions

SW541: Social Work Practice in Health Care

Social work practice in health settings introduces the student to social work services relevant to medical settings, and other settings where workers need to be attentive to physiological concerns. The course will include information about the range of theories and practices critical for social work in health care settings. Students will learn the policies and organizational components that guide medical social work. Within this context students will have an opportunity to learn about those practices, which are relevant to all health settings and those that are unique depending on the particular organization. Different types of health settings will be studied including hospitals, out-patient clinics, nursing homes, drug and alcohol rehabilitation centers, and school-based health clinics, with special attention to settings serving ethnic and immigrant populations. Students will have an opportunity to become knowledgeable about particular issues that often come to the attention of medical social workers. In addition to differential assessment and intervention practices, students will also learn about the various kinds of consultation services, interdisciplinary practices and evaluations relevant to medical social work in the new millennium.

Nursing 581: Mental Health & Aging in the 21st Century

This course will give a broad overview of mental health and aging in the United States. The course will discuss the current demographic of the older population and their current mental health needs. The biological, psychosocial and social theories of aging and mental health will be examined. Common psychiatric disorders in the older population will be presented. The challenges to meeting the needs of the aging population will be explored including access to care, cost and legality.

Capstone Project

The Capstone Project challenges students to integrate and apply learning related to social work practice in health care in order to demonstrate mastery of social work knowledge, skills, practice behaviors, ethics and values necessary for evidence-based advanced generalist practice. Students will be presented with an advanced case in health care and will develop a poster presentation which illustrates their assessment and intervention in micro, mezzo and macro levels of practice.

Appendix D



College of Community
and Public Affairs
Department of Social Work

SW 5** : The U.S. Health Care System

Class Times:

Classroom: UDC XXX

Instructor:

Office Hours: XXXX, or by appointment

Office: UDC XXX

Phone Number: 607-777-XXXX

E-mail Address: XXXX@binghamton.edu

I. COURSE DESCRIPTION

The overall goal of this course is to provide social work students with knowledge about the United States health care system in preparation for social work practice in health care settings at the micro, mezzo, and macro levels. The course will include the following content areas: the structure and financing of the U.S. health care system, the Patient Protection and Affordable Care Act and its implication for social work practice, health care policy for vulnerable, high risk populations, health disparities, medical ethics, and the role of social work advocacy in the health care policy arena. The U.S. health care system will also be compared to other models of health care around the world. The course is also designed to: (1) inform students about sometimes rapid changes taking place in policy and practice (i.e., the Affordable Care Act) and their impact on the roles of social workers in health care; and, (2) to help social work students understand, and critically think about, the connection between practice and policy. Throughout the course, an emphasis will be placed on understanding differential patterns of health care service delivery, utilization and access with a particular focus on health disparities and social justice.

This is a graduate-level course worth three credit hours. Therefore, students should plan to dedicate, on average, nine to twelve hours per week, outside of class times, to this course. Students should use this time to do required readings, prepare for discussions, and complete activities and assignments.

Relationship to Other Courses

This course builds upon the Foundation Year curriculum, aligns with material in the Advanced Concentration curriculum, *SW 541: Social Work Practice in Health Care*, and *SW XXX: Applied Topics in Health Care*. Students will learn to apply concepts and practice behaviors from the Advanced Generalist curriculum to the specialized needs of social work in health care settings.

- This course is an elective concentration-year course.
- Prerequisites: Successful completion of all foundation year courses; OR have earned an MSW at a CSWE accredited program.

II. EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS) COMPETENCIES AND PRACTICE BEHAVIORS

At the conclusion of this course, students will demonstrate mastery of the following competencies and practice behaviors:

2.1.1	Identify as a professional social worker and conduct oneself accordingly	
	b)	Practice personal reflection and self-correction to assure continual professional development
	d)	Demonstrate professional demeanor in behavior, appearance, and communication
	e)	Engage in career-long learning
	Assessments: <i>Attendance and Participation, Health Insurance Analysis, Interactive Exercises, Discussion Board Entries, Video Reflection, Congressional Testimony</i>	
2.1.2	Apply social work ethical principles to guide professional practice	
	a)	Recognize and manage personal values in a way that allows professional values to guide practice
	b)	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
	d)	Apply strategies of ethical reasoning to arrive at principled decisions
	Assessments: <i>Attendance and Participation, Health Insurance Analysis, Interactive Exercises, Video Reflection, Congressional Testimony</i>	
2.1.3	Apply critical thinking to inform and communicate professional judgments	
	c)	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
	Assessments: <i>Attendance and Participation, Health Insurance Analysis, Interactive Exercises, Discussion Board Entries, Video Reflection, Congressional Testimony</i>	
2.1.4	Engage diversity and difference in practice	

	a)	Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
	Assessments: <i>Health Insurance Analysis, Interactive Exercises, Discussion Board Entries, Video Reflection, Congressional Testimony</i>	
2.1.5	Advance human rights and social and economic justice	
	a)	Understand the forms and mechanisms of oppression and discrimination
	b)	Advocate for human rights and social and economic justice
	Assessments: <i>Discussion Board Entries, Video Reflection, Congressional Testimony</i>	
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
	a)	Analyze, formulate, and advocate for policies that advance social well-being
	b)	Collaborate with colleagues and clients for effective policy action
	Assessments: <i>Health Insurance Analysis, Interactive Exercises, Discussion Board Entries, Video Reflection, Congressional Testimony</i>	
2.1.9	Respond to contexts that shape practice	
	a)	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
	b)	Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services
	Assessments: <i>Health Insurance Analysis, Interactive Exercises, Discussion Board Entries, Video Reflection, Congressional Testimony</i>	

For a more detailed explanation of the EPAS, please visit the Council on Social Work Education (CSWE) online (<http://www.cswe.org/Accreditation/EPASImplementation.aspx>).

III. TEACHING STRATEGIES AND METHODS

This course integrates best practices in distance learning with innovative approaches to prepare students for social work practice at the micro, mezzo, and macro levels in health care settings. The following methods will be utilized in teaching this class: reading, lecture, class discussion, experiential exercises, simulations, videos, and written assignments. These methods will be used to achieve the following goals:

- 1.) Readings - to gain an understanding of the structure and financing of the health care system as well as the delivery of health care services, health care policies, health disparities, social worker roles in health care, and medical ethics.
- 2.) Lecture material - to develop and apply the most salient concepts in health care system structure, financing, policy, and delivery. Lectures, interviews and some demonstrations will be pre-recorded and available on Blackboard for students to review on their own.

- 3.) Class discussions - to articulate, expand and challenge ideas as well as provide opportunities to relate concepts and policies to their own practice experiences. Class discussions will take place during the course's regularly scheduled time using Blackboard Collaborate.
- 4.) Simulations - to demonstrate competency with social work practice behaviors related to health care.
- 5.) Video & digital recordings / clips – to provide demonstrations and observations of experts to question, critique and further students' knowledge and application.
- 6.) Written assignments/Examinations - to synthesize material from readings, discussions, and demonstrations, and to present information in a professionally written manner.

IV. LEARNING ENVIRONMENT

The learning environment encompasses interactive “live” sessions, discussion boards, file sharing, and other materials / methods used to foster collaborative educational experiences. The faculty and staff in the College of Community and Public Affairs are committed to serving all students. The intention is to create an intellectually stimulating, safe, and respectful learning atmosphere. In return, all students are expected to honor the thoughts, opinions, and feelings of faculty, staff, other students, and guests.

Faculty, staff, students, and guests often bring case examples from practice settings to discuss in the context of the course material, but should refrain from including identifying information when discussing these case examples. Cases discussed in this course should not be discussed outside the learning environment.

Distance learning environments have unique needs. Students should adhere to the *Online Learning Environment Guidelines* in the MSW Student Handbook.

We will use Blackboard as our learning management system (LMS) for online course instruction and class meetings. Blackboard *Learn* will host our course webpage. This is where you will find all the Specialized Learning Modules (SLMs), including instructional videos, interviews, links, assignment outlines, grading rubrics, Grade Center, discussion boards, wikis, course announcements, and other instructional materials. Blackboard Collaborate is a virtual classroom where we will host real time discussions, presentations, and office hours.

Concerns about the learning environment should be brought to the attention of the instructor.

V. ACCOMMODATIONS

Students who would like to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor by the second week of class. These accommodations may need to be approved by Services for Students with Disabilities (SSD). This office provides assistance to enrolled students with physical, learning, and other disabilities and authorizes the arrangement of reasonable accommodations and support services designed to facilitate university involvement and academic success. Students can reach SSD at 607-777-2686, at ssd@binghamton.edu, or in the University Union, Room 119 (UU-119). Explanations of procedures and copies of forms can be

found online (<http://www.binghamton.edu/ssd>). Information regarding disabilities is treated in a confidential manner.

If you are experiencing undue personal or academic stress at any time during the semester or if you need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- Interpersonal Violence Prevention: 607-777-3062
- Office of International Student & Scholar Services: 607-777-2510
- University Counseling Center: 607-777-2772
- University Police: 911 (Emergency); 607-777-2393 (Non-Emergency)

VI. ACADEMIC HONESTY

Graduate students must strictly observe professional standards and academic honesty in coursework, examinations, research, and written reports, as well as in the professional treatment of the students, faculty, staff, community members, research subjects, clients, patients, and laboratory animals they may encounter in the process of their graduate education.

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Student Academic Honesty Code for Binghamton University

Instances of academic dishonesty include plagiarism, cheating on examinations, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, or bribery. Plagiarism involves presenting the work of another person as one's own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals, or other sources). Cheating on examinations includes giving or receiving unauthorized help before, during, or after an examination.

Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity Policies and Procedures (<http://www.binghamton.edu/ccpa-new/services/policies.html>).

Academic dishonesty will not be tolerated in this department. Instances of academic dishonesty will result in a failing grade for the activity or assignment. This failing grade will likely have a negative effect on the final grade for the course. If you have any questions about what constitutes academic dishonesty, please ask the instructor.

VII. GRADING POLICIES

Grading

Grades for this course will be based on attendance, participation, activities, and assignments throughout the semester. Attendance, participation, activities, and assignments will be weighted in the following way:

Attendance & Engagement	10 %
Health Insurance Analysis	20 %
Integrative Exercises	20 %
Discussion Board Entries	20 %
Video Reflection	10%
Congressional Testimony	20%

Late assignments: A 10% penalty will be accrued for each day the assignment is late.

Deadline extensions: Students may request an extension of an assignment deadline for extraordinary circumstance. These requests must be submitted via email to the instructor no later than 24 hours prior to the assigned due date. Students do not accrue a penalty under deadline extensions, unless the assignment is not submitted by the end of the extension. Extensions are granted at the discretion of the instructor.

Extra credit: No extra credit assignments will be provided in this course.

Grading Scale

Grades for this course will be determined by the extent to which a student demonstrates mastery of practice behaviors and competencies. Grades for this course will be assigned using the grading systems established by the Graduate School and the College of Community and Public Affairs. Grades will therefore be assigned in the following way:

A	4.0	94 – 100
A-	3.7	90 – 93.99
B+	3.3	87 – 89.99
B	3.0	84 – 86.99
B-	2.7	80 – 83.99
C+	2.3	77 – 79.99
C	2.0	74 – 76.99
C-	1.7	70 – 73.99
F	0.0	0 – 69.99

VIII. COURSE READINGS

Required Texts

Bodenheimer, T. & Grumbach, K. (2012). *Understanding health policy: A clinical approach, 6th edition*. New York: McGraw-Hill Companies.

Required Articles

Andersen, R. M. (1995). Revisiting the behavioral model and access to medical care: Does it matter? *Journal of Health and Social Behavior, 36*(1), 1-10.

Andrews, C. M., Darnell, J. S., McBride, T. D., & Gehlert, S. (2013). Social work and implementation of the Affordable Care Act. *Health & Social Work, 38*(2), 67–71.

Bachrach, D., Pfister, H., Wallis, K., and Lipson, M. *Addressing Patients' Social Needs: An Emerging Business Case for Provider Investment*. New York, NY: The Commonwealth Fund.

Barry, C. & Huskamp, H. (2011). Moving beyond parity – mental health and addiction care under the ACA. *New England Journal of Medicine, 365* (11), 973 – 975.

Berwick, D., Nolan, D., & Whittington, J. (2008). The triple aim: Care, health, and cost. *Health Affairs, 27*(3), 759 – 769. doi: 10.1377/hltaff.27.3.759

Burke, G. (2013). *Advancing patient-centered medical homes in New York State: An issue brief*. New York, NY: United Hospital Fund.

Collins, S. (2014). Social work update on the Affordable Care Act: What impact has the law had on those we serve? *Practice Perspectives Summer Issue*. Washington D.C.: National Association of Social Workers.

Davis, K., Stremikis, K., Schoen, C., and Squires D. (2014). *Mirror, Mirror on the Wall, 2014 Update: How the U.S. Health Care System Compares Internationally*. New York, NY: The Commonwealth Fund.

Freundlich, N. & Commonwealth Fund Staff. (2013). Primary care: Our first line of defense. *Health Reform & You Series*. Available at www.commonwealthfund.org

Golden, R. (2011). Coordination, integration, and collaboration: A clear path for social work in health care reform. *Health & Social Work, 36*(3), 227–228.

Henry J. Kaiser Family Foundation. (2012). *A guide to the Supreme Court's Decision on ACA's Medicaid Expansion*. Pub. No. 8347. Available at <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8332.pdf>

- Henry J. Kaiser Family Foundation. (2012). *A guide to the Supreme Court's Affordable Care Act decision*. Pub. No. 8332. Available at <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8332.pdf>
- Henry J. Kaiser Family Foundation. (2013). *Summary of the Affordable Care Act*. Pub. No. 8061-02. Available at <https://kaiserfamilyfoundation.files.wordpress.com/2011/04/8061-021.pdf>
- Henry J. Kaiser Family Foundation. (2014). *Interactive: A state-by-state look at how the uninsured fare under ACA*. Available at <http://kff.org/interactive/uninsured-gap/>
- Hong, C., Siegel, A., and Ferris, T. (2014). *Caring for High-Need, High-Cost Patients: What Makes for a Successful Care Management Program?* New York, NY: The Commonwealth Fund.
- Hostetter, M., Klein, S., & McCarthy, D. (2015). *The digital health revolution*. New York, NY: The Commonwealth Fund. Available at <http://www.commonwealthfund.org/publications/other/2015/feb/digital-health-revolution>
- Kaiser Commission on Medicaid and the Uninsured, Henry J. Kaiser family Foundation. (2012). *Explaining the State Integrated Care and Financial Alignment Demonstrations for Dual Eligible Beneficiaries*. Pub. No. 8368. <https://kaiserfamilyfoundation.files.wordpress.com/2013/01/8368.pdf>
- Lewis-Burke Associates, LLC. (2011). *Patient Protection and Affordable Care Act 2010: A resource guide for social workers*. Alexandria, VA: Council on Social Work Education.
- Lindberg, B. (2009). *Making a difference: Writing and presenting testimony*. *Gerontology News*, (August), 4 – 5.
- Majerol, M., Newkirk, V., & Rachel Garfield. (2015). *The uninsured: A primer – key facts about health insurance and the uninsured in America*. Pub. No. 7451-10. Washington D.C.: The Kaiser Commission on Medicaid and the Uninsured, Henry J. Kaiser Family Foundation.
- McGinnis, T. Crawford, M., & Somers, S. (2014). *A state policy framework for integrating health and social services*. (Vol. 14, pp. 1 – 10). Washington D.C.: The Commonwealth Fund.
- Patchias, E., & Samis, S. (2014). *New York's Medicaid in transition: A new primer for 2014*. New York, NY: United Hospital Fund.
- Reisch, M. (2012). The challenges of health care reform for hospital social work in the United States. *Social Work in Health Care*, 51(1), 873–893.
- Robert Wood Johnson Foundation. (2008). *Overcoming obstacles to health care: Stories, facts, and findings*. Available at <http://www.rwjf.org/content/dam/farm/reports/reports/2008/rwjf22441>
- Robert Wood Johnson Foundation. (2011). *Health care's blind side: The overlooked connection between social needs and good health*. Available at http://www.rwjf.org/content/dam/farm/reports/surveys_and_polls/2011/rwjf71795

Sarat, A. (2011). *Mental health parity and the Patient Protection and Affordable Care Act of 2010*. Congressional Research Service Report 7-5700. Available at www.crs.gov

Schoen, C. et al. (2013). *Health care in the two Americas: Executive summary*. Commonwealth Fund pub. 1700. Available at www.commonwealthfund.org

Shier, G., Ginsburg, M., Howell, J., Volland, P., & Golden, R. (2013). The care span: Strong social support services, such as transportation and help for caregivers, can lead to lower health care use and costs. *Health Affairs*, 32(3), 544 – 551. doi: 1-.1377/hlthaff.2012.0170

Sorkin, D., Ngo-Metzger, Q., & De Alba, I. (2010). Racial/ethnic discrimination in health care: Impact on perceived quality of care. *Journal of General Internal Medicine*, 25(5), 390 – 396. doi: 10.1007/s11606-010-1257-5

Williams, D., Costa, M., Odunlami, A., & Mohammed, S. (2008). Moving upstream: How interventions that address social determinants of health can improve health and reduce disparities. *Journal of Public Health Management and Practice*, 6, S8 –S17. doi: 10.1097/01.PHH.0000338382.36695.42

World Health Organization (WHO). (2008). *Closing the gap in a generation: Health equity Through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health. : Part 1: Setting the Scene for a Global Approach to Health Equity*, (pp. 1 – 54). Available at http://whqlibdoc.who.int/publications/2008/9789241563703_eng.pdf?ua=1

Resources

Henry J. Kaiser Family Foundation. (2010). *Health reform implementation interactive timeline*. Pub. No. 8060. Available at <http://kff.org/interactive/implementation-timeline/>

Patient Protection and Affordable Care Act, 42 U.S.C. (2010). Available at <https://www.healthcare.gov/where-can-i-read-the-affordable-care-act/>

Videos

Jonathan Cohn *Sick* book signing at:

http://fora.tv/2007/04/19/Untold_Story_of_America_s_Health_Care_Crisis#Origins_of_America_s_Health_Care_Crisis (Transcript is available at <http://fora.tv>)

PBS Frontline Videos:

Doctor HotSpot at: <http://www.pbs.org/wgbh/pages/frontline/doctor-hotspot/> (CLOSED CAPTIONED & transcript at Frontline website with video)

Facing Death, How far would you go to save the life of someone you loved, or your own?
Available at: <http://www.pbs.org/wgbh/pages/frontline/facing-death/> (CLOSED CAPTIONED & transcript at Frontline website with video)

The Suicide Plan at: <http://www.pbs.org/wgbh/pages/frontline/suicide-plan/> (CLOSED CAPTIONED & transcript at Frontline website with video)

The Vaccine War, Section 1, A Visit to Ashland, Oregon At:
<http://www.pbs.org/wgbh/pages/frontline/vaccines/view/> (CLOSED CAPTIONED & transcript at Frontline website with video)

The Youtoons get Ready for Obamacare Available at <http://healthreform.kff.org>
(closed captioned)

YouTube: *We're Number 37* at: www.youtube.com/watch?v=8nzUmNxOh6Q

IX. COURSE ACTIVITIES AND ASSIGNMENT

Style Requirements for Assignments

All written assignments will conform to the following stylistic guidelines:

- Font: New Times Roman
- Font size: 12 pt.
- 1 inch margin at top, bottom, and each side
- Double spaced
- Must adhere to APA 6th Ed., including all appropriate citations and references
NOTE: A running head is **not** required for these assignments.
- Correct grammar, spelling, and punctuation
- The length of your paper must adhere to the specification listed in the syllabus.
NOTE: The cover page, reference page(s), and appendices are not counted toward the page allowance.

Guidelines for all written assignments: The format of the papers must follow the guidelines provided and should include references beyond the required course reading(s) (for those that require references).

- Your papers should be well-cited, which does not mean using a lot of quotes; you demonstrate your understanding of what you have read and learned when you paraphrase, explaining the material in your own words.
- In addition to editing your paper for correct grammar, spelling, and punctuation, you should plan to have enough time for revision of your work. It is rare that the initial version of a written document covers the required content, is succinct, and is well-organized and clearly written.
- Be certain your use of tables, figures, charts, references, headings, and appendices all adhere to APA style.

- Adhere to the assignment outline.
- Incorporate relevant vocabulary from course materials and specialty areas of health care.

Submitting Written Assignments:

All written assignments will be submitted electronically through TurnItIn. Students must use the following file format:

1. Microsoft Word
2. File name format will be {LastName}_{Assignment title}.docx
3. Example: Doe_HealthInsurance.docx

Activities and Assignments

Attendance and Participation

(Practice Behaviors: 2.1.1 B, D, E, 2.1.2 A, B, D; 2.1.3 C)

Students are expected to attend all scheduled classes (e.g., video conferencing, live chats, webinars) laboratories, simulations, and discussions. Instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25% of the total class sessions. Excessive tardiness may count as absence.

Health Insurance Analysis

(Practice Behaviors: 2.1.1 B, D, E; 2.1.2 A, B, D; 2.1.3 C; 2.1.4 A, 2.1.8 A 2.1.9 A; B)

Students will complete analyses of their personal health insurance plans that include: 1) an examination of the 10 essential benefits under ACA; 2) classification of the level of the plan (bronze, silver, gold, platinum), including co-pays, deductibles, out-of-pocket expenses; 3) gaps in coverage under the plan; and 4) application of insurance plan coverage using a case scenario.

Interactive Exercises

(Practice Behaviors: 2.1.1 B, D; E, 2.1.2 A, B, D, 2.1.3 C; 2.1.4 A, 2.1.8 A, 2.1.9. A)

Class sessions will include interactive exercises to test students' knowledge of course content and provide opportunities for them to apply the knowledge and skills they have learned to a case scenario, video clip, or simulation.

Discussion Board Entries

(Practice Behaviors: 2.1.1 B, D, E; 2.1.3 C; 2.1.4 A, 2.1.5 A, B, 2.1.8 A, B, 2.1.9 A)

As a result of health care reform, rapid changes are taking place in the structure, financing and delivery of health care services, including social work practice, in the United States. Each week a current health care events topic will be posted on the discussion board. Students will locate a newspaper article/editorial (i.e., New York Times, Washington Post, Wall Street Journal, Huffington Post) published within the last three months focused on the week's posted topic. They will post a link to the article as well as their response to the article on the discussion board. Students are

required to post two (2) articles and responses during the semester. They are also required to respond to two (2) of their classmates' posts throughout the semester.

Video Reflection

(Practice Behaviors: 2.1.1 B, D, E, 2.1.2 A, B, C, 2.1.3 C, 2.1.4 A, 2.1.5 B, 2.1.8 A, 2.1.9 A, B)

Students will watch a PBS Frontline video focused on an ethically challenging health care policy issue (i.e., vaccinations, physician assisted suicide, health care at the end of life). Following the viewing of the video, students will write a reflection that includes an examination of: (1) their personal values and beliefs related to the policy issue; and, (2) how these values and beliefs might impact their work with clients and their social work advocacy efforts related to the policy issue.

Congressional Testimony

(Practice Behaviors: 2.1.1 B, D, E, 2.1.2 B, D, 2.1.3 C, 2.1.4 A, 2.1.5 A, B, 2.1.8 A, B, 2.1.9 A, B)

Working with a partner, you will conduct congressional testimony to make the case for increased social work integration in health care delivery under ACA highlighting the impact of social determinants on health, health outcomes, and the utilization of health care services. The testimony will be recorded and uploaded to the course video site for review by the instructor and select peers. A written copy of the testimony with references used to provides the evidence for your argument will also be submitted.

X. COURSE SCHEDULE

Class	Date	Topic	Readings and Due Dates
1			
2			
3			
4			
5			
6			
7			
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9			
10			

The instructor reserves the right to make changes to the syllabus. The instructor will notify students in writing (e.g., email, Bb announcement, syllabus addendum) of any changes as soon as the changes are made.

Appendix E



College of Community
and Public Affairs
Department of Social Work

Applied Topics in Health Care

Class Times:

Classroom: UDC XXX

Instructor:

Office Hours: XXXX, or by appointment

Office: UDC XXX

Phone Number: 607-777-XXXX

E-mail Address: XXXX@binghamton.edu

I. COURSE DESCRIPTION

This course prepares students to critically assess, intervene and evaluate practice in health care settings. The course employs a modular unit design in select topics related to medical diagnoses or conditions. Each module introduces learners to unique bio-psycho-social factors related to the condition, differential assessment, and best practices for intervention. Students are then presented with illustrative case scenarios to demonstrate relevant practice behaviors. Each module features an interactive simulation where students practice their assessment and intervention skills. Students are challenged to integrate policy and models of direct practice in resolving complex health conditions as part of an integrated approach to health care.

This is a graduate-level course worth three credit hours. Therefore, students should plan to dedicate, on average, nine to twelve hours per week, outside of class times, to this course. Students should use this time to do required readings, prepare for discussions, and complete activities and assignments.

Relationship to Other Courses

This course builds upon the Foundation Year curriculum, aligns with material in the Advanced Concentration curriculum, and specifically integrates material from SW***: *U.S. Health Care System* and SW541: *Social Work Practice in Health Care*. Students will learn to apply concepts and practice

behaviors from the Advanced Generalist curriculum to the specialized needs of social work in health care settings.

- This course is an elective concentration-year course and requirement for the Social Work in Health Care Program.
- Prerequisites:
 1. Successful completion of all foundation year courses; OR have earned an MSW at a CSWE accredited program
 2. SW541: Social Work Practice in Health Care
 3. SW***: The U.S. Health Care System

II. EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS) COMPETENCIES AND PRACTICE BEHAVIORS

At the conclusion of this course, students will demonstrate mastery of the following competencies and practice behaviors:

2.1.1	Identify as a professional social worker and conduct oneself accordingly	
	b)	Practice personal reflection and self-correction to assure continual professional development
	c)	Attend to professional roles and boundaries
	d)	Demonstrate professional demeanor in behavior, appearance, and communication
	e)	Engage in career-long learning
	Assessments: <i>Attendance and engagement; Simulations; Portfolio; Portfolio Presentation</i>	
2.1.2	Apply social work ethical principles to guide professional practice	
	a)	Recognize and manage personal values in a way that allows professional values to guide practice
	b)	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
	d)	Apply strategies of ethical reasoning to arrive at principled decisions
	Assessments: <i>Attendance and engagement; Simulations; Portfolio; Portfolio Presentation</i>	
2.1.3	Apply critical thinking to inform and communicate professional judgments	
	a)	Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
	c)	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
	Assessments:	

	<i>Attendance and engagement; Simulations; Portfolio; Portfolio Presentation</i>
2.1.7	Apply knowledge of human behavior and the social environment
	a) Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
	b) Critique and apply knowledge to understand person and environment
	Assessments: <i>Simulations; Portfolio; Portfolio Presentation</i>
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services
	a) Analyze, formulate, and advocate for policies that advance social well-being
	b) Collaborate with colleagues and clients for effective policy action
	Assessments: <i>Simulations; Portfolio; Portfolio Presentation</i>
2.1.9	Respond to contexts that shape practice
	a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
	Assessments: <i>Simulations; Portfolio; Portfolio Presentation</i>
2.1.10	Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
	a) Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
	b) Use empathy and other interpersonal skills
	c) Develop a mutually agreed-on focus of work and desired outcomes
	d) Collect, organize, and interpret client data
	e) Assess client strengths and limitations
	f) Develop mutually agreed-on intervention goals and objectives
	g) Select appropriate intervention strategies
	h) Initiate actions to achieve organizational goals
	i) Implement prevention interventions that enhance client capacities
	j) Help clients resolve problems
	k) Negotiate, mediate, and advocate for clients
	l) Facilitate transitions and endings
m) Critically analyze, monitor, and evaluate interventions	
	Assessments: <i>Simulations; Portfolio; Portfolio Presentation</i>

For a more detailed explanation of the EPAS, please visit the Council on Social Work Education (CSWE) online (<http://www.cswe.org/Accreditation/EPASImplementation.aspx>).

III. TEACHING STRATEGIES AND METHODS

This course integrates best practices in distance learning with innovative approaches to prepare students for direct practice in health care settings. The following methods will be utilized in teaching this class: reading, lecture, class discussion, experiential exercises, simulations, videos, and written assignments. These methods will be used to achieve the following goals:

- 1.) Readings - to gain an understanding of disease etiology and evidence-based models of social work practice used with specific conditions.
- 2.) Lecture material - to develop and apply the most salient concepts in social work health care. Lectures, interviews and some demonstrations will be pre-recorded and available on Blackboard for students to review on their own.
- 3.) Class discussions - to articulate, expand and challenge ideas, as well as provide opportunities to relate concepts and models to their own practice experiences. Class discussions will take place during the course's regularly scheduled time using Blackboard Collaborate.
- 4.) Simulations - to demonstrate competency with social work practice behaviors related to health care.
- 5.) Video & digital recordings / clips - provide demonstrations and observations of experts to question, critique and further students' knowledge and application.
- 6.) Written assignments - to synthesize material from readings, discussions, and demonstrations, and to present information in a professionally written manner.

IV. LEARNING ENVIRONMENT

The learning environment encompasses interactive "live" sessions, discussion boards, file sharing, and other materials / methods used to foster collaborative educational experiences. The faculty and staff in the College of Community and Public Affairs are committed to serving all students. The intention is to create an intellectually stimulating, safe, and respectful learning atmosphere. In return, all students are expected to honor the thoughts, opinions, and feelings of faculty, staff, other students, and guests.

Faculty, staff, students, and guests often bring case examples from practice settings to discuss in the context of the course material, but should refrain from including identifying information when discussing these case examples. Cases discussed in this course should not be discussed outside the learning environment.

Distance learning environments have unique needs. Students should adhere to the *Online Learning Environment Guidelines* in the MSW Student Handbook.

We will use Blackboard as our learning management system (LMS) for online course instruction and class meetings. Blackboard *Learn* will host our course webpage. This is where you will find all the Specialized Learning Modules (SLMs), including instructional videos, interviews, links, assignment outlines, grading rubrics, Grade Center, discussion boards, wikis, course announcements, and other instructional materials. Blackboard Collaborate is a virtual classroom where we will host real time discussions, presentations, and office hours.

Concerns about the learning environment should be brought to the attention of the instructor.

V. ACCOMMODATIONS

Students who would like to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor by the second week of class. These accommodations may need to be approved by Services for Students with Disabilities (SSD). This office provides assistance to enrolled students with physical, learning, and other disabilities and authorizes the arrangement of reasonable accommodations and support services designed to facilitate university involvement and academic success. Students can reach SSD at 607-777-2686, at ssd@binghamton.edu, or in the University Union, Room 119 (UU-119). Explanations of procedures and copies of forms can be found online (<http://www.binghamton.edu/ssd>). Information regarding disabilities is treated in a confidential manner.

If you are experiencing undue personal or academic stress at any time during the semester or if you need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- Interpersonal Violence Prevention: 607-777-3062
- Office of International Student & Scholar Services: 607-777-2510
- University Counseling Center: 607-777-2772
- University Police: 911 (Emergency); 607-777-2393 (Non-Emergency)

VI. ACADEMIC HONESTY

Graduate students must strictly observe professional standards and academic honesty in coursework, examinations, research, and written reports, as well as in the professional treatment of the students, faculty, staff, community members, research subjects, clients, patients, and laboratory animals they may encounter in the process of their graduate education.

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Student Academic Honesty Code for Binghamton University.

Instances of academic dishonesty include plagiarism, cheating on examinations, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, or bribery. Plagiarism involves presenting the work of another person as one's own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals, or other sources). Cheating on examinations

includes giving or receiving unauthorized help before, during, or after an examination.

Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity Policies and Procedures (<http://www.binghamton.edu/ccpa-new/services/policies.html>).

Academic dishonesty will not be tolerated in this department. Instances of academic dishonesty will result in a failing grade for the activity or assignment. This failing grade will likely have a negative effect on the final grade for the course. If you have any questions about what constitutes academic dishonesty, please ask the instructor!

VII. GRADING POLICIES

Grading

Grades for this course will be based on attendance, participation, activities, and assignments throughout the semester. Attendance, participation, activities, and assignments will be weighted in the following way:

Attendance & Engagement	10 %
Simulation 1	20 %
Simulation 2	20 %
Simulation 3	20 %
Portfolio	20 %
Portfolio Presentation	10 %

Late assignments: A 10% penalty will be accrued for each day the assignment is late.

Deadline extensions: Students may request an extension of an assignment deadline for extraordinary circumstance. These requests must be submitted via email to the instructor no later than 24 hours prior to the assigned due date. Students do not accrue a penalty under deadline extensions, unless the assignment is not submitted by the end of the extension. Extensions are granted at the discretion of the instructor.

Extra credit: No extra credit assignments will be provided in this course.

Grading Scale

Grades for this course will be determined by the extent to which a student demonstrates mastery of practice behaviors and competencies. Grades for this course will be assigned using the grading systems established by the Graduate School and the College of Community and Public Affairs. Grades will therefore be assigned in the following way:

A	4.0	94 – 100
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A-	3.7	90 – 93.99
B+	3.3	87 – 89.99
B	3.0	84 – 86.99
B-	2.7	80 – 83.99
C+	2.3	77 – 79.99
C	2.0	74 – 76.99
C-	1.7	70 – 73.99
F	0.0	0 – 69.99

VIII. COURSE READINGS

Texts

Chabner, D. (2012). *Medical Terminology: A Short Course. 6th Edition*. St. Louis, Missouri: Saunders Elsevier.

Gehlert, S. & Browne, T. (Eds.). (2012). *Handbook of Health Social Work*. Hoboken, NJ: John Wiley & Sons, Inc.

Rollick, S., Miller, W.R., & Butler, C.C. (2008). *Motivational Interviewing in Health Care: Helping Patients change Behavior*. New York: Guilford Press

Articles

Auerbach, C., & Mason, S. (2010) The Value of the Presence of Social Work in Emergency Departments. *Social Work in Health Care, 49(4)*, 314-326.

Blazquez, A & Alegre, J. (2013). Family and Partner Facing a Chronic Disease: Chronic Fatigue Syndrome. *American Journal of Family Therapy, 41(1)*, 46-62.

Cacciatore, J., Carlson, B., Michaelis, E., Klimek, B., & Steffan, S. Crisis intervention by social workers in fire departments: An innovative role for social workers. *Social Work, Vol. 56 (1)*, 81-88.

Carpac-Claver, M., Guzman, J.S., & Castle, S.C. (2007) The Comprehensive Care Clinic. *Health & Social Work, 32(3)*, 219-223.

Conlon, A., & Aldredge, P., (2013). Department of Health and Human Services changes: Implications for hospital social workers. *Health & Social Work, 38(1)*, 19-27.

Dubus, N. (2010) Who Cares for the Caregivers? Why Medical Social Workers Belong on End-of-Life Care Teams. *Social Work in Health Care, 49(7)*, 603-617.

Faul, A., Yankeelov, P., Rowan, N., Gillette, P., Nicholas, L., Borders, K., Deck, S., Pariser, D., & Wiegand, M. (2009) Impact of Geriatric Assessment and Self-Management Support on Community-Dwelling Older Adults with Chronic Illnesses, *Journal of Gerontological Social Work, 52(3)*, 230-249.

- Fontanella, C., Early, T., & Phillips, G. (2008). Need or Availability? Modeling aftercare decisions for psychiatrically hospitalized adolescents, *Children and Youth Services Review*, 30, 758-773.
- Gwyther, L., Altilio, T., Blacker, S., Christ, G., Csikai, E., Hooyman, N., Kramer, B., Linton, J., Raymer, M., & Howe, J. (2005). Social Work Competencies in Palliative and End-of-Life Care. *Journal of Social Work in End-Of-Life & Palliative Care*, 1(1), 87-120.
- Hill, N., Phil, L., & Epstein, I. (2013) Encouraging Self-Management in Chronically Ill Patients With Co-Morbid Symptoms of Depression and Anxiety: An Emergency Department Study and Response. *Social Work in Health Care*, 52(2-3), 207-221.
- Kintzle, S.; Bride, B.E. (2010). Intervention following a sudden death: The social work-medical examiner model. *Health & Social Work*, 35(3),221-224.
- Kuo, A., Etzel, R., Chilton, L., Watson, C., & Gorski, P. (2012). Primary Care Pediatrics and Public Health: Meeting the Needs of Today's Children. *American Journal of Public Health*, 102(12), 17-23.
- Larkin, H. (2014). Social work and adverse childhood experiences: Implications for practice and health policy. *Social Work in Public Health*, 29(1), 1-16.
- Lawson, R.(2012). Palliative social work in the emergency department. *Journal of Social Work in End-of-Life & Palliative Care*, 8(2) ,120-134.
- Levick, J.,Quinn, M., Holder, A, Nyberg, A., Beaumont, E., & Munich, S. (2010). Support for Siblings of NICU Patients: An Interdisciplinary Approach. *Social Work in Health Care*, 49(10), 919-933.
- Linley, J., Mendoza, N., & Resko, S. (2014). Working on Treatment Teams: Educating Social Work Students to Function as Addiction Specialists within Interdisciplinary Groups. *Social Work Education*, 33(5), 642-655.
- Lynch, S. (2014) Social Workers in Pediatric Primary Care: Communication, Gender, and Scope of Practice. *Social Work in Health Care*, 53(2), 115-134.
- Mishne, J. (2004). Managed mental health care, suicidal despair and countertransference: a clinical tragedy, *Psychoanalytic Social Work*, 11(2), 55-70.
- Moak, G.S. (2011). Treatment of late-life mental disorders in primary care: We can do a better job. *Journal of Aging & Social Policy*, 23(3), 274-285.
- Moore, M., Ekman, E., & Shumway, M. (2012) Understanding the Critical Role of Social Work in Safety Net Medical Settings: Framework for Research and Practice in the Emergency Department. *Social Work in Health Care*, 51(2), 140-148.
- Nelson, K. (2013). Managing Boderline Personality Disorder on General Psychiatric Units, *Psychodynamic Psychiatry*. 41(4), 563-574.

- Phil, J., Lee, J., McKeever, U., & Holland, L. (2013) Caring for Depressed Elderly in the Emergency Department: Establishing Links Between Sub-Acute, Primary, and Community Care. *Social Work in Health Care, 52*(2-3), 222-238.
- Pooler, D., Qualls, N., Rogers, R., & Johnston, D. (2014) An Exploration of Cohesion and Recovery Outcomes in Addiction Treatment Groups, *Social Work with Groups, 37*(4), 314-330.
- Pratt Hopp, F., Marsack, C., Camp, J & Thomas, S. (2014) Go to the Hospital or Stay at Home? A Qualitative Study of Expected Hospital Decision Making Among Older African Americans With Advanced Heart Failure. *Journal of Gerontological Social Work, 57*(1), 4-23.
- Prior, M., Bahret, B., Allen, R., & Pasupuleti, S. (2012) The Efficacy of a Senior Outreach Program in the Reduction of Hospital Readmissions and Emergency Department Visits Among Chronically Ill Seniors. *Social Work in Health Care, 51*(4), 345-360.
- Remke, S., & Schermer, M. (2012) Team Collaboration in Pediatric Palliative Care. *Journal of Social Work in End-Of-Life & Palliative Care, 8*(4), 286-296.
- Ruggiano, N., & Edvardsson, D. (2013) Person-Centeredness in Home- and Community-Based Long-Term Care: Current Challenges and New Directions, *Social Work in Health Care, 52*(9), 846-861.
- Sanders, S., Bullock, K., & Broussard, C. (2012) Exploring Professional Boundaries in End-of-Life Care: Considerations for Hospice Social Workers and Other Members of the Team. *Journal of Social Work in End-Of-Life & Palliative Care, 8*(1), 10-28.
- Shanske, S., Arnold, J., Carvalho, J., & Rein, J. (2012) Social Workers as Transition Brokers: Facilitating the Transition From Pediatric to Adult Medical Care. *Social Work in Health Care, 51*(4), 279-295.
- Smith, M., Whitaker, T., Weismiller, T. (2006) Social workers in the substance abuse treatment field: a snapshot of service activities. *Health & Social Work, 31*(2), 109-115.
- Whitley, C. (2010). Social Work Clinical Supervision in the Addictions: Importance of Understanding Professional Cultures. *Journal of Social Work Practice in the Addictions, 10*(4), 343-362.
- Wilson, K., Hirschi, M., Comeau, M., Bronheim, S., & Bachman, S. (2014). Disparities in Insurance Coverage among Children with Special Health Care Needs: How Social Workers Can Promote Social and Economic Justice. *Health and Social Work, 39*(2), 121-127.
- Woolard, R., Cherpitel, C., & Thompson, K. (2011) Brief Intervention for Emergency Department Patients with Alcohol Misuse: Implications for Current Practice. *Alcoholism Treatment Quarterly, 29*(2), 146-157.

IX. COURSE ACTIVITIES AND ASSIGNMENTS

Style Requirements for Assignments

All written assignments will conform to the following stylistic guidelines:

- Font: New Times Roman
- Font size: 12 pt.
- 1 inch margin at top, bottom, and each side
- Double spaced
- Must adhere to APA 6th Ed., including all appropriate citations and references
NOTE: A running head is **not** required for these assignments.
- Correct grammar, spelling, and punctuation
- The length of your paper must adhere to the specification listed in the syllabus.
NOTE: The cover page, reference page(s), and appendices are not counted toward the page allowance.

Guidelines for all written assignments: The format of the papers must follow the guidelines provided and should include references beyond the required course reading(s) (for those that require references).

- Your papers should be well-cited, which does not mean using a lot of quotes; you demonstrate your understanding of what you have read and learned when you paraphrase, explaining the material in your own words.
- In addition to editing your paper for correct grammar, spelling, and punctuation, you should plan to have enough time for revision of your work. It is rare that the initial version of a written document covers the required content, is succinct, and is well-organized and clearly written.
- Be certain your use of tables, figures, charts, references, headings, and appendices all adhere to APA style.
- Adhere to the assignment outline.
- Incorporate relevant vocabulary from course materials and specialty areas of field that you are working within.

Submitting Written Assignments:

All written assignments will be submitted electronically through TurnItIn. Students must use the following file format:

1. Microsoft Word
2. File name format will be {LastName}_{Assignment title}.docx
3. Example: Doe_Simulation 1 Reflection.docx

Activities and Assignments

Attendance and Engagement

(Practice Behaviors: 2.1.1 B, C, D, and F; 2.1.2 A, B, D; 2.1.3 A, C)

Students are expected to attend all scheduled classes (e.g., video conferencing, live chats, webinars) laboratories, simulations, and discussions. Instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25% of the total class sessions. Excessive tardiness may count as absence.

Simulations

Students will select three (3) Specialized Learning Modules (SLMs) to complete during the course. Students will navigate a series of simulations in each Specialized Learning Module (SLM). The simulations will require you to collect and synthesize patient information, formulate an intervention recommendation, communicate your perspectives to patients and/or interprofessional team members, and execute elements of the intervention. At the conclusion of the simulation, students will complete a self-assessment based upon practice behaviors required to successfully navigate the simulation.

Prior to the simulation, you will be provided background information regarding the patient. This information should be reviewed before you begin the simulation.

The grading rubric used by the instructor to assess student performance in each simulation will be posted to Blackboard at the beginning of the SLM.

Option 1: Chronic Disease Self-Management

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

You are working with a patient diagnosed with Type 2 Diabetes. They have had a series of recent hospitalizations as a consequence of poor self-management of the disease. You have been assigned to the case to help them develop more effective disease management strategies.

Option 2: Addiction Services

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

Using the information provided from interviews with a new consumer in the addiction services clinic, you will develop a treatment plan. In the simulation, you will present this plan to both the interprofessional treatment team and consumer.

Option 3: Pediatric Clinic

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

You are working with several families as part of an integrated health care team in a primary care clinic. This simulation will take you through several brief interactions with families in the course of a morning session in the clinic.

Option 4: Mental & Behavioral Health

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

You are providing care coordination for a patient with a complex history of mental health needs and physical decline as a result of prior drug abuse.

Option 5: End-of-Life Care

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

You are a member of an interprofessional team in Hospice. You are working with a patient who has decided to terminate active treatment of their cancer and “let things play out naturally”. You have been designated as the team member who will work with both the terminal patient and their family members to assist them in navigating the final months of the patient’s life.

Portfolio Learning

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

Portfolio learning provides students the opportunity to reflect upon and synthesize their educational experiences. In this project, students will compile a series of individual analyses based upon their simulations and personal/professional experiences, relating these to competencies and practice behaviors highlighted in the course. A final self-assessment will follow these analyses in which the student shall critically evaluate their readiness to practice in health care settings. An outline and grading rubric for the portfolio is posted to Blackboard. Portfolio projects will be posted to Blackboard for review.

Portfolio Presentation

(Practice Behaviors: 2.1.1 B, C, D & E; 2.1.2 A, B, D; 2.1.3 A, C; 2.1.7 A, B; 2.1.9 A; 2.1.10 A, B, C, D, E, F, G, H, I, J, K, L, M)

Each student will prepare a 15 minutes presentation based upon their portfolio project. This presentation will be taped and uploaded to the course’s video website. An outline and grading rubric for the presentation is posted to Blackboard. Presentations will be evaluated by both the instructor and peers.

X. COURSE SCHEDULE

Class	Date	Topic	Readings and Due Dates
1		Course Introduction SLM-1: Learning Module	SLM-1 Readings
2		SLM-1: Learning Module (cont)	SLM-1 Readings
3		SLM-1: Collaborate Discussion	SLM-1 Readings
4		SLM-1: Simulations & Post-Simulation Reflection	
5		SLM-2: Learning Module	SLM-2 Readings
6		SLM-2: Learning Module (cont)	SLM-2 Readings
7		SLM-2: Collaborate Discussion	SLM-2 Readings
8		SLM-2: Simulations & Post-Simulation Reflection	
9		SLM-3: Learning Module	SLM-3 Readings
10		SLM-3: Learning Module (cont)	SLM-3 Readings

11		SLM-3: Collaborate Discussion	SLM-3 Readings
12		SLM-3: Simulations & Post-Simulation Reflection	
13		Portfolio Presentations	
14		Collaborate Session: Portfolio Reviews Final Perspectives upon Applied Topics in Health Care	

Appendix F



College of Community
and Public Affairs
Department of Social Work

Grief, Loss, and Bereavement in Social Work Practice¹

Class Times:
Instructor:
Office Hours:
Office:
Phone Number:
E-mail Address:

I. COURSE DESCRIPTION

This course will familiarize students with the bio-psycho-social-cultural and spiritual contexts of grief, loss, and bereavement. In addition to gaining knowledge and intervention skills in working with clients across the lifespan who are confronted with death, dying, and complicated and uncomplicated bereavement, students will also gain knowledge and intervention skills in working with individuals and families who are coping with normative losses, including life/role transitions, divorce, economic hardship, illness, and foster placement and adoption. Gender, racial, ethnic, and religious influences that affect grief and loss reactions, as well as appropriate culturally sensitive practice interventions, will be explored. A number of theoretical perspectives will be reviewed as frameworks for understanding varying reactions to death and loss and for treating the bereaved. Students will also be asked to consider their own experiences with loss and death and how these may affect their work with clients.

This is a graduate-level course worth three credit hours. Therefore, students should plan to dedicate, on average, six to nine hours per week, outside of class times, to this course. Students should use this time to do required readings, prepare for discussions, and complete activities and assignments.

Relationship to Other Courses

This course is an elective concentration-year course. Students must successfully complete all foundation-year courses to enroll in this course.

II. EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS) COMPETENCIES AND PRACTICE BEHAVIORS

At the conclusion of this course, students will demonstrate mastery of the following competencies and practice behaviors:

2.1.1	Identify as a professional social worker and conduct oneself accordingly	
	a)	Advocate for client access to the services of social work
	b)	Practice personal reflection and self-correction to assure continual professional development
	c)	Attend to professional roles and boundaries
Assessments: Attendance and participation; Grief In-Service Presentation; Personal Awareness Assignment		
2.1.2	Apply social work ethical principles to guide professional practice	
	a)	Recognize and manage personal values in a way that allows professional values to guide practice
	b)	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
	c)	Tolerate ambiguity in resolving ethical conflicts
Assessments: Reflections; Grief Study		

2.1.6	Engage in research-informed practice and practice-informed research	
	a)	Use practice experience to inform scientific inquiry
	b)	Use research evidence to inform practice
	Assessments: Grief Study; Grief In-Service Presentation	

III. TEACHING STRATEGIES AND METHODS

Students will be exposed to lectures, guest speakers, DVDs, experiential experiences, and simulations relevant to course topics. Students will be expected to demonstrate their progress in basic comprehension and integration of the course material through participation in class, written assignments, and presentations.

IV. CLASSROOM ENVIRONMENT

The faculty and staff in the College of Community and Public Affairs are committed to serving all students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return, all students are expected to honor the thoughts, opinions, and feelings of faculty, staff, other students, and guests.

Faculty, staff, students, and guests often bring case examples from practice settings to discuss in the context of the course material, but should refrain from including identifying information when discussing these case examples. Cases discussed in class should not be discussed outside the classroom.

The use of electronic devices, including laptops, tablets, and cell phones, should be restricted to classroom activities. Students are welcome to utilize these devices to enhance the class environment and educational process. However, students should not use electronic devices for texting, checking e-mail, or working on unrelated activities or assignments during instructional time.

Concerns about the class environment should be brought to the attention of the instructor.

Discussion of sensitive and emotional topics will occur in this class. Please be sensitive to the needs of others and of yourself. Please do not hesitate to use office hours or to make an appointment to process emotions brought up by materials which are discussed in class.

V. ACCOMMODATIONS

Students who would like to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor by the second week of class. These accommodations may need to be approved by Services for Students with Disabilities (SSD). This office provides assistance to enrolled students with physical, learning, and other disabilities and authorizes the arrangement of reasonable accommodations and support services designed to facilitate university involvement and academic success. Students can reach SSD at 607-777-2686, at ssd@binghamton.edu, or in the University Union, Room 119 (UU-119). Explanations of procedures and copies of forms can be found online (<http://www.binghamton.edu/ssd>). Information regarding disabilities is treated in a confidential manner.

If you are experiencing undue personal or academic stress at any time during the semester or if you need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

- Dean of Students Office: 607-777-2804
- Decker Student Health Services Center: 607-777-2221
- Interpersonal Violence Prevention: 607-777-3062
- Office of International Student & Scholar Services: 607-777-2510
- University Counseling Center: 607-777-2772
- University Police: 911 (Emergency); 607-777-2393 (Non-Emergency)

VI. ACADEMIC HONESTY

Graduate students must strictly observe professional standards and academic honesty in coursework, examinations, research, and written reports, as well as in the professional treatment of the students, faculty, staff, community members, research subjects, clients, patients, and laboratory animals they may encounter in the process of their graduate education.

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Student Academic Honesty Code for Binghamton University.

Instances of academic dishonesty include plagiarism, cheating on examinations, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, or bribery. Plagiarism involves presenting the work of another person as one's own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals, or other sources). Cheating on examinations includes giving or receiving unauthorized help before, during, or after an examination.

Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity Policies and Procedures (<http://www.binghamton.edu/ccpa-new/services/policies.html>).

Academic dishonesty will not be tolerated in this department. Instances of academic dishonesty will result in a failing grade for the activity or assignment. This failing grade will likely have a negative effect on the final grade for the course. If you have any questions about what constitutes academic dishonesty, please ask the instructor!

VII. GRADING POLICIES

Grading

Grades for this course will be based on attendance, participation, activities, and assignments throughout the semester. Attendance, participation, activities, and assignments will be weighted in the following way:

Professional Accountability	10%
Personal Reflections	10%
Personal Awareness Assignment	25%
Grief Case Study	25%
Grief In-Service Presentation	30%

Grading Scale

Grades for this course will be determined by the extent to which a student demonstrates mastery of course objectives. Grades for this course will be assigned using the grading systems established by the Graduate School and the College of Community and Public Affairs. Grades will therefore be assigned in the following way:

A	4.0	94 – 100
A-	3.7	90 – 93.5
B+	3.3	87 – 89.5
B	3.0	84 – 86.5
B-	2.7	80 – 83.5
C+	2.3	77 – 79.5
C	2.0	74 – 76.5
C-	1.7	70 – 73.5
F	0.0	0 – 69.5

Late assignments: A 10% penalty will be accrued for each day the assignment is late.

Deadline extensions: Students may request an extension of an assignment deadline for extraordinary circumstance. These requests must be submitted via e-mail to the instructor no later than 24 hours prior to the assigned due date. Students do not accrue a penalty under deadline extensions, unless the assignment is not submitted by the end of the extension. Extensions are granted at the discretion of the instructor.

Extra credit: No extra credit assignments will be provided in this course.

VIII. COURSE READINGS

Required Texts

Byock, I. (2004). *The four things that matter most: A book about living*. New York, NY: Atria Books.

Callanan, M., & Kelley, P. (2012). *Final gifts: Understanding the special awareness, needs, and communications of the dying*. New York, NY: Simon & Schuster.

(NOTE: There is also a 1992 version of *Final Gifts*, which is fine as well.)

Worden, J. W. (2008). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (4th ed.). New York, NY: Springer Publishing.

Recommended Texts

Byock, I. (1997). *Dying well: Peace and possibilities at the end of life*. New York, NY: Riverhead Books.

Required Articles – Available on Blackboard, unless otherwise noted

Bonanno, G. A., & Kaltman, S. (2001). The varieties of grief experience. *Clinical Psychology Review, 21*(5), 705 – 734. doi:10.1016/S0272-7358(00)00062-3

Cacciatore, J. (2010). The unique experiences of women and their families after the death of a baby. *Social Work in Health Care, 49*(2), 134 – 148. doi:10.1080/00981380903158078

Doka, K. J. (2005). Ethics, end-of-life decisions and grief. *Mortality, 10*(1), 83 – 90. doi:10.1080/13576270500031105

Dubus, N. (2010). Who cares for the caregivers? Why medical social workers belong on end-of-life teams. *Social Work in Health Care, 49*(7), 603 – 617. doi:10.1080/00981380903327921

Fast, J. D. (2003). After Columbine: How people mourn sudden death. *Social Work, 48*(4), 484 – 491. doi:10.1093/sw/48.4.484

Feigelman, W., Gorman, B. S., & Jordan, J. R. (2009). Stigmatization and suicide bereavement. *Death Studies, 33*(7), 591 – 608. doi:10.1080/07481180902979973

Freyer, D. R. (2004). Care of the dying adolescent: Special considerations. *Pediatrics, 113*(2), 381 – 388. doi:10.1542/peds.113.2.381

Handsley, S. (2001). “But what about us?” The residual effects of sudden death on self-identity and family relationships. *Mortality, 6*(1), 9 – 29. doi:10.1080/13576270020028610

Harrington, C., & Sprowl, B. (2011). Family members’ experiences with viewing in the wake of sudden death. *Omega, 64*(1), 65 – 82. doi:10.2190/OM.64.1.e

- Hedtke, L. (2014). Creating stories of hope: A narrative approach to illness, death and grief. *Australian and New Zealand Journal of Family Therapy*, 35(1), 4 – 19. doi:10.1002/anzf.1040
- Janzen, L., Cadell, S., & Westhues, A. (2004). From death notification through the funeral: Bereaved parents' experiences and their advice to professionals. *Omega*, 48(2), 149 – 164. doi:10.2190/6XUW-4PYD-H88Q-RQ08
- Kinder, A., & Cooper, C. L. (2009). The costs of suicide and sudden death within an organization. *Death Studies*, 33(5), 411 – 419. doi:10.1080/07481180902805624
- Lindemann, E. (1944). The symptomatology and management of acute grief. *American Journal of Psychiatry*, 101, 141 – 148.
- Mahan, C. K., & Calica, J. (1997). Perinatal loss: Considerations in social work practice. *Social Work in Health Care*, 24(3-4), 141 – 152. doi:10.1300/J010v24n03_12
- McClatchey, I. S., & Wimmer, J.S. (2012). Healing components of a bereavement camp: Children and adolescents give voice to their experiences. *Omega*, 65(1), 11 – 32. doi:10.2190/OM.65.1.b
- McGoldrick, M., Hines, P., Garcia Preto, N., Almeida, R., Lee, E., & Rosen, E. (1991). Culture and mourning. In Froma Walsh & Monica McGoldrick, (Eds.). *Living beyond loss: Death in the family*. New York: W.W. Norton
- Oliver, D. P., Washington, K., Demiris, G., Wittenberg-Lyles, E., & Novak, H. (2012). Problem solving interventions: An opportunity of hospice social workers to better meet caregiver needs. *Journal of Social Work in End-of-Life & Palliative Care*, 8(1), 3 – 9. doi:10.1080/15524256.2012.650669
- Sanders, S., Bullock, K., & Broussard, C. (2012). Exploring professional boundaries in end-of-life care: Considerations for hospice social workers and other members of the team. *Journal of Social Work in End-of-Life & Palliative Care*, 8(1), 10 – 28. doi:10.1080/15524256.2012.650671
- Simpson, J. E. (2013). Grief and loss: A social work perspective. *Journal of Loss and Trauma*, 18(1), 81 – 90. doi:10.1080/15325024.2012.684569
- Stanley, P., & Hurst, M. (2011). Narrative palliative care: A method for building empathy. *Journal of Social Work in End-of-Life & Palliative Care*, 7(1), 39 – 55. doi:10.1080/15524256.2011.548046
- Stillion, J. M., & Papadatou, D. (2002). Suffer the children: An examination of psychosocial issues in children and adolescents with terminal illness. *American Behavioral Scientist*, 46(2), 299 – 315. doi:10.1177/000276402236679
- Stroebe, M., Gergen, M. M., Gergen, K. J., & Stroebe, W. (1992). Broken hearts or broken bonds: Love and death in historical perspective. *American Psychologist*, 47(10), 1205 – 1212. doi:10.1037/0003-066X.47.10.1205

Walter, T. (2009). Grief and the separation of home and work. *Death Studies*, 33(5), 402 – 410.
doi:10.1080/07481180902805616

Way, P. (2013). A practitioner's view of children making spiritual meanings in bereavement. *Journal of Social Work in End-of-Life & Palliative Care*, 9(2-3), 144 – 157.
doi:10.1080/15524256.2013.794032

Werner-Lin, A, & Biank, N. M. (2009). Along the cancer continuum: Integrating therapeutic support and bereavement groups for children and teens of terminally ill cancer patients. *Journal of Family Social Work*, 12(4), 359 – 370. doi:10.1080/10522150903321314

IX. COURSE ACTIVITIES AND ASSIGNMENTS

Style Requirements for Assignments

All written assignments will conform to the following stylistic guidelines:

- Font: New Times Roman
- Font size: 12 pt.
- 1-inch margins at top, bottom, and each side
- Double-spaced
- Must adhere to APA 6th Ed., including all appropriate citations and references
NOTE: A running head is **not** required for these assignments.
- Correct grammar, spelling, and punctuation
- The length of your paper must adhere to the specification listed in the syllabus.
NOTE: The cover page, reference page(s), and appendices are not counted toward the page allowance.

Submission of Assignments

All written assignments will be submitted electronically through Turnitin by the start of the class which it is due and through hard copy in class. Students must use the following file format:

1. Microsoft Word
2. File name format will be {StudentLastName}_{Assignment Title}.docx
3. Examples: Lastname_Personal Reflection.docx
Lastname_Personal Awareness Assignment.docx
Lastname_Grief Case Study.docx

Guidelines for all papers: The format of the papers must follow the guidelines provided and should include references beyond the required course reading(s) (for those that require references).

- Your papers should be well-cited, which does not mean using a lot of quotes; you demonstrate your understanding of what you have read and learned when you paraphrase, explaining the material in your own words.
- In addition to editing your paper for correct grammar, spelling, and punctuation, you should plan to have enough time for revision of your work. It is rare that the initial

version of a written document covers the required content, is succinct, and is well-organized and clearly written.

- Be certain your use of tables, figures, charts, references, headings, and appendices all adhere to APA style.
- Include an introduction and conclusion.
- Incorporate relevant vocabulary from course materials and specialty areas of field that you are working within.

Grading Rubrics: Grading rubrics for all of the assignments are attached to the assignments in the Content section on Blackboard.

Activities and Assignments

Professional Accountability (10%)

Students are expected to attend all scheduled classes, laboratories, and discussions. Instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25% of the total class sessions. Excessive tardiness may count as absence.

1. **Participation and Conduct.** The appropriate, respectful, and relevant participation in one's own learning as well as contributing to the learning of others. Students will participate in discussions, simulations, experiential exercises, and other activities assigned by the instructor. Discussion may include differences of opinion, and such debate is welcome, though such activities should emphasize respect for another's opinion, and a willingness to present one's rationale for their perspective.

The use of electronic devices, including laptops, should be restricted to classroom activities. Students are welcome to utilize these devices to enhance the classroom environment and educational process. However, checking e-mail, working on projects, or conducting non-classroom related work is not appropriate during instructional time.

2. **Integration.** The demonstration of efforts to make connections, both conceptual and practical, between the curriculum presented and its application. This includes engagement in role plays and simulations where students may practice application of theoretical frameworks and practice behaviors.
3. **Attendance.** An important aspect of learning is your participation in class. We learn better when we are engaged actively. By participating you have the opportunity to share ideas and receive feedback. You also have the opportunity to demonstrate understanding of the material being covered. Class time will be devoted to discussion and experiential learning on course topics. Therefore, regular class attendance is required. Students are responsible for checking our course Blackboard site on a regular basis for relevant announcements and information. When necessary, e-mail messages may also be sent to class members. Missing more than 25% (3 sessions) of the classes

for any reason will result in not passing the class. ***Excessive tardiness may count as an absence.***

4. **Preparedness.** Completion of required readings and non-graded assignments by the date specified in this syllabus or per instructor's directive – we will use these readings and assignments in class.

Personal Reflections (10%)

Students will write 2 reflections (1- to 2-page papers) following presentations made by guest speakers. Students shall discuss their thoughts, reactions, and/or questions that they have based on the speaker's presentation. The reflections are due hard copy by April 20, 2015, but may be turned in sooner.

Personal Awareness Assignment (25%)

The purpose of the assignment is to assist students in becoming aware of potential counter-transference issues that may arise when working with clients who are experiencing death, loss, and bereavement. Students will be asked to examine their personal experiences within the contexts of their own socio-cultural, ethnic and religious/philosophical attitudes toward death and identify how these experiences may potentially influence their work with clients who are experiencing. See Blackboard for full assignment. This assignment will be due February 16, 2015 hard copy and through Turnitin.

Grief Case Study (25%)

Students will write a case study involving a current or former client and discuss how grief and loss has affected their life. See Blackboard for full assignment. This assignment will be due April 20, 2015 hard copy and through Turnitin.

Grief In-Service Presentation (30%)

Students will work in groups to develop a 45-minute educational presentation about grief and loss to be used as an in-service at an agency or an organization. Please see Blackboard for full assignment. Presentations will occur the last 2 weeks of class April 27 and May 4, 2015.

Please note that I will be happy to review draft copies of your final assignment prior to final submission.

X. COURSE SCHEDULE

Class	Date	Topic	Readings and Due Dates	Guest Speakers
1		Introduction Personal loss history Definitions of grief and loss	Worden Introduction & Chapter 9 Simpson (2013) Walter (2009)	
2		History of grief and loss theories Diversity of grief	Worden Chapters 1, 2, 3, & 5 Bonanno & Kaltman (2001) McGoldrick, M., Hines, P., Garcia Preto, N., Almeida, R., Lee, E., & Rosen, E. (1991). Lindemann (1944) Stroebe, Gergen, Gergen, & Stroebe (1992)	
3		Palliative care Advanced care planning	Byock Stanley & Hurst (2011)	UHS: Kris Marks, LCSW-R, Katrina Mallery, LMSW Oncology Maureen Dawes, FNP
4		Hospice Documentary: Letting Go	Personal Awareness Assignment due Dubus (2010) Oliver et al. (2012) Sanders, Bullock, & Broussard (2012)	Lourdes Hospice: Sarah Presto, LMSW
5		Hospice Physician-assisted suicide	Callanan and Kelley Doka (2005)	Mercy House: Sister Joanna Monticello, LCSW
6		Working with pediatric patients and their families	Worden Chapter 8 (pp. 222 – 230) Freyer (2004) Hedtke (2014) Stillion & Papadatou (2002)	Charity Benson, Jacob's Mom

7		Bereavement following a terminal illness loss Funeral planning	Worden Chapters 4, 5, & 6	Jennifer Jones, Funeral Director via skype
8		Working with children and adolescents who are grieving	Worden Chapter 8 (pp. 230 – 236) McClatchey & Wimmer (2012) Way (2013) Werner-Lin & Biank (2009)	Catskill Area Hospice Bridge to Bereavement Program: Bernadette Winters Bell, LMSW Nicole Barber MSW student
9		Perinatal loss	Worden Chapter 7 (pp. 192 – 197) Cacciatore (2010) Mahan & Calica (1997)	Now I Lay Me Down to Sleep Photographers: Greg and Sharon Lewis
10		Bereavement following a sudden or traumatic loss	Worden Chapter 7 (pp. 187 – 192) Fast (2003) Handsley (2001) Harrington & Sprowl (2011) Janzen, Cadell, & Westhues (2004)	UHS ER: Victor Jenks
11		SPRING BREAK		
12		Suicide Disenfranchised grief	Worden Chapter 7 (pp. 179 – 187, 199 – 201, 206 – 217) Feigelman, Gordon, & Jordan (2009) Kinder & Cooper (2009)	Broome County Mental Health: Katie Cusano, Deputy Commissioner of Mental Health
13		Caring for the community: Professional grief and community grief Grief in the Workplace	Grief Case Study due Personal Reflections due	
14		Caring for the community:	Grief In-Service Presentations:	

		Professional grief and community grief Grief in the workplace	Groups 1 & 2	
15		Wrap-up	Grief In-Service Presentations: Groups 3 & 4	

The instructor reserves the right to make changes to the syllabus.
The instructor will notify students of any changes as soon as the changes are made.

Appendix G



College of Community
and Public Affairs
Department of Social Work

Gerontological Social Work 3 Credit Hours

Class Times:
Instructor:
Office Hours:
Office:
Phone Number:
E-mail Address:

I. COURSE DESCRIPTION

This course is a second-year elective. This course will focus principally on the issues and problems of aging and on the social policies and programs which directly and indirectly affect older persons and their families. This course is designed to particularly integrate knowledge in the areas of demography, epidemiology, human development, sociology of the family and age stratification, social service provision, social planning and the organization of human services. Additionally, students will consider the historical, political, and socioeconomic forces that maintain ageism and influence aging in society, and in the practice of social work.

This is a graduate-level course worth three credit hours. **Therefore, students should plan to dedicate, on average, six to nine hours per week, outside of class times, to this course.** Students should use this time to do required readings, prepare for discussions, and complete activities and assignments.

II. EDUCATIONAL POLICY AND ACCREDITATION STANDARDS (EPAS) COMPETENCIES AND PRACTICE BEHAVIORS

At the conclusion of this course, students will demonstrate mastery of the following competencies and practice behaviors:

2.1.1	Identify as a professional social worker and conduct oneself accordingly	
	b)	Practice personal reflection and self-correction to assure continual professional development
	e)	Engage in career-long learning
Assessments: Mini-Assignment #1 - 2.1.1. (b) Practice personal reflection and self-correction to assure continual professional development Life Long Learning Paper - 2.1.1 (e) Engage in career-long learning		
2.1.2	Apply social work ethical principles to guide professional practice	
	a)	Recognize and manage personal values in a way that allows professional values to guide practice
Assessments: Mini-Assignment #1- 2.1.2. (a) Recognize and manage personal values in a way that allows professional values to guide practice		
2.1.3	Apply critical thinking to inform and communicate professional judgments	
	c)	Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues
Assessments: Mini-Assignment #2 - 2.1.3. (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues		
2.1.4	Engage diversity and difference in practice	
	c)	Recognize and communicate their understanding of the importance of difference in shaping life experiences
Assessments: Mini-Assignment #2 - 2.1.4. (c) Recognize and communicate their understanding of the importance of difference in shaping life experiences		
2.1.5	Advance human rights and social and economic justice	
	a)	Understand the forms and mechanisms of oppression and discrimination
Assessments: Mini-Assignment #1 - 2.1.5. (a) Understand the forms and mechanisms of oppression and discrimination		
2.1.7	Apply knowledge of human behavior and the social environment	
	b)	Critique and apply knowledge to understand person and environment
Assessments: Mini-Assignment #3 - 2.1.7. (b) Critique and apply knowledge to understand person and environment		
2.1.8	Engage in policy practice to advance social and economic well-being and to deliver effective social work services	
	a)	Analyze, formulate, and advocate for policies that advance social well-being

	Assessments: Pre-class quizzes and Exam - 2.1.8. (a) Analyze, formulate, and advocate for policies that advance social well-being
2.1.9	Respond to contexts that shape practice
a)	Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
	Assessments: Life Long Learning Paper - 2.1.9. (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

For a more detailed explanation of the EPAS, please visit the Council on Social Work Education (CSWE) online (<http://www.cswe.org/Accreditation/EPASImplementation.aspx>).

III. TEACHING STRATEGIES AND METHODS

The instructor will use powerpoints to cover some contents of textbooks and references. Those powerpoint files will be uploaded in class blackboard.

A combination of class discussion, small group activities, computer lab sessions (if lab is available), and lecture will be used to facilitate students' learning. DVDs and guest lecturers may occasionally be used to supplement the class lecture. Additional materials will be provided through the course Blackboard whenever appropriate. Active participation and full preparation by each student is expected. Students are encouraged to contact instructor beyond class hours whenever needed

IV. CLASSROOM ENVIRONMENT

The faculty and staff in the College of Community and Public Affairs are committed to serving all students. The intention is to create an intellectually stimulating, safe, and respectful class atmosphere. In return, all students are expected to honor the thoughts, opinions, and feelings of faculty, staff, other students, and guests.

Faculty, staff, students, and guests often bring case examples from practice settings to discuss in the context of the course material, but should refrain from including identifying information when discussing these case examples. Cases discussed in class should not be discussed outside the classroom.

The use of electronic devices, including laptops, tablets, and cell phones, should be restricted to classroom activities. Students are welcome to utilize these devices to enhance the classroom environment and educational process. However, students should not use electronic devices for texting, checking e-mail, or working on unrelated activities or assignments during instructional time.

Concerns about the class environment should be brought to the attention of the instructor.

V. ACCOMMODATIONS

Students who would like to request academic accommodations to ensure their equitable access and participation in this course should notify the instructor by the second week of class. These accommodations may need to be approved by Services for Students with Disabilities (SSD). This office provides assistance to enrolled students with physical, learning, and other disabilities and authorizes the arrangement of reasonable accommodations and support services designed to facilitate university involvement and academic success. Students can reach SSD at 607-777-2686, at ssd@binghamton.edu, or in the University Union, Room 119 (UU-119). Explanations of procedures and copies of forms can be found online (<http://www.binghamton.edu/ssd>).

Information regarding disabilities is treated in a confidential manner.

Information regarding disabilities is treated in a confidential manner.

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 607-777-2804
2. Decker Student Health Services Center: 607-777-2221
3. University Police: On campus emergency, 911
4. University Counseling Center: 607-777-2772
5. Interpersonal Violence Prevention: 607-777-3062
6. Harpur Advising: 607-777-6305
7. Office of International Student & Scholar Services: 607-777-2510

VI. ACADEMIC HONESTY

Graduate students must strictly observe professional standards and academic honesty in coursework, examinations, research, and written reports, as well as in the professional treatment of the students, faculty, staff, community members, research subjects, clients, patients, and laboratory animals they may encounter in the process of their graduate education.

As a professional school within Binghamton University, the College of Community and Public Affairs (CCPA) is committed to upholding the highest professional standards of ethics and integrity. Students are expected to comply with the Student Academic Honesty Code for Binghamton University (<http://bulletin.binghamton.edu/integrity.htm>).

Instances of academic dishonesty include plagiarism, cheating on examinations, multiple submissions, unauthorized collaboration, fabrication and misrepresentation, forgery, sabotage, or bribery. Plagiarism involves presenting the work of another person as one's own work

(including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken from the Internet, books, periodicals, or other sources). Cheating on examinations includes giving or receiving unauthorized help before, during, or after an examination.

Violations of the Code will be taken seriously. Students should refer to the CCPA Academic Ethics and Integrity Policies and Procedures (<http://www.binghamton.edu/ccpa-new/services/policies.html>).

Academic dishonesty will not be tolerated in this department. Instances of academic dishonesty will result in a failing grade for the activity or assignment. This failing grade will likely have a negative effect on the final grade for the course. If you have any questions about what constitutes academic dishonesty, please ask the instructor!

VII. GRADING POLICIES

Grading

Grades for this course will be based on attendance, participation, activities, and assignments throughout the semester. Attendance, participation, activities, and assignments will be weighted in the following way:

Attendance & Participation	8 %
12 Quizzes before class in the class blackboard	12%
Three Mini-assignments with brief presentations	60 %
Exam in class	10 %
Final Life Long Learning Paper	10 %

Assignments

The student must do all assignments.

Grading

<u>Assignments</u>	<u>Point Value</u>
Three Mini-assignments with brief presentations	60 points
Mini-assignment No. 1: Scrapbook/Journal (20 pts) (Due on 9/22)	
Mini-assignment No. 2: Interview (20 pts) (Due on 10/27)	
Mini-assignment No. 3: Assessment of environment (20 pts) (Due on 12/1)	
OR Alternative assignment (20 pts)	
12 quizzes before class session	12 points
In class exam	10 points
Life Long Learning Paper (Due on 12/8)	10 points
Attendance (Attendance will be taken each class session).	No absence – 8 1 absence – 6

	2 absences – 4 3 absences – 2 4 absences - Fail
Total	100 points

Grading Scale

Grades for this course will be determined by the extent to which a student demonstrates mastery of practice behaviors and competencies. Grades for this course will be assigned using the grading systems established by the Graduate School and the College of Community and Public Affairs. Grades will therefore be assigned in the following way:

A	4.0	94 – 100
A-	3.7	90 – 93.99
B+	3.3	87 – 89.99
B	3.0	84 – 86.99
B-	2.7	80 – 83.99
C+	2.3	77 – 79.99
C	2.0	74 – 76.99
C-	1.7	70 – 73.99
F	0.0	0 – 69.99

VIII. COURSE READINGS

Text book: Hooyman, N.R., & Kiyak, H.A. (2011). *Social gerontology: A multidisciplinary perspective*. (9th ed.). New York: Allyn & Bacon.

Required Textbook from previous class:

APA (2011). *Publication manual of the American Psychological Association (6th Ed.)*. Author: American Psychological Association.

Required and Recommended Articles – Listed in the class outline. Students need to located and read them via BU library service including Inter library loan. The materials are NOT available via BU library service will be available on Blackboard, unless otherwise noted.

IX. COURSE ACTIVITIES AND ASSIGNMENTS

Style Requirements for Assignments

Full APA style is expected for all assignments except the Mini-Assignment #1. In general, title pages and reference pages do NOT count toward the page count.

Submission of Assignments

To receive full credit, all assignments should be typed, clearly written, doubled-spaced, structurally sound, APA style referencing, and turned in on time. All the assignment MUST be submitted via Turnitin AND by email to instructor EXCET the Mini-Assignment #1. The hardcopy submission is only required for the first assignment (Scrapbook/Journal). Failure to turn in any part of the assignments and final paper on the due date at the beginning of class will result in an immediate loss of 5 points. Another 5 points will be deducted if the assignment is not received by 8:15 am on the due date, and a continued loss of 5 points for each day late will be calculated. The paper will not be accepted later than a week following the due date, resulting in an automatic zero for the assignment.

It is important to proofread carefully before submission and always to keep a copy for you. If you have a compelling reason for needing an extension, please see your instructor well before the due date.

Activities and Assignments

Attendance and Participation

Students are expected to attend all scheduled classes, laboratories, and discussions. Instructors have the right to deny a student the privilege of taking the final examination or of receiving credit for the course or may prescribe other academic penalties if the student misses more than 25% of the total class sessions. Excessive tardiness (15 minutes late) may count as an absence.

Regular participation in class discussions is critical to maximizing active learning, class participation, and integration of course content. Timely submission of assignments is expected. All course work must be completed within the semester in which the course is offered.

Attendance Policy:

It is expected that you attend class and participate in class discussion. Early and unexcused exits or absences from class will be counted as **one full absence** for the class period. Attendance (Attendance will be taken each class session. There is **a limit of two excused absences** for the class. An excused absence is limited to **health and family emergencies**. **Two (2) points will be lost** for each unexcused absence or for any absence not discussed and approved by the instructor **ahead of time.**)

If you miss this class three times, you will be recommended to drop.

1. Students are expected to be on time, attend all class sessions, and stay until the completion

of the class.

2. Students are to complete reading assignments and be prepared to participate in class discussions and small group activities.
3. All written assignments are due at the beginning of class period of the date specified on the course outline. Assignments turned in after the due date and time will be marked down substantially.
4. Assignments are to be completed correctly at the time of submission. No papers or assignments may be resubmitted once a grade is assigned.
5. Any disruption of the classroom learning environment will result in the identified student(s) being required to leave the class, without possibility of being readmitted, and cancellation of class work scores for the disrupted class session(s), with a recorded failing semester grade.
6. All graduate students have ascribed to the NASW code of ethics at admission and are responsible for adhering to standards of professional conduct with colleagues/faculty and elsewhere in the graduate program.

Pre class quizzes and Exam (12 points)

EPAS 2.1.8. (a) Analyze, formulate, and advocate for policies that advance social well-being

Except the first class and the last class, ALL students **MUST** take the pre-class quizzes before class time via Blackboard. The quizzes will be helpful for students to engage into class contents and for the instructor to prepare class materials focusing more on the contents students might need to know further. All the pre-class quizzes **MUST** be taken before class time via Blackboard by NOON Friday.

One in-class exam will be given, which will count for 10% of the grade for this course. The exams will cover material from the readings, lectures, class discussion, and homework assignments. The format of the exams will be mixed, potentially including multiple choices, true/false, matching, fill-in-the-blank, and short-answer essay. Students who cannot be present for an exam due to illness or emergency must contact the instructor prior to the start of the examination.

Alternative Mini-assignment: Job Information related to aging (20 points)

Objectives: Students are expected to:

- Understand the reality of job market related to aging.
- 1) Provision of job title and job description
 - 2) Position requirements
 - 3) Educational requirement
 - 4) Description of clients
 - 5) Typical case presentation

This paper should be no more than **five (5) pages in length**

Mini-assignment No.1: Scrapbook/Journal Assignment (20 points) for ALL

EPAS 2.1.1. (b) Practice personal reflection and self-correction to assure continual professional development

EPAS 2.1.2. (a) Recognize and manage personal values in a way that allows professional values to guide practice

EPAS 2.1.5. (a) Understand the forms and mechanisms of oppression and discrimination

Objectives: Students are expected to:

- Explore the concepts of ageism, racism, sexism, and heterosexism, classism, and other client characteristics and their negative impact on older people;
- Sensitize the student to the manner in which old age and aging in general is portrayed in popular culture, in the face of our personal orientation to old age in ourselves and in older persons we know;
- Understand the myths, stereotypes, negative images, and reality of aging.

Assignment:

- 1) Scrapbook: over the course of two weeks, you will collect items from the printed media/material which serves as examples of popular culture treatment of old age. These examples can come from the Newsweek, Time, People, National Enquirer, birthday cards, etc. Clip the item and save it in a scrapbook, along with your personal reaction to it--a few lines in the margin which explain why you think the item appears, what it says about old age, how you react to the message personally, and can you do something about it. (5pts)
- 2) You may also include items which you glean from the broadcast media. Simply record the event in your own fashion briefly and add your own marginal notes to it as above. (5pts)
- 3) Journal: On blank pages in your scrapbook, you may record personal entries speaking to the role and experience of age and older age in your own life. You may be speaking to physical changes, interactions with others, observations of older people in your life, etc. (8 pts)

4) APA style (2 pts)

Expectations:

- * Be sure to type your name on the *title page* of your paper.
- * Save your paper in Word, WordPerfect, or Rich Text if possible.
- * **Cite all sources within your text** (Author and year; include page numbers for any quotations) and include a complete alphabetical *reference list*. If a scholarly journal article appears on-line, it is appropriate to site the specific web address (URL) and date it was retrieved from the Internet in your reference list. If an interview was conducted, it is important to site the name of the interviewee and date (day, month, year) of the interview, and to obtain written permission to cite the source within your paper.

On the due date you need to submit your material to the instructor along with a **4-5 pages** essay which summarizes what you have learned about old age or ageism. Is there anything we can do to change the culture? How the experience of examining media images of older people affect your personal views on aging? Discuss this exercise's impact on you. In the

class, share other comments, feelings, and thoughts regarding this exercise. Compare your findings with literature on ageism, demographic changes among older people, and any areas you can make connection.

Mini-assignment No. 2: Interview-Aging in a Cross-cultural Perspective

EPAS 2.1.3. (c) Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues

EPAS 2.1.4. (c) Recognize and communicate their understanding of the importance of difference in shaping life experiences

EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Objectives: Students are expected to:

- Understand the cultural and religious beliefs, practices, and life experiences of elders and the influences of these attitudes toward aging and adjustment.
- Understand the influences of family and support systems toward the aging person.

Assignment:

The student is to identify and interview an individual 65 or older from a foreign country or of an ethnic background dissimilar to the student's own. First ask for his/her consent to do the interview and promise that his/her name will not be identified. You just want to learn from his/her life story. The student should plan to spend at least one hour visiting this individual. The experience is to be "a friendly visit". It is an effort to get to know the person and to find out what effect his/her cultural background has played in life. It is important that the student gather information in a friendly, non-threatening manner, remembering that the major goal of understanding something of the individual's cultural background and how he or she perceives its effect is of more importance than getting answers to specific questions. Be considerate, creative, and sincere.

Some of the basic information which can provide helpful insights into an understanding of the individual is as follows: age, religion, sex, languages spoken, gender role identity, socioeconomic background including profession or occupation, geographical location in the country of origin, how the individual perceives the aging experience, whether he or she feels this is different from aging for people in past days. Explore the cultural meaning of family, aging, retirement, family interaction, family exchange in terms of money and gifts. You can also try other approaches, the following **example is one of the many** possible ways to start the conversation:

I would like to learn from your life story. The first thing I'd like to do is to get an idea of how you think of your life so we can decide how to organize your life story.

- 1) What do you think of as the most important things someone should know about you and your life?
- 2) What do you think of as the most significant things from the past that helped make you the person you are now?

3) If we were going to write a book about your life, what would be the chapters?

This paper should be no more than **five (5) pages in length**.

In addition to information acquired from the interview, (8 pts)

the student should attempt to interpret or analyze what she/he has found out about the individual interviewed. (5 pts)

The student should provide her/his personal reactions to the experience as well as any of her/his own insights regarding the impact of culture on the life of the elderly respondent. Any surprises? Discuss this exercise's impact on you. (5pts)

Use headings and subheadings to organize your data and APA (2 pts).

Mini-Assignment No.3: Assess the physical environment of an older person

EPAS 2.1.7. (b) Critique and apply knowledge to understand person and environment

EPAS 2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Objectives: Students are expected to :

- Understand the interaction of physical, psychological, and environmental changes with aging;
- How older person adjusts or copes with physical and environmental limitations;
- Understand the emotional meanings associated with an older person's environment.

Assignment:

The primary purpose of this assignment is to encourage you to have some contact with an elderly person in order to assess the role that the physical environment plays in conditioning his or her life. I would like you to contact and arrange to interview a person over 75 years of age. It is not essential that you already know this person well. However, you may find it easier to talk with a relative, friend, or other older person with whom you are already familiar. The interview should probably be of at least one hour's duration so that you can gain a feel for some of the subtleties of your respondent's lifestyle. In talking with this person I would like you to focus on three issues.

Observation (3 pts)

1. In what kind of environment does this person reside?

You should attempt to obtain information on: the nature of the neighborhood (urban? rural? suburban? small town?); the characteristics of the person's home (small run-down house? large apartment? mobile home? etc.); the individual's living arrangements (alone? with family? with a live-in companion? etc.); and any other features of the person's living situation that you consider relevant. Use your observational skills here. (5pts)

2. What problems, if any, does this person encounter in moving around in his or her home and travelling in the neighborhood?

In talking with the older person you should try to identify particular problems that may have emerged as the individual has grown older (for example, difficulty in climbing stairs, inability to walk to the store, unsteadiness resulting in the need to arrange furniture so that there is always a chair, table or other item to hold on to, using the back door during winter to avoid

slipping on the ice that forms on the front steps, etc.). Be flexible in your questioning but try to focus on specifics. The intent is for you to gain a feel for the degree to which the older person's physical environment is supportive or provides limitations on activity. (5pts)

3. *Is this person emotionally attached to particular objects or locations within his or her home?*

Ask the older person to tell you what he or she is most attached to in the residence. Explore the reasons why these particular items or locations are considered important (they may be necessary, beautiful, valuable, sentimentally significant, and so on). Provided there is no reason for this person to be made anxious by your questions, ask which things he or she would take (or try to take) if they had to move to a nursing home. (5pts)

When you have completed the interview, I would like you to write **4 to 5 pages** describing what you found, together with your reactions to the experience. Your discussion might focus on some of the themes that have been covered thus far in this course. Also discuss this exercise's impact on you.

Use headings and subheadings to organize your data if possible and APA (2 pts)

Grading for three mini-assignments

1. Submit on due date
2. Clear : Content is expressed with clarity and coherence
3. Application : Substantive, comprehensive, detailed (one or two sentences is not acceptable)
4. All required documents included

Life Long Learning Paper (5pts)

Select one of the topics below. Students are encouraged to select other topics and consult the instructor for approval (e.g. nutrition, exercise, health, mental health, social support, stress and coping, family relationship, social support, long-term care, home care service utilization, etc.) Students are encouraged to read both empirical and conceptual papers.

Possible topics

Alcoholism and stress
Alzheimer's disease and family support
Advance directives
Caregiving stress and caregiver support
Crime and victimization of older people
Depression and stress
Elder abuse and neglect
End-of-life decision and bioethics
Financial planning and post-retirement employment
Heart disease and Exercise

Homelessness and poverty of older people
Housing and life care system
Intergenerational families
Intimacy and sexuality
Living alone and mental health of older people
Religiosity and mental health
Social Security
Successful aging
Suicide
Volunteering and productive aging

Lifelong Learning Paper (Submitted via Turnitin AND email)

Write what your plan is for further knowledge development about older persons. (Minimum of 3 pages NOT including reference list).

Must be clearly written and contain a substantive plan for lifelong learning.

Points: Excellent suggestion and very high substantive (5), high substantive (4), moderate substance (3), fair substance (2), low substance (1) or no substance (0).

EPAS 2.1.1 (e) Engage in career-long learning

EPAS 2.1.9. (a) Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

Suggested Journals for Consultation

Age and Aging (British)
Aging International (International Federation on Aging)
Generations (American Society for Aging)
Geriatrics (Harcourt, Brace, Inc.)
Gerontologist (GSA)
Gerontology and Geriatrics Education
Health Care Financing Review
Home Health Care Services Quarterly (Haworth Press)
International Journal of Aging and Human Development
Journal of Aging and Health
Journal of Aging and Social Policy
Journal of Applied Gerontology
Journal of Comparative Gerontology
Journal of Elder Abuse and Neglect
Journal of Gerontological Social Work
Journals of Gerontology (GSA)
Journal of Long Term Care Administration
Journal of Minority Aging - Black Aging
Journal of Women and Aging
Research on Aging (SAGE Publications)
Social Security Bulletin

X. COURSE SCHEDULE

* Instructor reserves the right to make changes to the syllabus. Changes to assignments or readings will be discussed in class in advance. The instructor will notify students of any changes as soon as the changes are made.

<p>Week 1</p> <p>Week 2</p>	<p>Session 1-2: Course overview & Demography and Diversity The growth of the older population;</p> <p>Aging Quiz; Linda M. Woolf, Ph.D., Webster University http://www.webster.edu/~woolflm/myth.html</p> <p>Life expectancy http://www.ssa.gov/planners/lifeexpectancy.htm</p> <p>Hooyman & Kiyak, 1, 2 AARP Minority Affairs. (1997). <i>Reaching out: Expanding outreach to culturally diverse populations</i>. Washington, D.C.: AARP.</p> <p>Publications by US Census Age 2000 http://www.census.gov/prod/2001pubs/c2kbr01-12.pdf Age and Sex Composition http://www.census.gov/prod/cen2010/briefs/c2010br-03.pdf</p> <p>The 65 years and over: Population 2000 http://www.census.gov/prod/2001pubs/c2kbr01-10.pdf 65+ in the United States: 2005 http://www.census.gov/prod/2006pubs/p23-209.pdf The Older Population: 2010 http://www.census.gov/prod/cen2010/briefs/c2010br-09.pdf</p>
<p>Week 3</p>	<p>The Resilience of Elders Population trends among ethnic minorities; populations at risk.</p> <ul style="list-style-type: none"> • Hooyman & Kiyak, 14, 15 • Hill, P. & Turiano, N.A. (2014). Purpose in Life as a Predictor of Mortality across Adulthood. <i>Psychological Science</i>, 25 (7) 1482-1486. doi: 10.1177/0956797614531799
<p>Week 4</p> <p>Week 5</p>	<p>Social Theories of Aging The knowledge base for working with the aged. The theories of intrinsic disengagement, activity, exchange and role loss. Hooyman & Kiyak, 8</p> <p>(Class Presentations and discussion on the First assignment)</p>
<p>Week 6</p> <p>Week 7</p>	<p>Physical Aging and Health Care Needs Physical health, functional impairments, and chronic disease and their social consequences. Hooyman & Kiyak, 3, 4</p>

	<p>Katz index of ADL http://consultgerirn.org/uploads/File/trythis/try_this_2.pdf</p> <p>Patient Assessment Tool--Instrumental Activities of Daily Living http://www.acsu.buffalo.edu/~drstall/iadl.html</p> <p>SF-36 Health Survey http://www.sf-36.org/tools/sf36.shtml</p>
Week 8	Psychological Aging & Use of Mental Health Services
Week 9	<p>Personality development in later life. Stress, coping and adaptation. Memory losses. Epidemiology of mental disorders. Hooyman & Kiyak, 5, 6</p> <p>(Class Presentations and discussion on the SECOND assignment)</p>
Week 10	(Class Presentations and discussion on the SECOND assignment)
Week 11	<p>Social Relations and Social Support in Old Age The social context of aging. Friendships, support systems and social networks. The stress and strain of caregiving. Widowhood, bereavement and grief. Hooyman & Kiyak, 7, 9, 10, 11</p>
Week 12	<p>Work, Retirement, Leisure, and Volunteering Employment and sources of income. Male-female experiences. Attitude toward retirement and preparation for retirement. Leisure orientations and activity patterns. Policy development and the emergence of income maintenance programs for retirees. Social Security and private pensions. Hooyman & Kiyak, 12 National Volunteer Programs Retired Senior Volunteer Corps [RSVP] http://www.seniorcorps.org/joining/rsvp/</p>
Week 13	Exam
Week 14	<p>Death, dying, bereavement, and widowhood Hooyman & Kiyak, 13,</p> <p>Post, S.G. (1990). Severely demented elderly people. A case against senicide. <i>Journal of the American Geriatrics Society</i>. 38(6): 715-718.</p> <p>(Class Presentations and discussion on the THIRD assignment)</p>
Week 15	<p>Aging, Social Service Utilization Political participation of older people and advocacy. Role of the public, voluntary and proprietary sectors. Funding patterns and eligibility criteria. Structures for service delivery: case services, case management (BRIEF OVERVIEW)</p>

	Hooyman & Kiyak, 16, 17
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	(Class Presentations and discussion on the THIRD assignment) Life Long Learning Paper and Course Evaluation
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Appendix H

Position Description for New Hire

Assistant Professor and Director of the Social Work in Health Care Program

The person in this 10 month, tenure track position will be the director for the *Social Work in Health Care* certificate program. As such the individual will be responsible for all day-to-day activities of this workforce training initiative including but not limited to: 1) development of online learning modules and two online MSW elective courses in health care policy and practice; 2) set up and oversight of all technological aspects of the certificate program (i.e., simulation rooms, laptops/tablets used for online classes and recruitment of students; 3) development of certificate program videos (i.e., social work practice simulations, student recruitment video); development of website materials and an app for the certificate program; 4) teaching one of the online elective courses and some of the online learning modules; 5) facilitation of meetings with the *Social Work in Health Care* advanced certificate program advisory committee, community partners and social work faculty/professional staff to ensure the certificate program content meets the community need for well-trained healthcare social workers as well as building on the accreditation standards of the Council on Social Work Education; 6) completion of process for university approval of the certificate program; 7) lead the development and implementation of program evaluation; and 8) supervision of the doctoral student assigned to the project.