Guidelines for Core Curriculum To Train Care Coordination Workers

DSRIP/SIM Workforce Workgroup

Subcommittee to Identify Recommended Core Curriculum for Training Workers in Care Coordination Titles

Guidelines for Core Curriculum to Train Care Coordination Workers

The DSRIP/SIM Workforce Workgroup recognized the need to identify consistent care coordination training guidelines for all workers who provide care coordination services.   A subgroup was formed, comprised of representatives of organizations that play leading roles in the State's workforce development efforts around care coordination education and training. These organizations and their representatives are listed below:

- Center for Health Workforce Studies, Jean Moore and Bridget Baker
- JFK, Jr. Institute for Worker Education, City University of New York, Carrie Shockley and William Ebenstein,
- Fort Drum Regional Health Planning Organization, Tracy Leonard
- New York Alliance for Careers in Healthcare, Shawna Trager
- State University of New York, Office of Academic Health & Hospital Affairs, Heather Eichin
- 1199SEIU/League Training & Upgrading Fund, Sandi Vito, Becky Hall and Selena Pitt
- Paraprofessional Health Institute, Carol Rodat

The group worked together to identify key concepts in care coordination and shared and reviewed a wide array of care coordination training curricula, including:

- CUNY Credited Course Sequence in Care Coordination and Health Coaching
- HealthStream and the American Academy of Ambulatory Care Nursing (AAACN) Care Coordination and Transition Management (CCTM)
- Hudson Mohawk Area Health Education Center (AHEC) Care Management Skills Training/Adirondack Health Institute (AHI)
- New York Alliance for Careers in Healthcare Training- Core Competencies for Today's Healthcare Workforce
- North Country Care Coordination Certificate Program
- 1199SEIU TEF and PCDC Care Coordination Fundamentals

Most of these curricula were designed based on national literature reviews of care coordination training provided around the country. There was a great deal of consistency in content across the different training curricula reviewed. The group worked collaboratively to identify key concepts drawn from these curricula to serve as the basis for developing core curriculum guidelines that could be used statewide in training workers who provide care coordination services. The results of this effort are detailed below, and include nine (9) modules that in the group's opinion, represent core content for care coordination training. Each module includes recommended topics with learning objectives and examples of resources. Also included is a list of open-source resources and a bibliography of readings that cover a wide array of topics relevant to care coordination training. These readings may be of particular use to curriculum developers and trainers. Please note, the resources and bibliography of readings were contributed by individuals who assisted in developing the guidelines as well as reviewers of the guidelines. The group recognizes that these reference materials represent a starting point and they are far from complete. Instead, they should be viewed as available material for trainers and others engaged in planning care coordination training programs.

This work represents recommended guidelines for care coordination training and could serve as a training base for workers who provide care coordination services. However, the group agreed on the importance

of supporting flexible approaches to care coordination training. Specifically, the training content is designed to be adapted by trainers to account for factors such as education level and experience of trainees, target populations (e.g., chronically mentally ill, children), setting, and geography (.i.e., rural/urban variation). Components of the curriculum could also be integrated into the training of other health workers, for example, home health aides, medical assistants, and community health workers. Consideration should also be given to training the supervisors of care coordinators to ensure a clear understanding of the roles and functions of care coordinators, based on this training.

Standardized guidelines for care coordination training assures employers that their workers have a consistent base of knowledge on care coordination and the services they provide. It can also support the development of stackable credentials and career mobility. Additionally, these modules could serve as a basis for credit bearing courses on care coordination provided by local colleges.

SUMMARY

Below is a summary of the nine (9) modules and accompanying learning topics that serve as the base for training workers who provide care coordination services. It is anticipated that, in all, these training modules should take between 36 and 45 hours to complete. Ultimately, the modules could be customized to account for variation in trainees, target populations, settings and geography. Further, these modules have the potential to serve as the basis for a credit bearing course available at local colleges.

1. Introduction to New Models of Care and Healthcare Trends
   a. Overview of the U.S. healthcare system
   b. Introduction to care coordination
   c. New models of care

2. Interdisciplinary Teams
   a. Working on interdisciplinary teams
   b. Building positive relationships on a team
   c. Communication with team members
   d. Participating in team huddles
   e. Dealing with team conflict

3. Person-Centeredness and Communication
   a. Defining person-centered care planning
   b. Recognizing family and patient needs
   c. Communication and patient engagement techniques (part 1)
   d. Communication and patient engagement techniques (part 2)
   e. Health literacy

4. Chronic Disease and Social Determinants of Health
   a. Overview of chronic disease and co-morbidities (part 1)
   b. Overview of chronic disease and co-morbidities (part 2)
   c. Social determinants of health
   d. Self-management

5. Cultural Competence
   a. Recognizing patients' families' cultural needs/factors that may affect their choices or engagement
   b. Communicating with patients and families in a culturally competent manner

6. Ethics and Professional Boundaries
   a. Ethical and professional responsibilities
   b. Professional boundaries

7. Quality Improvement
   a. The quality improvement process
   b. Quality improvement methods and processes

8. Community Orientation
   a. Connecting patients and families to community resources
   b. Supporting families as they seek resources in the community

9. Health Information Technology, Documentation and Confidentiality
   a. Basic technology skills and the electronic health records
   b. Documentation
   c. Confidentiality and guidelines

Care Coordination Training Module 1: Introduction to New Models of Care and Healthcare Trends

Module Overview: This module provides an overview of the country's health care delivery system and the goals of health reform, both at the Federal and State levels. It focuses on new models of care, an introduction to care coordination, and the changes in the way that health care is being paid for and delivered. Students will gain an understanding of the Triple Aim and how the system is being transformed in order to reach this goal.

Topic	Learning Objectives (Students will be able to…)	Resources
Overview of the US healthcare system and payment system	• Describe the private, governmental, professional, and economic contributions to the development, maintenance, alteration, and operation of the U.S. health care system. • Describe the types and interrelationships of health care providers, facilities, services, and personnel. • Understand the basics of Medicare, Medicaid and private insurance as well as the basics of payment structures including capitation, value-based payments and their purpose in health care reform. • Understand how health care reform will impact the delivery of health care services. • Describe the values and assumptions that underlie the changing priorities in health planning resource allocation.	
Introduction to care coordination	• Define care coordination and describe the roles of care coordinators in relation to the health care team. • Understand & describe what coordinated care looks like: key roles, responsibilities & terms which may include various titles (Community Health Workers, Patient Navigators, Depression Care Managers, Care Managers, etc.) in various settings (hospital, community, primary care, and Patient-Centered Medical Homes). • Identify the goals of care coordination based on the appropriate level of care needed for the individual and/or population being served. • Describe strategies that may support high quality care as a means to improve population health. • Understand commonly used terms in care coordination.	Institute for Healthcare Improvement: What does Coordinated Care Look Like 1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 1 CMS Quality Strategy, 2015
New models of care	• Describe consumer driven healthcare, including efforts to build an integrated care plan across all providers.	

	- Describe components of the Triple Aim. - Identify new models of care (Health Homes, Patient-Centered Medical Homes (PCMHs), Accountable Care Organizations, Clinically Integrated Networks, and understand similarities and differences. - Understand PCMH standards as it relates to care coordination. - Differentiate between home care and health homes. - Describe differences between value-based purchasing/pay for performance models and traditional fee for service reimbursement. - Identify new managed care programs such as Fully Integrated Duals Advantage (FIDA) that target high needs populations. - Understand the differences between Individual vs. Population Health. - Understand the challenges community based providers and organizations face in collaborations with traditional, clinical healthcare providers	

Care Coordination Training Module 2: Interdisciplinary Teams

Module Overview: This module reviews the importance of delivering care as a part of an interdisciplinary team. It focuses on the various positions and roles of care team members and why frequent and clear communication across team members is critical to the delivery of person-centered quality care. It teaches students to be productive and contributing members of care teams and provides strategies for conflict resolution as needed.

Topic	Learning Objectives (Students will be able to…)	Resources
Working on interdisciplinary healthcare teams	• Understand the definition of an interdisciplinary healthcare team. • Understand benefits of teamwork. • Identify various roles and scope of work of interdisciplinary healthcare team members. • Understand team roles by setting (i.e. hospital, community, primary care, etc.). • Understand the diverse organizations that may be involved in transitions of care (i.e. OPWDD, OMH, OASAS, etc.).	Geriatrics, Palliative Care and Interprofessional Teamwork Curriculum Module #2 Teamwork" US Dept. Of Health & Human Services: Interprofessional Collaboration Module TeamSTEPPS Module 2: Team Structure Institute for Healthcare Improvement: Team Work and Communication: Lesson1
Building positive team relationships	• Understand the importance of strong relationships within an interdisciplinary healthcare team, including the role of the patient. • Identify tactics to build strong relationships within an interdisciplinary healthcare team.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 2
Communication with team members and with patients/clients	• Understand why coordinated patient care requires excellent communication across team members and disciplines (i.e. behavioral health providers and primary care providers may communicate differently). • Identify timely best practices for communicating effectively (e.g. case conferencing), and privately securely (especially for community based organizations that historically did not handle a lot of Patient/Protected Health Information) with team members by sharing appropriate information in person, by phone, or by email (i.e.: HIPAA).	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 9 Institute for Healthcare Communication American Academy on Communication in Healthcare: Teams TeamSTEPPS module 3: Communication

	• Understand how body language and tone affect communication. • Understand techniques of reflective listening and the Teach-Back method. • Know how to seek input from team members, understanding each member of the team has specific strengths and expertise.	Institute for Healthcare Improvement: Team Work and Communication: Lesson
Participating in interdisciplinary healthcare team huddles	• Understand the purpose of interdisciplinary healthcare team huddles. • Identify strategies for effective interdisciplinary healthcare team huddles. • Know how to actively participate in interdisciplinary healthcare team meetings and huddles; understanding barriers to effective interdisciplinary healthcare team communication (i.e. power and positionality) and strategies to address them.	Health.mil Team Huddle Toolkit Cambridge Health Alliance Model of Team-Based Care, Page 13
Dealing with team conflict	• Understand basic conflict management skills. • Know strategies to deal with different types of people or situations in team settings (i.e.: professional boundaries). • Know when to escalate issues to appropriate team members.	Cambridge Health Alliance Model of Team-Based Care, Appendix A TeamSTEPPS Module 6: Mutual Support

Care Coordination Training Module 3: Person-Centeredness and Communication

Module Overview: This module provides an overview of the shift to and importance of person-centered care in the new health care delivery system. It helps students understand what person-centered care means, how to effectively communicate and engage with patients, and the importance of customer service.

Topic	Learning Objectives (Students will be able to…)	Resources
Defining person-centered care	• Understand person-centered care and how it differs from the prior physician-centered care system. • Explain how person-centered care is related to reaching the triple aim.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 2 Institute for Healthcare Improvement: Dignity and Respect
Recognizing family and patient needs	• List best practices for communicating with patients and their families in person, by phone and email. • Identify best practices for what and how to share patient health information with families. • Understand care coordination workflow at key transition points, identifying key roles, responsibilities and resources at each stage of the process.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 2 Institute for Healthcare Improvement: Dignity and Respect GWU Person-Centered Toolkit 1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 9 Institute for Healthcare Communication American Academy on Communication in Healthcare: Difficult Encounters US Dept. Of Health & Human Services: Person & Family Centered Care Module
Communication and patient engagement techniques (part 1)	• Understand how patient engagement techniques and family engagement techniques as appropriate can be applied to the management of chronic conditions. • Generally understand motivational interviewing, shared decision making and behavioral activation as techniques for patient engagement.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 18, 19, 20, 21 Excellence in Motivational Interviewing (MINT) CCNC Motivational Interviewing Resource Guide

	• Understand what health coaching is and in what context it might be used. • Understand what it means to advocate for patients based on their needs and desires.	CCMI Shared Decision Making Guide American Academy on Communication in Healthcare: Informed/Shared Decisions
Health literacy	• Understand health literacy and factors that influence health literacy. • Understand the connection between promoting health literacy and improving patient outcomes. • Identify tactics to assess patients' health literacy level. • Knowledge and application of tools that can be used to assess and promote health literacy, including the teach-back method and reflective listening.	Health Literacy Universal Precautions Toolkit Centers for Disease Control and Prevention: Health Literacy Training Agency for Healthcare Research and Quality: Health Literacy Measurement Tools

Care Coordination Training Module 4: Chronic Disease and Social Determinants of Health

Module Overview: This module reviews the major chronic diseases and the implications of poor chronic disease management on patients and the health care delivery system. It teaches students tools and strategies to help patients thrive by reviewing both chronic disease care and the social determinants that affect health outcomes. It includes a basic overview of the major chronic conditions. Programs should explore in greater detail conditions relevant to the students' occupations, work settings, and rural versus urban settings.

Topic	Learning Objectives (Students will be able to…)	Resources
Chronic disease and co-morbidities	• Understand what a chronic disease is, the prevalence of it in the U.S., and how it relates to our healthcare system. • Understand the basics of diabetes, hypertension, high cholesterol, asthma, heart disease, stroke, Hepatitis, HIV, behavioral health, and substance abuse. • Understand stigmas often associated with these chronic conditions. • Identify behaviors and risk factors related to obesity, diet, exercise and smoking that impact chronic disease. • Understand the concept of risk stratification • Understand how to recognize/measure changes in conditions and behavior, and know the appropriate team member to report changes.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Modules 3,4, 5, 6 American Academy on Communication in Healthcare: Behavior Change
Social determinants of health	• Define social determinants of health. • Understand determinants that may affect a patient's health (such as gender, race, class, ethnicity, and place of residence). • Understand trauma-informed care and adverse childhood experiences and the impact on adult life.	World Health Organization: Social Determinants of Health Learnings and Tools University of Michigan: Intro to Social Determinants of Health University of South Carolina: Social Determinants Module
Self-management	• Understand what patient self- management looks like. • Know available and relevant tools to assist patients with self-management. • Be able to help patients talk to their doctors and prepare them for medical visits. • Know tools for patient engagement and assessment such as (IMPACT Model, SBIRT, risk assessment, stratification tools, PHQ2/9, etc.).	Stamford Medicine: Chronic Disease Self-Management Program- Evaluation Tools Safety Net Medical Home: Self-Management Support

Care Coordination Training Module 5: Cultural Competence

Module Overview: This module reviews the growing importance for health care delivery to meet the diverse cultural needs of New Yorkers. It teaches students to assess and incorporate cultural preferences and needs of individuals and families into a comprehensive care plan, predominantly through culturally competent communication. It also teaches students to recognize and assess personal biases and handle them appropriately

Topic	Learning Objectives (Students will be able to…)	Resources
Recognizing patients and families cultural needs and factors that may affect their choices of engagement	• Define cultural competence, cultural awareness, and cultural sensitivity. • Describe how personal bias and culture can impact the way people interpret illness and interact with the medical system. • Identify your own biases and how they affect your role as a healthcare worker. • Be familiar with and know the purpose of the Americans with Disabilities Act. • Be familiar with self-directing models of care and core tenets of independent living	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 7 National LGBT Health Education Center OMH Minority Health eResources American Academy on Healthcare Communication: Culture Transcultural C.A.R.E Associates The Center for Independence of the Disabled – NY CMS: Self-Directed Services
Communicating with patients and families in a culturally competent manner	• Describe effective interviewing skills to better understand a patient's culture.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 7 National Heart, Lung, and Blood Institute: Selected Audiences Resources BE SAFE: A Cultural Competency Model for African Americans (HRSA) Road to Health Toolkit: African Americans and Latino Populations at risk for type 2 diabetes New York Association of Psychiatric Rehabilitation Services: Recourses NKI Center of Excellence in Culturally Competent Mental Health: CC Curriculum

Care Coordination Training Module 6: Ethics and Professional Behavior

Module Overview: This module reviews general ethics for health care workers. It focuses on making sure that students understand ethical decision-making. This module should be tailored to better prepare students for situations they may face in their specific occupations and work environments.

Topic	Learning Objectives (Students will be able to…)	Resources
Ethical and responsible decision- making	• Identify a framework for ethical decision making. • Be familiar with and know the purpose of the patient's bill of rights.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Modules 2, 23, 24
Professional boundaries	• Understand personal and professional boundaries and why they are important. • Describe the role personal and professional boundaries have in creating positive relationships with patients and teammates. • Understand appropriate boundaries with social media while working with patients. • Describe ways to maintain healthy boundaries. • Understand risky behaviors that lead to boundary violations. • Understand the relationship between professional boundaries and burn out.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Modules 23, 24 National Council of State Boards of Nursing: A Nurse's Guide to Professional Boundaries National Council of State Boards of Nursing: A Nurse's Guide to the Use of Social Media

Care Coordination Training Module 7: Quality Improvement

Module Overview: This module reviews the importance of students meaningfully participating in the quality improvement process. It teaches students methods and tools used to measure quality improvement and evaluate performance and strategies to participate in the process.

Topic	Learning Objectives (Students will be able to…)	Resources
Quality improvement process	• Understand how each individual plays a role in the quality improvement process. • Understand how to assess opportunities for quality improvement and to implement new or revised practices. • Participate actively in quality improvement efforts, using tools such as Rapid Cycle Quality Improvement, by proposing ideas to improve processes and outcomes.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 22 Safety Net Medical Home Initiative: Organized, Evidence Based Care US Dept. Of Health & Human Services: Systems Based Practice Module
Quality improvement methods	• Identify tools for monitoring performance, including performance indicators. • Understand what key data points are used to measure quality improvement and evaluate performance. • Understand how data and evidence are used in the development of quality improvement strategies.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 22 Agency for Healthcare Research and Quality: Quality Measure Tools & Resources INTERACT: Interventions to Reduce Acute Care Transfers

<u>Care Coordination Training Module 8:</u> Community Orientation

Module Overview: This module helps students understand how to identify and connect with organizations in their patients' communities. It teaches students how to refer patients to appropriate resources to meet their broader needs.

Topic	Learning Objectives (Students will be able to…)	Resources
Connecting patients and families to community resources	• Identify key community-based resources to provide support for care coordination services and understand the collaborative role of community support services. • Identify and use resource guides (i.e. directories) to find support services relevant to patient diagnosis and needs. • Understand the roles of healthcare workers in helping patients and their families access available local resources. • Explain the difference between resources that require a referral and those that do not.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 10 Health Information Tool for Empowerment (HITE)
Supporting families as they seek resources in the community	• Demonstrate effective skills and strategies in working with community agencies. • Describe the tools that healthcare workers can use to help patients and their families access needed resources. • Understand the importance of follow up with patients after providing resources.	1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 10 US Dept. Of Health & Human Services: Self-Management Support Module

<u>**Care Coordination Training Module 9:**</u> **Technology, Documentation and Confidentiality**

Module Overview: This module provides students with a general understanding of the importance of technology and documentation across healthcare settings. While HIT systems and software vary by institution and setting, students should have a basic level of computer literacy and knowledge of how to properly record patient information. This module teaches the skills relevant to the students' occupations and work settings.

Topic	Learning Objectives (Students will be able to…)	Resources
Basic technology skills and the electronic health record	• Know the fundamentals of using basic technology and how they influence care coordination (sending electronic health record, emails, text messages, typing notes, systematic record transfer, phone lines, patient portals, mobile health devices, etc.). • Explain how electronic health records affect patient safety, quality care, outcomes, efficiency and productivity, etc. • Propose strategies to minimize major barriers to the adoption and use of electronic health records. • Understand eligibility, billing, and coding.	
Documentation	• Define what a health record is. • Understand the importance of thorough and proper documentation. • Know how to meaningfully use health information technology and population health management platforms. • Explain how principles of data exchange relate to patient care, productivity, and data analysis. • Identify proper and secure documentation of minimum data sets necessary for each transition of care. • Understand what a care plan is. • Understand how to write meaningful case notes.	

| Confidentiality and guidelines | • Understand the requirements of the federal Health Information Portability and Accountability Act (HIPAA), HITECH laws, and state privacy laws (e.g. discuss specific requirements/limitations associated with behavioral health and 42 CFR).

 • Understand organizational patient confidentiality guidelines.

 • Know what minimum data sets are necessary for a warm hand-off.

 • List and describe common privacy and security concerns.

 • Describe safeguards against common privacy and security concerns to protect confidential patient health information.

 • Understand the purpose and scope of a RHIO and the SHIN-NY, and how members of the care team can access information through this technology. | 1199SEIU TEF and PCDC Care Coordination Fundamentals: Module 16 (HIPAA)

 http://www.samhsa.gov/about-us/who-we-are/laws/confidentiality-regulations-faqs

 Institute for Healthcare Improvement: Dignity and Respect- Privacy and Confidentiality

 Office of Civil Rights HIPAA Current HHS Audit Protocol HHS.gov HIPAA for Professionals

 CMS Privacy and Security Standards |

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Centre for Collaboration, Motivation & Innovation. Shared Decision-Making. Available at: http://www.centrecmi.ca/learn/shared-decision-making/.

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Institute for Healthcare Improvement. Teamwork and Communication. Lesson 1. Available at: http://app.ihi.org/lms/lessondetailview.aspx?LessonGUID=c68e7f4d-6da9-4832-81dd-4c35ca4cfc0c&CourseGUID=3e37eb4a-4928-4d8b-976e-3a2a1a5f2c08&CatalogGUID=6cb1c614-884b-43ef-9abd-d90849f183d4.

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Institute for Healthcare Improvement. Teamwork and Communication. Course: PCF 101 Lesson 3: Privacy and Confidentiality - Dignity and Respect. Available at: http://app.ihi.org/lms/lessondetailview.aspx?LessonGUID=47cbe6c7-2a70-46ed-9630-b2a5bf1663b3&CourseGUID=8eb52137-21d7-4b30-afcd-fd781de6d6d5&CatalogGUID=6cb1c614-884b-43ef-9abd-d90849f183d4.

Institute for Healthcare Improvement. Course: PCF 101: Dignity and Respect. Available at: http://app.ihi.org/lms/coursedetailview.aspx?&CatalogGuid=6cb1c614-884b-43ef-9abd-d90849f183d4&CourseGuid=8eb52137-21d7-4b30-afcd-fd781de6d6d5.

Mayo Clinic Site Statin Choice. SMD Aid. Available at: https://statindecisionaid.mayoclinic.org/

National Council of State Boards of Nursing. A Nurse's Guide to Professional Boundaries. Available at: https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf.

National Heart, Lung, and Blood Institute. Selected Audiences Resources. Available at: http://www.nhlbi.nih.gov/health-pro/resources/audience.

National Council of State Boards of Nursing: A Nurse's Guide to Social Media. Available at: https://www.ncsbn.org/NCSBN_SocialMedia.pdf.
NKI Center of Excellence in Culturally Competent Mental Health. CC Curriculum. Available at: http://ssrdqst.rfmh.org/cecc/.

New York State Department of Health. Case Coordination and Case Conferencing.
Available at
https://www.health.ny.gov/diseases/aids/providers/standards/casemanagement/case_coordination_conferencing.htm

New York Association of Psychiatric Rehabilitation Services, Inc. (NYPARS). Resources. Available at: http://www.nyaprs.org/cultural-competence/resources.cfm.

Offices of Minority Health, U.S. Department of Health and Human Services. Resource Center. Available at: http://minorityhealth.hhs.gov/omh/content.aspx?ID=10205&lvl=1&lvlid=3#kc.

Peters, J. Geriatrics Palliative Care and Interprofessional Teamwork, Curriculum Module #2: Interdisciplinary Teamwork. Mount Sinai School of Medicine, Brookdale Department of Geriatrics and Adult Development. Available at: http://www.nynj.va.gov/docs/Module02.pdf.

Safety Net Medical Home Initiative. Organized, Evidence-Based Care. Available at: http://www.safetynetmedicalhome.org/change-concepts/organized-evidence-based-care.

Safety Net Medical Home Initiative. Self-Management Support. Available at: http://www.safetynetmedicalhome.org/sites/default/files/Webinar-Patient-Centered-Interactions-2.pdf.

Stamford Medicine. Chronic Disease Self-Management Program: Evaluation Tools. Available at: http://patienteducation.stanford.edu/research/.

The National LGBT Health Education Center. Learning Modules. Available at: http://www.lgbthealtheducation.org/training/learning-modules/?_sm_au_=iVVwH1JZWjLPFs8M.

Transcultural C.A.R.E. Associates. Available at: http://transculturalcare.net/.

University of South Carolina. Social Determinants Module.

U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of Education, U.S. Department of Health and Human Services. (July 22, 2014). What Works In Job Training: A Synthesis of the Evidence. Available at: https://www.dol.gov/asp/evaluation/jdt/jdt.pdf

U.S. Department of Health and Human Services. Module 1: Person and Family-Centered Care (PERS). Available at: http://www.hhs.gov/ash/initiatives/mcc/education-and-training/framework-curriculum/module-1.html.

U.S. Department of Health and Human Services. Module 2: Self-Management Support (SMS). Available at: http://www.hhs.gov/ash/initiatives/mcc/education-and-training/framework- curriculum/module-2.html.

U.S. Department of Health and Human Services. Module 4: Interprofessional Collaboration (INTER). Available at: http://www.hhs.gov/ash/initiatives/mcc/education-and-training/framework-curriculum/module-4.html.

U.S. Department of Health and Human Services. Module 6: Systems-Based Practice (SYST). Available at: http://www.hhs.gov/ash/initiatives/mcc/education-and-training/framework-curriculum/module-6.html.

World Health Organization: Social Determinants of Health Learnings and Tools. Available at: http://www.who.int/social_determinants/tools/en/.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 9 for Module 1: Orientation; Care Coordination Basic Skills.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 22 for Module 2: Orientation; Care Coordination Basic Skills, Part 2.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 35 for Module 3: Common Chronic Diseases – Part 1, Diabetes.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 47 for Module 4: Common Chronic Diseases – Part 2, Hypertension/High Cholesterol/Asthma.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 50 for Module 5: Common Chronic Diseases – Part 3, Heart Disease/Stroke.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 75 for Module 6: Common Chronic Diseases – Part 4, Hepatitis/HIV.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CCStudent-Exercise-Book-FINAL-web.pdf. See page 93 for Module 7: Bias, Culture, and Values in
Healthcare.

William Polonsky. Live Chat on Diabetes. Diabetes Hand Foundation. Available at: https://www.youtube.com/watch?v=w5eNgjxJwk4

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 104 for Module 9: Basic Communication Skills.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 113 for Module 10: Accessing Patient Resources.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 178 for Module 16: Electronic Health Records.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 198 for Module 18: Motivational Interviewing – Part 1.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 206 for Module 19: Motivational Interviewing – Part 2.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 217 for Module 20: Health Coaching and Patient Care Follow-up – Part 1.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 227 for Module 21: Health Coaching and Patient Care Follow-up – Part 2.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 242 for Module 22: Quality Improvement and Outcomes.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 251 for Module 23: Professional Boundaries – Part 1.

1199SEIU TEF and PCDC Care Coordination Fundamentals (2014). Care Coordination Fundamentals: Student Exercise Book. Available at: https://www.1199seiubenefits.org/wp-content/uploads/2014/07/CC-Student-Exercise-Book-FINAL-web.pdf. See page 260 for Module 24: Professional Boundaries - Part 2 & Wrap-up.

Elements of Care Coordination
Resource List

Adapted from: Emerging Career Pathways in the New York City Healthcare Workforce: Credited College- Level Certificates for Assistive Health Personnel, Lassiter, et al (2013). CUNY, Office of the University Dean of Health and Human Services.

The following resource list was used as part of a credited undergraduate course sequence in Care Coordination and Health Coaching. It is recommended that curriculum developers/instructors include supplemental readings and media resources to round out the certificate curriculum.

Textbooks:

Bodenheimer, T., Grumbach, K. (2012). Understanding health policy: A clinical approach (6th edition), printed in the United States: McGraw Hill Medical.

Edberg, M. (2007). Essentials of health behavior: Social and behavioral theory in public health (essential public health). Sudbury, MA: Jones and Bartlett Publishers, Inc.

Edberg, M. (2009). Essential readings in health behavior: Theory and practice (essential public health). Sudbury, MA: Jones and Bartlett Publishers, Inc.

Shi, L., Singh, D.A. (2013). Essentials of the U.S. Health Care System, (3rd edition). Burlington, MA: Jones
& Bartlett Learning Company.

Teague, M.L., Mackenzie, S.L.C. & Rosenthal, D.M. (2012). Your health today. New York, NY: McGraw- Hill.

Zastrow, C. (2010). Introduction to Social Work and Social Welfare (10th edition). Belmont, CA: Brooks/Cole.

Supplemental Readings:

Examples of pertinent supplemental readings are provided below. This list includes various types of publications, including journal articles, print media articles, books, and reports. Curriculum developers and instructors are encouraged to consult academic journals and print media outlets throughout their courses, to identify recent articles/publications that might work well within the curriculum.

Alliance for Health Reform. (2008). Health care coverage in America: Understanding the issues and proposed solutions. Available at http://www.allhealth.org/publications/Uninsured/ Health_Care_Coverage_in_America_2008_82.pdf.

Antos, J.R., Pauly, M.V., & Wilensky, G.R. (2012). Bending the cost curve through market-based incentives. New England Journal of Medicine, 367, 954-958. doi: http://www.nejm.org/ doi/full/10.1056/NEJMsb1207996

Appleby, J. (2013). A guide to health insurance exchanges. Available at: http://www.kaiser healthnews.org/stories/2011/march/30/exchange-faq.aspx.

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Blumenthal, D., & Tavenner, M. (2010). The "meaningful use" regulation for electronic health records. New England Journal of Medicine, 363, 501-504. doi: http://www.nejm.org/doi/full/10.1056/NEJMp1006114.

California Health Care Foundation (CHCF). Coleman Care Transitions Intervention (CTI). Available at: http://www.chcf.org/projects/2009/coleman-care-transitions-intervention

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. Journal of Transcultural Nursing, 13(3), 181-184.

Center on Budget and Policy Priorities. (2009). American Recovery and Reinvestment Act of 2009: State-by-state estimates of key provisions affecting low and moderate-income individuals. Available at http://www.cbpp.org/files/1-22-09bud.pdf.

Center on Budget and Policy Priorities. (2011). Policy basics: Introduction to the federal budget process. Available at http://www.cbpp.org/files/3-7-03bud.pdf.

Charles, D. Furukawa, M., & Hufstader, M. (2012). Electronic health record systems and intent to attest to meaningful use among non-federal acute care hospitals in the United States: 2008-2011. Available at http://www.healthit.gov/media/pdf/ONC_Data_Brief_AHA_2011.pdf.

Cheng, J.K. (2012). Confronting the social determinants of health-Obesity, neglect, and inequity. New England Journal of Medicine, 367, 1976-1977. doi: http://www.nejm.org/doi/full/10.1056/NEJMp1209420.

Cheong, P.H., Feeley, T. H., & Servoss, T.J. (2007) Understanding health inequalities for uninsured Americans: A population-wide survey. Journal of Health Communication, 12(3), 285-300.

Cox, B., & Thornewill, J. (2008). The consumer's view of the electronic health record: Engaging patients in EHR adoption. Journal of Healthcare Information Management, 22(2), 43-47.

Delaware Regional Extension Center (2010). Electronic health records: What you need to know. Available at http://www.dehitrec.org/SiteAssets/resources/Consumer_EHR_Brochure.pdf

Dean, L., Charap, E., Sankar, P., et. al. Differences in the Patterns of Health Care System Distrust Between Blacks and Whites. Journal of General Internal Medicine (July 2008).
Available at:
https://www.researchgate.net/profile/Ellyn_Charap/publication/5552288_Differences_in_the_Patterns_of_Health_Care_System_Distrust_Between_Blacks_and_Whites/links/0046352439d0dd0eb6000000.pdf

Emanuel, E., Tanden, N., Altman, S., Armstrong, S., Berwick, D., de Brantes, F., Spiro, T. (2012). A systemic approach to containing health care spending. New England Journal of Medicine, 367, 949-954. doi: http://www.nejm.org/doi/full/10.1056/NEJMsb1205901

Fadiman, A. (1997). The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures. New York, NY: Farrar, Straus and Giroux.

Frakt, A., Carroll, A.E., Pollack, H.A., & Reinhardt, U. (2011). Our flawed but beneficial Medicaid program. New England Journal of Medicine, 364, e31(1)- e31(2). doi: http://www.nejm.org/doi/full/10.1056/NEJMp1103168.

Gindi, R.M., Cohen, R.A., & Kirzinger, W.K. (2012). Emergency room use among adults aged 18–64: Early release of estimates from the National Health Interview Survey, January–June 2011. Available at http://www.cdc.gov/nchs/nhis/releases.htm.

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.). (2008). Health behavior and health education: Theory, research, and practice (4th ed.). San Francisco, CA: Jossey-Bass.

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Hartocollis, A. (2013, January 11). New York City ties doctors' income to quality of care. The New York Times. Available at: http://nyti.ms/XGvvdn.

Healthcare Information and Management Systems Society (2011). The legal electronic health record. Available at http://www.himss.org/files/HIMSSorg/content/files/LegalEMR_Flyer3.pdf.

Hertelendy, A., Fenton, S.H., & Griffin, D. (2010). The implications of health reform for health information and electronic health record implementation efforts. Perspectives in Health Information Management, 7 (Summer), 1e.

Institute of Medicine (US) Committee on Assessing Interactions Among Social, Behavioral, and Genetic Factors in Health; Hernandez LM, Blazer DG, editors.
Washington (DC): National Academies Press (US); 2006.

Institute of Medicine (US). (Ongoing) Study on Family Caregiving for Older Adults. Available at: http://www8.nationalacademies.org/cp/projectview.aspx?key=IOM-HCS-12-02

Institute for Patient- and Family-Centered Care (2016). "Advancing the Practice of Patient- and Family-Centered Care in Primary Care and Other Ambulatory Settings. How to Get Started…"
Available at: http://www.ipfcc.org/pdf/getting_started.pdf

Institute for Patient- and Family-Centered Care (2016). "Advancing the Practice of Patient- and Family-Centered Care in Hospitals. How to Get Started…"
Available at: http://www.ipfcc.org/pdf/getting_started.pdf

Institute for Patient-and Family-Centered Care and the American Hospital Association (September 2004_.
Strategies for Leadership: Advancing the Practice of Patient- and Family-Centered Care. A Resource Guide for Hospital Senior Leaders, Medical Staff, and Governing Boards."
Available at: http://www.aha.org/content/00-10/resourceguide.pdf

Jones, D.K. (2012). The fate of health care reform–What to expect in 2012. New England Journal of Medicine, 366, e7(1)-e7(3). doi: http://www.nejm.org/doi/full/10.1056/ NEJMp1114858.

Jones, J.H. (1993). Bad blood: The Tuskegee syphilis experiment. New York, NY: The Free Press.

Kaiser Family Foundation. (2010). Timeline: History of health reform efforts in the U.S. Available at http://kff.org/health-reform/timeline/history-of-health-reform-efforts-in-the-united-states/.

Kaiser Family Foundation (2009). National health insurance- A brief history of reform efforts in the U.S. Available at http://kaiserfamilyfoundation.files.wordpress.com/2013/01/7871.pdf.

Kaiser Family Foundation (2012). A guide to the Supreme Court's Affordable Care Act decision. Available at http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8332.pdf
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Mariner, W.K., Annas, G.J., & Glantz, L.H. (2011). Can congress make you buy broccoli? And why that's a hard question.   *New England Journal of Medicine*, 364, 201-203. doi: http://www.nejm.org/doi/full/10.1056/NEJMp1014367.

McAllister, J.W., Presler, E., & Cooley, W.C. (2007). Medical home practice-based care coordination: A workbook. Available at http://www.medicalhomeimprovement.org/pdf/ MHPracticeBasedCC-Workbook_7-16-07.pdf.

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Available at: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2747726//

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Skloot, R. (2011). The Immortal Life of Henrietta Lacks. New York, NY: Crown Publishing Group. Smedley, B.D., Stith, A.Y., & Nelson, A.R. (Eds.) (2003). Unequal treatment: Confronting racial and ethnic disparities in health care. Washington, DC: The National Academies Press.

Stange, K.C., Nutting, P.A., Miller, W.L., Jaén, C.R., Crabtree, B.F., Flocke, S.A., & Gill, J.M. (2010). Defining and measuring the Patient-Centered Medical Home. Journal of General Internal Medicine, 25(6),
601-612.

Substance Abuse and Mental Health Services Administration (2010). Project Launch: Promoting wellness in early childhood. Available at http://www.samhsa.gov/samhsanewsletter/ Volume_18_Number_3/MayJune2010.pdf.

The Consumer Directed Personal Assistance Association of New York State (CDPAANYS). "The Definition of Self-Direction" (Brochure). Available at: https://www.health.ny.gov/professionals/patients/discharge_planning/meetings/2010/2010-06-02/brochure.pdf

The Joint Commission, the Joint Commission Center for Transforming Healthcare, and the Joint Commission Resources. "Transitions of Care: The Need for a More Effective Approach to Continuing Patient Care," *Hot Topics in Health Care*. Available at: https://www.jointcommission.org/assets/1/18/Hot_Topics_Transitions_of_Care.pdf

The Social Work Leadership Institute of the New York Academy of Medicine. (2009). Who is qualified to coordinate care? A report prepared for the New York State Department of Health and the State Office for the Aging. Available at http://socialworkleadership.org/nsw/index.php.

The Society of General Internal Medicine Disparities Task Force. (2008). A train-the-trainer guide: Health disparities education. Available at http://www.sgim.org/File Library/SGIM/Communities/Task Forces/Disparities/SGIM-DTFES-Health-Disparities-Training-Guide.pdf.

UCSF Center for the Health Professions, Innovative Workforce Models of Health Care case study series. Available at: http://futurehealth.ucsf.edu/.

U.S. Department of Health and Human Services, Office for Civil Rights. The HIPAA Privacy Rule: When Health Care Providers May Communicate About You with Your Family, Friends, or Others Involved in Your Care. Available at: http://www.nextstepincare.org/uploads/File/consumer_HIPAA.pdf

U.S. Department of Health & Human Services, Office of Minority Health, Cultural Competency section: http://minorityhealth.hhs.gov/templates/browse.aspx?lvl=1&lvlID=3.

Washington, H.A. (2006). Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present. New York, NY: The Doubleday Broadway Publishing Group.

Feature-Length Documentaries/Programs:

Unnatural Causes: Is Inequality Making Us Sick?

This landmark documentary, produced by California Newsreel and broadcast by PBS, provides a comprehensive overview of the pressing and persistent health inequities that exist in our nation. The first episode lays the groundwork for the documentary series. It is recommended that the Certificate students view Episode 1, at a minimum, in one of their courses. The subsequent, shorter episodes may be shown selectively, based upon the instructor's and the students' interests.

Titles, lengths and descriptions of all seven episodes are below, as provided on the documentary's website (www.unnaturalcauses.org).   This website also offers resources for educators (http://www.unnaturalcauses.org/for_educators.php).

- Ep. 1: In Sickness and in Wealth (56 min.) How does the distribution of power, wealth and resources shape opportunities for health?
- Ep. 2: When the Bough Breaks (29 min.) Can racism become embedded in the body and affect birth outcomes.
- Ep. 3: Becoming American (29 min.) Latino immigrants arrive healthy, so why don't they stay that way?
- Ep. 4: Bad Sugar (29 min.) What are the connections between diabetes, oppression, and empowerment in two Native American communities?
- Ep. 5: Place Matters (29 min.) Why is your street address such a strong predictor of your health?

- Ep. 6: Collateral Damage (29 min.) How do Marshall Islanders pay for globalization and U.S. military policy with their health?
- Ep. 7: Not Just a Paycheck (30 min.) Why do layoffs take such a huge toll in Michigan but cause hardly a ripple in Sweden?

This documentary is a natural fit for the Current Issues in Health Care or Health, Behavior, & Society courses, but could also complement the Organization & Delivery of Health Care and Introduction to Social Work courses.

Soul Food Junkies

Summary from the film's PBS website (http://www.pbs.org/independentlens/soul-food-junkies/):

In Soul Food Junkies, [Byron] Hurt sets out on a historical and culinary journey to learn more about the soul food tradition and its relevance to black cultural identity. Through candid interviews with soul food cooks, historians, and scholars, as well as with doctors, family members, and everyday people, the film puts this culinary tradition under the microscope to examine both its positive and negative consequences. Hurt also explores the socioeconomic conditions in predominantly black neighborhoods, where it can be difficult to find healthy options, and meets some pioneers in the emerging food justice movement who are challenging the food industry, encouraging communities to "go back to the land" by creating sustainable and eco-friendly gardens, advocating for healthier options in local supermarkets, supporting local farmers' markets, avoiding highly processed fast foods, and cooking healthier versions of traditional soul food.

This film is recommended for viewing within the Health, Behavior, & Society course. PBS also offers an accompanying discussion guide for the film, available at: http://www.pbs.org/ independentlens/soul-food-junkies/resources/soul-food-junkies-discussion.pdf.

Sicko

Description from the film's website (www.sickothemovie.com):

Opening with profiles of several ordinary Americans whose lives have been disrupted, shattered, and—in some cases—ended by health care catastrophe, the film makes clear that the crisis doesn't only affect the 47 million uninsured citizens—millions of others who dutifully pay their premiums often get strangled by bureaucratic red tape as well.

After detailing just how the system got into such a mess (the short answer: profits and Nixon), we are whisked around the world, visiting countries including Canada, Great Britain and France, where all citizens receive free medical benefits. Finally, Moore gathers a group of 9/11 heroes – rescue workers now suffering from debilitating illnesses who have been denied medical attention in the US. He takes them to a most unexpected place, and in addition to finally receiving care, they also engage in some unexpected diplomacy.

'SiCKO' is a straight-from-the-heart portrait of the crazy and sometimes cruel U.S. health care system, told from the vantage of everyday people faced with extraordinary and bizarre challenges in their quest for basic health coverage.

This film is recommended for viewing within the Current Issues in Health Care course or the Organization
& Delivery of Health Care course, but could also complement the Health, Behavior & Society and Introduction to Social Work courses.

Sick Around the World

Description for this program's website (http://www.pbs.org/wgbh/pages/frontline/ sickaroundtheworld/):

In Sick Around the World, FRONTLINE teams up with veteran Washington Post foreign correspondent T.R. Reid to find out how five other capitalist democracies -- the United Kingdom, Japan, Germany, Taiwan and Switzerland -- deliver health care, and what the United States might learn from their successes and their failures.

This film is recommended for viewing within the Current Issues in Health Care course or the Organization
& Delivery of Health Care course, but could also complement the Health, Behavior & Society and Introduction to Social Work courses. A teacher's guide is available at: http://www.pbs.org/wgbh/pages/ frontline/teach/sickaroundtheworld/.   The program is available in its entirety, at no charge, at: http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/.

Worlds Apart

Description for the film's website (http://www.fanlight.com/catalog/films/912_wa.php):

These unique trigger films follow patients and families faced with critical medical decisions, as they navigate their way through the health care system. Filmed in patients' homes, neighborhoods and places of worship, as well as hospital wards and community clinics, Worlds Apart provides a balanced yet penetrating look at both the patients' cultures and the culture of medicine. This series is an invaluable tool for raising awareness about the role sociocultural barriers play in patient-provider communication and in the provision of healthcare services for culturally and ethnically diverse patients.

• Mohammad Kochi, a devout Muslim from Afghanistan, had surgery for stomach cancer, but is now refusing the chemotherapy recommended by his physician. His daughter thinks he may fear that the kind of chemotherapy offered will prevent him from observing daily prayer, and wonders if a professional translator might have avoided misunderstandings. 14 Minutes

• Justine Chitsena needs surgery for a congenital heart defect, but her mother and grandmother, refugees from Laos, worry that the scar left by the operation will damage her in her next reincarnation. They want to seek advice from the local Buddhist temple. 11 Minutes

• Robert Phillips, a health policy analyst who is African-American, believes he's likely to wait twice as long as a white patient for the kidney transplant he needs. He's looking for a new nephrologist — someone who will be more sensitive to his concerns. 10 Minutes

• Alicia Mercado, a Puerto Rican immigrant, has strong beliefs about using natural home remedies rather than prescription medications. Her diabetes, hypertension, asthma and depression have been aggravated by her recent eviction from her apartment of eighteen years, which has also disrupted the continuity of her care. Her son worries about the "assembly line" care he feels she is receiving.

13 Minutes

The interactions between these patients and their healthcare providers reveal a great deal about both problems and opportunities in cross-cultural healthcare. The study guide for this documentary series was designed by cross-cultural medicine educators Drs. Alexander Green, Joseph Betancourt, and Emilio Carrillo. The series consists of four programs, ranging from 10 to 14 minutes each; total combined running time is 47 minutes.

This film is recommended for viewing within the Health, Behavior & Society, Current Issues in Health Care, or Organization & Delivery of Health Care course, but could also complement the Introduction to Social Work course.

A facilitator's guide is available at: http://www.fanlight.com/downloads/Worlds_Apart.pdf.

Short Movies/Programs:

African-Americans' Distrust of the Health Care System in America: Past and Present

Available at: https://www.youtube.com/watch?v=JfoSlS8Q9ZQ

Health Reform Hits Main Street

Description for the Kaiser Family Foundation website (http://kff.org/health-reform/ video/health-reform-hits-main-street/):

Confused about how the new health reform law really works? This short, animated movie — featuring the "YouToons" — explains the problems with the current health care system, the changes that are happening now, and the big changes coming in 2014.

This movie is recommended for viewing within the Current Issues in Health Care course or the Organization
& Delivery of Health Care course.

Crack Babies: A Tale from the Drug Wars

Description from the report's website (http://retroreport.org/crack-babies-a-tale-from-the-drug-wars/):

In the 1980s, many government officials, scientists, and journalists warned that the country would be plagued by a generation of "crack babies." They were wrong.
Retro Report has gone back to look at the story of these children from the perspective of those in the eye of the storm — tracing the trajectory from the small 1985 study by Dr. Ira Chasnoff that first raised the alarm, through the drumbeat of media coverage that kept the story alive, to the present where a cocaine-exposed research subject tells her own surprising life story. Looking back, Crack Babies: A Tale from the Drug Wars shows the danger of prediction and the unexpected outcomes that result when closely-held convictions turn out to be wrong.

This report is recommended for viewing within the Health, Behavior, & Society course or the Introduction to Social Work course.

Web Resources:

The resources below include websites for healthcare professional organizations, national/regional public health agencies and initiatives, think tanks that focus on health-related issues, and popular media outlets intended to help students become daily consumers of health-related information.

American Health Care Association:
http://www.ahca.org/.

American Public Health Association:
www.apha.org

Association of Baccalaureate Social Work Program Directors:
http://www.bpdonline.org

Association of Social Work Boards:
http://www.aswb.org

Centers for Disease Control and Prevention (CDC):
www.cdc.gov

Centers for Medicare and Medicaid Services (CMS):
http://www.cms.gov/

Clinical Social Work Federation:
http://www.cswf.org

Commonwealth Fund:
http://www.commonwealthfund.org/

Council on Social Work Education:
http://www.cswe.org

Eliminating Health Disparities Page:
http://www.nyam.org/urban-health/eliminating-health-disparities/

Health Reform in Action (White House website):
http://www.whitehouse.gov/healthreform
Healthcare Information and Management Systems Society (HIMSS):
http://www.himss.org/

Healthy People 2020:
http://www.healthypeople.gov/2020/default.aspx

Huffington Post Healthy Living Section:
http://www.huffingtonpost.com/healthy-living/

 Introduction to Motivational Interviewing:
 https://www.youtube.com/watch?v=s3MCJZ7OGRk

Kaiser Family Foundation:
www.kff.org
KQED Public Media:
- Health & Wellness Page: http://www.kqed.org/science/health/
- Health Education Resources:
http://www.kqed.org/education/educators/health-education-resources.jsp

 Mr. Smith's Smoking Evolution:
 https://www.google.com/ - q=mr+smith%27s+smoking+evolution

Patient-Centered Primary Care Collaborative:
- *Medical Neighborhood*
https://www.pcpcc.org/content/medical-neighborhood

National Association of Social Workers (NASW):
- National: www.socialworkers.org
- New York City chapter: www.naswnyc.org

National Institute on Minority Health and Health Disparities (NIMHD):
http://www.nimhd.nih.gov/

National Public Radio (NPR) Health Section:
http://www.npr.org/sections/health/

New York Academy of Medicine (NYAM):
- Home Page: http://www.nyam.org/

New York City Department of Health and Mental Hygiene (DOHMH):
http://www.nyc.gov/html/doh/html/home/home.shtml

New York State Department of Health (DOH):
http://www.health.ny.gov/

New York Times Health Section:
http://www.nytimes.com/pages/health/index.html

Social Welfare Action Alliance:
www.socialwelfareactionalliance.org/

Society for Public Health Education (SOPHE):
http://www.sophe.org/

The Effective Physician:
https://www.youtube.com/watch?v=URiKA7CKtfc

The Ineffective Physician:
https://www.youtube.com/watch?v=80XyNE89eCs

University of California, San Francisco (UCSF) Center for the Health Professions:
http://futurehealth.ucsf.edu/