Course Description

Overview and developmental summary of the American health care system and its driving forces: Organizational forms; financing mechanisms; principal industry stakeholders; professional groups and workforce issues; public health and government (Lecture). Letter grade only (A-F).

Course Learning Objectives

Students who have completed this course should be able to:
1. Describe the organization, administration and financing of the U.S. health care delivery system and the principal state (California) and local (county) health care programs and administering agencies.
2. Describe the types and interrelationships of health care facilities, services and personnel
3. Know the major historical events that shaped the U.S. health care system.
4. Obtain, analyze and synthesize information relevant to major contemporary U.S. health care issues.
5. Demonstrate competencies both in writing and oral communication skills.

Learning Objectives, Domain, Competencies and Assessments

The Health Care Administration Department has adopted a competency-based curriculum, based on the American College of Health Care Executives (ACHE) Competencies Assessment Tool and the Healthcare Leadership Alliance (HLA) Competency Directory. As HCA 300 is one of the first courses that students majoring in Health Care Administration take, the emphasis is on acquiring competencies in HLA Domain 4, knowledge of the healthcare environment.
The following table describes how the course learning objectives and related competencies could be acquired and measured.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Domain</th>
<th>Competencies</th>
<th>Activity (A1), Assignment (A2) or Assessment (A3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 4</td>
<td>Knowledge of the Health Care Environment</td>
<td>Regulatory and administrative environment in which the organization functions (e.g., antitrust; Stark I and II; accreditation; organized labor)</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Current issue paper &amp; presentation</td>
</tr>
<tr>
<td>1, 4</td>
<td></td>
<td>The interrelationships among access, quality, cost, resource allocation, accountability, and community</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Current issue paper &amp; presentation</td>
</tr>
<tr>
<td>2, 4</td>
<td>Workforce issues</td>
<td></td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam, Current issue paper &amp; presentation</td>
</tr>
<tr>
<td>1, 4</td>
<td>Funding and payment mechanisms of the healthcare system</td>
<td></td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam, Current issue paper &amp; presentation</td>
</tr>
<tr>
<td>2, 3</td>
<td>Governmental, regulatory, professional, and accreditation agencies (e.g., CMS; JCAHO; NCQA) related to healthcare delivery</td>
<td></td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam</td>
</tr>
<tr>
<td>1, 4</td>
<td>Legislative issues and advocacy</td>
<td></td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Current issue paper &amp; presentation</td>
</tr>
<tr>
<td>1, 2, 4</td>
<td>Organization and delivery of healthcare (e.g., acute care, ambulatory care, medical practice, ancillary services)</td>
<td></td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam, County profile, Current issue paper &amp; presentation</td>
</tr>
</tbody>
</table>


Suggested Resources and web sites for current health article papers. More web sites listed by topic on pages 12-14.

- Kaiser Family Foundation- [www.ff.org](http://www.ff.org) ([kff.org](http://kff.org))
- The Commonwealth Fund- [www.commonwealthfund.org/publication](http://www.commonwealthfund.org/publication)
- Foley & Lardner LLP- [www.foley.com/publications](http://www.foley.com/publications)
- California Hospital Association News- [news@calhealth.org](mailto:news@calhealth.org)
- American Hospital Association News- Daily Report for Healthcare Executives [Ahawashdc@aha.org](mailto:Ahawashdc@aha.org)
- Medical Group Management Association- [www.mgma.com](http://www.mgma.com) The national membership association providing information, networking, and professional development for the individuals who manage and lead medical group practices.

*Course lecture notes and additional readings will be available on BeachBoard. Lectures will include additional information from instructor’s explanations and current events.*

Other Requirements: E-mail address and Internet access to use the online BeachBoard course software system. If you have trouble with registration, contact the CSULB Technology Help Desk by phone at 562-985-4959 via e-mail at helpdesk@csulb.edu or in-person at the Horn Center.

Course Assignments and Grading

1. **Class Preparation, Participation and Attendance.**
   
a. The class format will be a limited lecture and *interactive* discussion of the assigned readings and other relevant materials. **You are expected to have read the assigned readings (text chapters and web sites) before the class session, and to be prepared to discuss them.** Lectures will cover highlights of the reading and include supplementary information. **If you have trouble understanding what you read or hear,**
please ask for clarification in class or make an appointment with me to discuss the problem area(s). Attendance policy conforms to University policy: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/. Disabled students requiring special accommodations, please advise instructor.

b. There will be a short “attendance” quiz at the end of each class starting Tuesday, week 2 for a total of 5 points per week. The questions will be related to the lecture and chapters covered for that class session. There will be no make-ups for these as the quizzes will be in lieu of attendance points.

Students are expected to be in class on time. If, for any reason you are delayed, please inform your instructor by email or telephone. You may call the HCA office as well.

CELL PHONES AND COMPUTERS: Cell phones must be turned off and put away in purses, backpacks etc. No texting or receiving calls during class period. Computers must be turned off and closed; no other use is permitted during class time. Desks should be cleared of purses and backpacks. You may bring a copy of the study guide to take notes during class lecture. Computers will not be allowed during class or for exams.

1. Chapter Issue Group Presentation Teams (of 4-5 students) will select a specific chapter and present information on a current health care issue related to the chapter topic. Instructor will provide suggested questions for the group to answer (posted on BeachBoard). Students will make a group presentation on a current health policy issue related to the chapter topic.

   a. Your presentation should contain new information (e.g., California-specific, recent developments, new legislation or policy proposals); do not repeat material covered in the textbook. You can find new information on the websites & journals listed in the bibliography and in popular media.

   b. Each group will do a 15-20-minute presentation (maximum) in class the week we cover the chapter. For your presentation you may use power point, handouts, or a short “you tube” type video (not to be used in lieu of the group oral presentation).

   c. Each presenter will receive a grade based on their individual performance. This will be combined with a group grade. A grading rubric will be posted on BeachBoard outlining the criteria for the instructor evaluation.

   d. If your group will use any multimedia or handouts, email a copy of the to instructor.

   e. After your presentation, each student will submit a peer review paper to evaluate your team experience. Your grade will be based on your teams’ evaluations. as well as an individual grade based on your presentation. 10% penalty for late papers.
Review the grading rubric posted on BeachBoard to see the grading criteria. This assignment is meant to prepare the student for giving a “professional” presentation and should represent how you would present information in a real working situation.

2. **County data presentation.** Each group will select a data category from the county needs assessment rubric “County profile data requirements and sources” and a brief demonstration to the class how to obtain the required data for the site(s) listed. They will also discuss what the data contribute to one group members’ county health profile, and how the data will inform the analysis of that county’s health problems. Slides and handouts may be used. All groups present Week 4.

3. **County Profile Paper.** Developing writing competence is an intensive process that includes developing ideas, synthesizing source materials to support the arguments, drafting, and revision. Therefore, you will need to submit three (3) deliverables for this assignment: 1) your county assessment paper, 2) peer feedback evaluation on a fellow student’s paper, and 3) your revised (corrected) paper. A rubric will be provided for each deliverable. The county profile paper is a needs assessment and analysis of a selected California county. Each student will be assigned to a specific county. You need to collect and synthesize all important information related to the assigned county. Use the recommended data sources listed in the rubric and add information from literature including scholarly journals and the policy web sites listed in the syllabus bibliography. In the paper, you will:
   a. discuss county general information and develop a health-related profile
   b. identify one or two of the most crucial health problems in the county (focusing on cost, access and quality)
   c. discuss the consequences of the problem(s)
   d. discuss what has been done in the county to address the problem(s)
   e. recommend actions to address the problem(s).

Review paper format on pages 15-17 carefully and see examples and rubrics on BeachBoard

Whenever applicable, compare your county information with statewide average for context. Put all (optional) tables and graphs at the end of your report. These are not part of your word count. Use APA format consistently and correctly. Minimum/maximum length: 2000/3000 words or 8-12 pages. Minimum of 10 references from current (2014 or later) sources in addition to the websites listed below. Consult college writing lab if you require help on this assignment.

4. **Peer Evaluation:** This is the second step in this assignment and is designed to be a helpful tool to receive the best grade possible on the final paper. Both students in this assignment will be anonymous (the author of the paper, and the evaluator). In perfecting your papers, you need to let others read them. Another perspective on your writing and a fresh reader will be able to help you catch mistakes that you might have overlooked. On the other hand, preparing a critique or feedback to a paper will also be beneficial in improving your own writing. A rubric will be posted on BeachBoard and discussed in class.
5. **Professional Development.** Involvement in campus and community educational events or presentation of a current issue in healthcare. The maximum points possible is 25 points. The student may choose between a, b or c for assignment points.

   a. Join and attend student/professional associations such as the American College of Healthcare Executives; Health Care Executives Association; Women in Health Administration; HCA Student Forum. Other professional associations may be considered; ask instructor. 5 points for each association joined, 5 points for each meeting attended. Submit written proof of membership/attendance (receipt, sign-in sheet) and a short, one page report on each meeting or function.

   b. Attend other campus/community health care related events/activities. 5 points per meeting; bring proof of attendance (event verification form, agenda/handout from event, business card of presenter, etc..) include a short, one page report on the function.

   c. Current health issue presentation (25 points). Brief (8-10 minutes) verbal summary of a current article on a health issue from the general media, website news sources (California HealthLine), newspapers (LA Times has weekly Monday health section), magazines (Time, Newsweek, Business Week, etc.). Submit 1-2 page hard copy summary of article on the day you present. Sign up for presentations starting Week 3 (maximum of 5 students/class session; no presentations on midterm date). **No presentations after week 13.** You may sign up for a date to present on week 2.

Submit a “hard copy” of all assignments to the instructor on the due date shown in the course schedule. Please check with the instructor which assignments will require Turnitin.

Turnitin compares the text of those papers to the text in millions of other documents on the Internet, in papers submitted by other students around the world, and in commercial databases of journal articles and periodicals. Whenever similarities between the text in a student's paper and the text in an existing document are found, Turnitin highlights those similarities, providing an annotated document showing both the student's paper and the original source. **The similarity index for your papers should be less than 30%.**

**Exams:** There will be four exams. Exams 1 and 3 will cover material from class lecture and handouts expanding chapters 6 and 13 information. The mid-term and final exams questions will be based on the textbook, lectures, study guide (notes), guest speakers and student presentations. Exams are multiple choice; open book, open notes, no electronic devices. Disabled students requiring special accommodations for exams, please advise instructor at the beginning of the course. **Students must take all exams** to complete and pass the course.
Bring a Parscore Student Enrollment Computer Sheet (red) #288 on the second week of class. Fill out with your name and 8 digit student ID using a #2 pencil. Your student ID must be properly filled in for each exam along with the exam letter to receive credit. Exams are graded by computer. **Without student ID and exam letter it cannot be graded.** The back of your Student Enrollment sheet can be used for exam #1 and will be handed back to you at that time. The remaining 3 exams will require a red, #F-289, Parscore computer sheet and a #2 pencil.

1. **Grade Weights and Policies.** **ALL assignments are due on the date specified. Late assignments lose 10% of points for each day past the deadline beginning the day after the assignment is due.** Bring a hard copy of all assignments to class. Students absent for midterm or final exam must provide written third party documentation of unforeseen and unavoidable circumstances in order to be eligible to take a make-up exam. Disabled students who qualify for alternative testing arrangements, please advise the instructor at least 2 weeks prior to the exam. Please check your grades on BeachBoard, for any errors contact instructor.

### Final course grade computation: (Total Points Subject to Change)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Issue Presentation (Group Assignment)</td>
<td>Varies</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>County Data Presentation (Group)</td>
<td>Week 4</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Group Peer Review Evaluation</td>
<td>Varies</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Exam #1 Lecture SNF’s, LTC, Hospice</td>
<td>Week 6</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Midterm Exam (+5 extra credit)</td>
<td>Week 9</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>County Profile Paper (all parts required)</td>
<td>Week 10</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td>• Paper (remember this is your main paper)</td>
<td>Week 11</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>• Peer Feedback</td>
<td>Week 13</td>
<td>40</td>
<td>9</td>
</tr>
<tr>
<td>• Revised (corrected) Paper</td>
<td>Ongoing</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Attendance quizzes: 11 weeks at 5 points per week. <strong>You must attend class</strong> to complete the exercise, no make-ups. (+5 extra credit)</td>
<td>Ongoing</td>
<td>50</td>
<td>9</td>
</tr>
<tr>
<td>Professional Development (through week 13)</td>
<td>Ongoing</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Exam #3 Lecture Mental Health</td>
<td>Week 13</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Final Exam (+5 extra credit)</td>
<td>Week 17</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Total (subject to change)</td>
<td></td>
<td>400</td>
<td>100%</td>
</tr>
</tbody>
</table>

**FINAL COURSE GRADES:** 90%=A, 80%=B, 70%=C, 60%=D, <60%=F. Because there are 15 extra credit points during the semester, **final course grades will not be adjusted to a higher grade, even for just 2-3 points.**
1. **Cheating And Plagiarism.** Please be aware of and ensure that your behavior conforms to University Policy. See [http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/)


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<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Topic</th>
<th>Text Reading Assignment</th>
<th>Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug. 23</td>
<td>Course Overview, History of U.S. Healthcare Systems</td>
<td>Ch. 1</td>
<td>Select groups for both chapter issues (select a chapter.) and group data presentation</td>
</tr>
<tr>
<td>2 Aug 30</td>
<td>Impact of the Affordable Care Act on Healthcare Services, Current Operations of the Healthcare Systems</td>
<td>Ch. 2 &amp; 3</td>
<td>Sign up for counties. Chapter Issues groups meet</td>
</tr>
<tr>
<td>3 Sept. 6</td>
<td>Government Role in U.S. Health Care Public Health’s Role in Health Care</td>
<td>Ch. 4 &amp; 5</td>
<td>Bring (red) Parscore Student Enrollment form (F-288) County data/issues groups meet</td>
</tr>
<tr>
<td>4 Sept. 13</td>
<td>Inpatient and Outpatient Services Movie: “World-class Healthcare: Why Isn’t the U.S. the Best?”</td>
<td>Ch. 6</td>
<td>Group County Data due Group presentation-Public Health Role</td>
</tr>
<tr>
<td>5 Sept. 20</td>
<td>Skilled Nursing Facilities (SNF), Long Term Care (LTC), Hospice and Palliative Care Facilities</td>
<td>Lecture, handouts</td>
<td>Group presentation -In-patient, Out-patient (ambulatory) care</td>
</tr>
<tr>
<td>6 Sept. 27</td>
<td><strong>Exam #1 SNF, LTC and Hospice (1 hour)</strong> Movie: U.S. Healthcare: The Good News</td>
<td></td>
<td>I will give back your student enrollment form for exam. Bring lecture notes (SG), #2 pencil</td>
</tr>
<tr>
<td>7 Oct. 4</td>
<td>U.S. Healthcare Workforce Movie:“The Idealistic HMO: Can Good Care Survive the Market?”</td>
<td>Ch. 7</td>
<td>Group presentation-Healthcare Workforce</td>
</tr>
<tr>
<td>8 Oct. 11</td>
<td>Healthcare Financing, Medicare/ Medicaid</td>
<td>Ch. 8</td>
<td>Group presentation-financing Group presentation-Medi/Medi</td>
</tr>
<tr>
<td>9 Oct. 18</td>
<td><strong>Midterm Exam (2 hours)</strong> <em>last day for E-Portfolio Assignment</em></td>
<td>Chapters 1-6 only</td>
<td>Bring Parscore #289, textbook, lecture notes/study guide, quizzes and a #2 pencil</td>
</tr>
<tr>
<td>10 Oct. 25</td>
<td>Manage Care Impact on Healthcare Delivery, Information Technology Impact on Health Care</td>
<td>Ch. 9 &amp; 10</td>
<td>County Paper Due Group presentation-MCO’s Group presentation- HIT</td>
</tr>
<tr>
<td>11 Nov. 1</td>
<td>Healthcare Law Healthcare Ethics</td>
<td>Ch. 11 &amp; 12</td>
<td>Peer Evaluations Due Group presentation-Healthcare law and ethics</td>
</tr>
<tr>
<td>12 Nov. 8</td>
<td>Mental Health Issues (including Alcohol and Drug Facilities)</td>
<td>Ch. 13 &amp; Lecture</td>
<td>Group presentation- Mental Health</td>
</tr>
<tr>
<td>13 Nov. 15</td>
<td><strong>Exam # 3 Mental Health, Alcohol and Drug Facilities (1 hour)</strong></td>
<td></td>
<td>Revised County Paper due All Professional Development Assignments/Presentations Due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>14 Nov. 21</td>
<td>Fall Break</td>
<td>no classes</td>
<td></td>
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<tr>
<td>15 Nov. 29</td>
<td>Federally Qualified Health Centers and Their Role in Our Community</td>
<td>Guest Speaker: Andrew Signey</td>
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</tr>
<tr>
<td>16 Dec. 6</td>
<td>Analysis of U.S. Healthcare Movie: &quot;Sick Around the World&quot;</td>
<td>Ch. 14</td>
<td></td>
</tr>
<tr>
<td>17 Dec. 13</td>
<td><strong>FINAL EXAM (2 hours)</strong> 4:00-7:00 PM</td>
<td>Chapters 7-14</td>
<td></td>
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<td></td>
<td><strong>Bring a Parscore form #F-289 (red), textbook, notes (SG), pencil</strong></td>
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</tr>
</tbody>
</table>

**Bibliography**

**Books and articles:**


**Excellent**


**Journals:** Check their current issues and archives (most of them are available online through COAST e-journal collections: [http://coast.library.csulb.edu/](http://coast.library.csulb.edu/))

American Journal of Managed Care  
American Journal of Medical Quality  
American Journal of Public Health  
Business and Health  
Harvard Business Review  
Cambridge Quarterly of Healthcare Ethics  
Evaluation and the Health Professions  
Health Education & Behavior  
Health Affairs  
Health Care Financing Review  
Health Policy  
Health Services Research  
Health Technology Trends  
Inquiry  
International Journal of Health Services  
J of the American Medical Assn. (JAMA)  
J of Behavioral Health Svcs. & Research  
J of Health Services Research & Policy  
Journal of Community Health  
Journal of Health and Social Behavior  
Journal of Health, Politics, Policy and Law  
Medical Care Research & Review  
Medicine and Health  
Milbank Memorial Fund Quarterly  
New England Journal of Medicine  
Qualitative Health Research  
Journal of Health Care Finance  
Family & Community Health  
Frontiers of Health Services Management  
Hospital & Health Services Administration  
Journal of Ambulatory Care Management  
J of Health Care for the Poor & Underserved  
Public Health Reports  
Journal of Public Health Policy  
Modern Healthcare  
J of the American Geriatric Society  
Hospitals & Health Networks  

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1 Free student subscription available at: [http://www.aupha.org/i4a/forms/form.cfm?id=51&pageid=3829&showTitle=1](http://www.aupha.org/i4a/forms/form.cfm?id=51&pageid=3829&showTitle=1)
<table>
<thead>
<tr>
<th>Topic</th>
<th>Web Sites</th>
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</thead>
<tbody>
<tr>
<td>Health policy news</td>
<td>American Hospital Association News – Daily Report for Healthcare Executives: <a href="mailto:Ahawashdc@aha.org">Ahawashdc@aha.org</a></td>
</tr>
<tr>
<td></td>
<td>California Hospital Association News: <a href="mailto:news@calhealth.org">news@calhealth.org</a></td>
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<td></td>
<td>HealthLeaders website - <a href="http://home.healthleaders-interstudy.com">http://home.healthleaders-interstudy.com</a></td>
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<tr>
<td></td>
<td>Los Angeles Times Monday Health section: <a href="http://www.latimes.com">www.latimes.com</a></td>
</tr>
<tr>
<td>Health policy, big picture</td>
<td>Health Hippo: <a href="http://hippo.findlaw.com/hippohome.html">http://hippo.findlaw.com/hippohome.html</a></td>
</tr>
<tr>
<td></td>
<td>Robert Wood Johnson Foundation: <a href="http://www.rwjf.org">www.rwjf.org</a></td>
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<td></td>
<td>The Urban Institute: <a href="http://www.urban.org">www.urban.org</a> Families USA: <a href="http://www.familiesusa.org">www.familiesusa.org</a></td>
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<td></td>
<td>National Academy for State Health Policy: <a href="http://www.nashp.org">www.nashp.org</a></td>
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<td></td>
<td>UCLA Center for Health Policy Research: <a href="http://www.healthpolicy.ucla.edu">www.healthpolicy.ucla.edu</a></td>
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<td></td>
<td>California HealthCare Foundation: <a href="http://www.chcf.org">www.chcf.org</a></td>
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<tr>
<td></td>
<td>KaiserEDU.org: <a href="http://www.kaiserEDU.org">www.kaiserEDU.org</a> – tutorials and issue briefs</td>
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<td>Kaiser Family Foundation: <a href="http://www.kff.org">www.kff.org</a></td>
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<td></td>
<td>Insure the Uninsured Project. <a href="http://www.itup.org">www.itup.org</a> – federal, state health reform</td>
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<td></td>
<td>Pacific Research Institute: <a href="http://www.pacificresearch.org">www.pacificresearch.org</a> – conservative viewpoint</td>
</tr>
<tr>
<td></td>
<td>Center for Responsive Politics: <a href="http://www.opensecrets.org">www.opensecrets.org</a> – track contributions</td>
</tr>
<tr>
<td>Hospitals &amp; health systems</td>
<td>American Hospital Association: <a href="http://www.aha.org">www.aha.org</a></td>
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<tr>
<td></td>
<td>Blue Cross/Blue Shield Assn.: <a href="http://www.bluecares.com">www.bluecares.com</a></td>
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<tr>
<td>Topic</td>
<td>Resources</td>
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</tbody>
</table>
| Long Term Care               | American Assn. Of Retired Persons: [www.aarp.org](http://www.aarp.org)  
Disability Rights Education & Defense Fund: [www.dredf.org](http://www.dredf.org)  
American Association of Homes & Services for Aging: [http://www.aaahsa.org](http://www.aaahsa.org)  
National Hospice & Palliative Care Organization: [http://www.nhpco.org](http://www.nhpco.org)  
| Mental health                | National Institute of Mental Health: [www.nimh.nih.gov](http://www.nimh.nih.gov)  
Bazelon Center for MH Law: [www.bazelon.org](http://www.bazelon.org)  
Mental Health America of Los Angeles: [http://www.mhala.org/](http://www.mhala.org/) |
| Public health                | Centers for Disease Control & Prevention: [http://www.cdc.gov](http://www.cdc.gov)  
American Public Health Assn.: [www.apha.org](http://www.apha.org) |
| Research (quality)           | Institute of Medicine: [www.iom.edu](http://www.iom.edu)  
National Committee for Quality Assurance: [www.ncqa.org](http://www.ncqa.org)  
Joint Commission on Accreditation of Healthcare Orgs: [www.jcaho.org](http://www.jcaho.org)  
California Healthcare Foundation Quality Initiative: [www.chcf.org](http://www.chcf.org) |
| Future of Health Care        | Kaiser Family Foundation State Health Facts: [www.statehealthfacts.org](http://www.statehealthfacts.org)  
[http://healthreform.kff.org/scan.aspx](http://healthreform.kff.org/scan.aspx)  

**NOTE;**  
Your health policy paper, group presentation and any other paper you write for this course must meet the standards for university-level work. Your papers must be free of any edit errors: that includes spelling, punctuation, syntax and grammar. Your writing must be clear and organized.

- If you need help with writing, please contact the college Writers Resource Lab at [www.csulb.edu/~wrl](http://www.csulb.edu/~wrl) where you may get help with your draft.
APA Style*  Sections and subsections of papers should use the latest edition, because of changes in some areas from the fifth edition, such as References, the information listed below should be used with caution as it does not reflect the most recent edition of the Publication Manual or its corrected sixth printing.

Your paper will follow the 6th edition of The Publication Manual of the American Psychological Association (APA Style) will typically include the following sections, each of which starts on a new page:

1. **Cover page**: College, class, subject, instructor, date and your name and word count, centered. (no folders or plastic covers please)
2. **Abstract** (synopsis of the paper, followed by the “key words” used for reference)
3. **Text** (body of paper) Paragraph format only (no lists or bullets). Make sure to address all of the required areas. Use headings and address each area in the order shown in the rubric posted on BeachBoard. Identify a major problem and your solution to that problem. Remember it must include “realistic” suggestions that show how you would finance and implement your solution.
4. **References**: alphabetical by author (see information on pages 14-16 below)
5. **In-text citations** to be used in lieu of footnotes (page 15)
6. **Number** your pages in the upper right corner.
7. **Double space** your entire paper, even between paragraphs (indent 5 spaces)

Note that these guidelines are intended specifically for submitting to APA Journals. Many universities have other requirements that add to or supersede the requirements in the APA Style manual.

**Headings**

The use of headings aids in establishing the hierarchy of the sections of a paper to help orient the reader. Topics within a paper that have equal importance will have the same level of headings throughout the paper. For example, in a paper with multiple experiments, the heading for the Method section for Experiment 1 should be at the same level as the heading for the Method section for Experiment 2.

Headings can also function as an outline to reveal the paper’s organization. This is particularly true when the paper is submitted to APA journals. Also, avoid having one sub-section heading in a paper. Use at least two subsections with any given section or none at all.

APA’s heading style consists of five possible levels of subordination. Level 1 is the highest level and Level 5 is the lowest level. Most papers will use two or three levels.
Levels are always used consecutively, beginning with Level 1. APA does not use the heading "Introduction" to begin a paper, as the opening of a paper is considered by default to be the introduction.

1. Level 1: Centered, Boldface, Uppercase and Lowercase Heading
2. Level 2: Left-aligned, Boldface, Uppercase and Lowercase Heading

**In-text citations**

Reference citations in text are done using parenthetical referencing. Most usually, this involves enclosing the author's surname and the date of publication within parentheses, separated by a comma, generally placed immediately after the reference or at the end of the sentence in which the reference is made. However, it is also common for the authors to be the subject or object of a sentence. In such a case only the year is in parentheses. In all cases of citation, author name(s) are always followed immediately by a year, and years are never presented without author name(s) immediately preceding it. In the case of a quotation, the page number is also included in the citation.

**Reference list**

The APA style guide prescribes that the Reference section, bibliographies and other lists of names should be accumulated by surname first, and mandates inclusion of surname prefixes. For example, "Martin de Rijke" should be sorted as "Rijke, de M." and "Saif Al-Falasi" should be sorted as "Al-Falasi, S." For names in non-English languages, follow the capitalization standards of that language. For each of the source types below a hanging indent should be used where the first line is flush to the left margin and all other lines are indented.

**Print sources**

**Book by one author**

**Book by two authors**

**Chapter in an edited book**
Electronic sources
For electronic references, websites, and online articles, APA Style asserts some basic rules, including to

- direct readers specifically to the source material using URLs which work
- include retrieval date ONLY when content is likely to change (e.g., wikis)
- include all other relevant APA Style details for the source

Online article based on a print source, with DOI (e.g., a PDF of a print source from a database)

Online article based on a print source, without DOI (e.g., a PDF of a print source from a database)

Article in an Internet-only journal

*Please note: This is not meant to replace the recommended text. It is just an abbreviated guideline and contains instructor guidance in some areas on page 13. For a complete guide to APA style please refer to; American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.: Author.

Commitment to Inclusion:

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/ expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/ veteran status or any other status protected by law, should contact the Office of Equity and Diversity at (562) 985-8256, University Student Union (USU) Suite 301, http:// www.csulb.edu/depts/oed.
Name

Name you prefer to use

Address (optional)

Best way to contact you;
• Phone(s) (optional):
• E-mail address:

Please describe briefly:

a. Your educational background:

b. Work experience:

c. Future educational and career plans:

d. Your reasons for taking this course, what you hope to learn from it:

e. Languages you speak, read and write, hobbies, sports or interests outside the classroom: