Instructor: Yanling Qi, Ph.D.
E-mail: Yanling.Qi@csulb.edu
Phone: (562) 985-4009
Office: HHS2 - 003

Class Number: 5588 (Section 3)
Class Meets: Wednesdays, 4:00 – 6:45 PM
Classroom: HHS1-101

Office Hours:
Weds (3:00 – 4:00 PM)
Tues & Thurs (11:00 AM – 12:00 PM)
or by appointment

Additional Contact Information:
HCA Program Administrative Coordinator:
Deby McGill, dmcgill@csulb.edu, HHS2-118
Tel. (562) 985-5694; fax (562) 985-5886

Course Description
Overview and developmental summary of the American health care system and its driving
drives: 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 in written 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, and in
communicating effectively on major local and U.S health care issues.
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, 5</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. Chapter issue presentation</td>
</tr>
<tr>
<td>1, 4, 5</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. Chapter issue presentation</td>
</tr>
<tr>
<td>2, 4, 5</td>
<td></td>
<td>Workforce issues</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam, Chapter issue presentation</td>
</tr>
<tr>
<td>1, 4, 5</td>
<td></td>
<td>Funding and payment mechanisms of the healthcare system</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam, Chapter issue presentation</td>
</tr>
<tr>
<td>2, 3</td>
<td></td>
<td>Governmental, regulatory, professional, and accreditation agencies (e.g., CMS; JCAHO; NCQA) related to healthcare delivery</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam</td>
</tr>
<tr>
<td>1, 4, 5</td>
<td></td>
<td>Interaction and integration among healthcare sectors</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Chapter issue presentation</td>
</tr>
<tr>
<td>1, 4, 5</td>
<td></td>
<td>Legislative issues and advocacy</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Chapter issue presentation</td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td></td>
<td>Organization and delivery of healthcare (e.g., acute care, ambulatory care, medical practice, ancillary services)</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. Exam, County profile, Chapter issue presentation</td>
</tr>
<tr>
<td>2, 3, 5</td>
<td></td>
<td>Socioeconomic environment in which the organization functions</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. County profile</td>
</tr>
</tbody>
</table>
REQUIRED TEXTBOOK


RECOMMENDED


Suggested Resources and websites for current health article papers.
• Kaiser Family Foundation- www.ff.org (kff.org)
• The Commonwealth Fund- www.commonwealthfund.org/publication
• Foley & Lardner LLP- www.foley.com/publications
• California Hospital Association News- news@calhealth.org
• American Hospital Association News- Daily Report for Healthcare Executives Ahawashdc@aha.org
• Medical Group Management Association- 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

Class Preparation, Participation and Attendance: 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 websites) before the class session, and to be prepared to discuss them. Lectures cover highlights of the reading and supplementary information. Disabled students requiring special accommodations, please advise instructor. Attendance policy conforms to University policy: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/.

County Data Presentation. Each group (3 students) will select a data category from the list of “County profile data requirements and sources” and demonstrate to the class how to obtain the required data for the site(s) listed. The presentation will be 8-10 minutes. They will also discuss what the data contribute to at least one group members’ county health profile, and how data will
inform the analysis of that county’s health problems. Slides and handouts may be used. All
groups present in Week 3 (Refer to: Beachboard – Content – County Profile – County Data
Profile Sources_updated_sp16.docx).

Chapter Issue Presentation. Each group (same group as for the County Data Presentation) will
select and present on a current health care issue related to a specific chapter of the textbook.
   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 20-25 minutes presentation in class on the day (week) we cover
the chapter.
   c. Your individual grade for the group presentation will be based the instructor's
evaluation (Refer to: Beachboard – Content – Chapter Presentation Rubric – Chapter
Presentation Rubric.docx).
   d. Submit a copy of the slides (1 member of the group can do this for the group)
through the Beachboard DropBox at least 24 hour before the day of your
presentation. 10% penalty for late submission (see details in Grade Policies).
   e. After you did your presentation in class, you need to submit a peer review
evaluation for your team members. Your grade will be based on your team member
evaluation (Refer to: Beachboard – Content – Chapter Presentation Rubric – Team
Member Rating Form.docx). 10% penalty for late submission (see details in Grade
Policies).
   f. 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.

County Profile Paper. Writing is a process. You will need to submit two (2) deliverables for
this assignment: 1) draft, and 2) final paper. The paper is a need assessment and analysis of a
selected California county. Each student will choose a specific county. You need to collect and
synthesize all important information related to the county you chose. Use the recommended data
sources posted on Beachboard and add information from literature including scholarly journals
and the policy websites 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 have been done in the county to address the problem(s);
   e. recommend actions to address the problem(s).

Whenever applicable, compare your county information with statewide average for context. Use
tables and graphs to display your data if it is necessary. Use APA format consistently and
correctly. Minimum/ maximum length: 3500/4500 words or 14-18 pages, double-spaced.
Minimum of 10 references from current (2012 or later) sources in addition to the websites
listed below. Two sample papers from previous students are posted on Beachboard (Refer to
Beachboard – Content – County Profile).
Submit all deliverables through the BeachBoard DropBox on the due date before the class. The final paper will be submitted using Turnitin, a plagiarism prevention service available in BeachBoard. Students submit their papers electronically, and 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%**.

**Peer Feedback.** 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. Therefore, for your first draft, in addition to electronic submission, you will bring the hard copy of the paper in class. DO NOT put your name. The papers will be randomly distributed back to you. Each of you will then provide peer feedback in class, using rubrics posted on Beachboard. Your grade will be based on the feedback content you provide to your peer.

**In-Class Exercises/Quizzes.** For most class sessions there will be in-class exercises with a written deliverable. You must be present to complete the exercise and submit the deliverable. For group assignments all members will receive the same number of points.

**Professional Development.** The professional development points could be earned through involvement in campus and/or community educational events, and presentation of a current issue in healthcare. Points could be earned until last day of class (before the final week).

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 and 5 points for each meeting attended, for a maximum of 10 points each organization. Submit written proof of membership/attendance (receipt, sign-in sheet), and/or

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.), and

c. Brief (5-6 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.). 5 points per presentation. Each student are expected to present at least once during the semester (you earn another 5 points for each extra article presentation).

**E-portfolio.** As part of your program experience you will be required to compile as electronic portfolio throughout your time in the HCA Department. The portfolio will include work products from each of the required HCA courses, to demonstrate to a prospective employer that you have relevant skills for the workplace. The e-portfolio work product for this particular course is the **County Profile Paper.** BE SURE TO SAVE AN ELECTRONIC COPY OF THIS
ASSIGNMENT AND PLACE INTO YOUR E-PORTFOLIO WEBSITE. The following "E-portfolio Student Instructions and Support Materials" are now posted in the "content" area of the HCA Student BeachBoard Portal:
   a. student Instructions
   b. e-portfolio Introduction PowerPoint
   c. benefits of E-portfolios (informational 1 sheet)
   d. "building Web Sites" Sub-module with google sites and Wix tips, and link to academic Technology Page
You will need to submit the link of your E-portfolio website through Beachboard Dropbox with your final paper posted on the website.

Midterm and Final Exams. Most of the exam questions will be based on the textbook, supplemental readings and lectures but may also include information from guest speaker 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.

Grade Weights and Policies:

ALL assignments are due on the date specified. Late assignments lose 10% of points for each day past the deadline unless otherwise specified. NO ASSIGNMENTS ACCEPTED AFTER LAST DAY OF CLASS. Submit all assignments through Beachboard unless otherwise specified. 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Data Exploration (Group Assignment)</td>
<td>Week 3</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Chapter Issue Presentation (Group Assignment)</td>
<td>Week 4 – Week 16</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Peer Review Evaluation (Team Member Rating)</td>
<td>Week 4 – Week 16</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>County Profile Paper:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draft</td>
<td>Week 13</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>Peer Feedback</td>
<td>Week 13</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>Final Paper</td>
<td>Week 15</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>In-Class Exercise/Quiz (4 points * 12)</td>
<td>Ongoing</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Ongoing</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>E-portfolio</td>
<td>Week 16</td>
<td>10</td>
<td>2.5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Week 8</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Week 17 (final)</td>
<td>60</td>
<td>15</td>
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<tr>
<td>Total</td>
<td></td>
<td>400</td>
<td>100</td>
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</tbody>
</table>

Final course grade computation:
360+ points = A; 320-359 = B; 280-319 = C; 240-279 = D; <240 = F
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/
   CSULB on Plagiarism and Cheating:
   http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html
   Plagiarism & Information Ethics:
   http://csulb.libguides.com/content.php?pid=321631&hs=a

2. **Withdrawal policy.** Per University policy:
   Withdrawal after 2nd week and before final 3 weeks “permissible for serious and compelling
   reasons;” instructor will evaluate student withdrawal requests on a case by case basis.

**COPYRIGHT NOTICE:** Any copyrighted materials used in this class are used for education purposes only and in compliance with United States copyright law. Use of these materials is limited to students enrolled in the course, for the duration of the course. Students must refrain from saving, changing, or distributing any such copyrighted materials.
# CLASS TOPIC AND ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Week # - Dates</th>
<th>Topic/Activity</th>
<th>Text, Reading Assignments</th>
<th>Tasks, Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Jan. 20</td>
<td>Course Overview; History of the U.S. Healthcare Systems</td>
<td>Ch. 1</td>
<td>Syllabus; Class Introductions;</td>
</tr>
<tr>
<td>2 – Jan. 27</td>
<td>Impact of the Affordable Care Act on Healthcare Services</td>
<td>Ch. 2</td>
<td>Sign up for article, data exploration &amp; chapter presentation</td>
</tr>
<tr>
<td>3 – Feb. 3</td>
<td>Current Operations of the Healthcare System</td>
<td>Ch. 3</td>
<td>Data Exploration Presentation</td>
</tr>
<tr>
<td>4 – Feb. 10</td>
<td>Government’s Role in U.S. Health Care</td>
<td>Ch. 4</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>5 – Feb. 17</td>
<td>Public Health’s Role in Health Care</td>
<td>Ch. 5</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>6 – Feb. 24</td>
<td>Inpatient and Outpatient Services</td>
<td>Ch. 6</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>7 – Mar. 2</td>
<td>U.S. Healthcare Workforce</td>
<td>Ch. 7</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>8 – Mar. 9</td>
<td>Midterm Exam</td>
<td>Chs. 1-7</td>
<td>Bring Scantron 882-E</td>
</tr>
<tr>
<td>9 – Mar. 16</td>
<td>Healthcare Financing</td>
<td>Ch. 8</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>10 – Mar. 23</td>
<td>Managed Care Impact on Healthcare Delivery</td>
<td>Ch. 9</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>11 – Mar. 30</td>
<td>Spring Break</td>
<td>No classes</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>12 – Apr. 6</td>
<td>Information Technology Impact on Health Care</td>
<td>Ch. 10</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>13 – Apr. 13</td>
<td>Healthcare Law</td>
<td>Ch. 11</td>
<td>In addition to the online submission, bring hard copy (NO NAME) of county profile draft to class.</td>
</tr>
<tr>
<td>14 – Apr. 20</td>
<td>Healthcare Ethics</td>
<td>Ch. 12</td>
<td>Chapter Presentation</td>
</tr>
<tr>
<td>15 – Apr. 27</td>
<td>Mental Health Issues</td>
<td>Ch. 13</td>
<td>Chapter Presentation Submit county profile final paper before class.</td>
</tr>
<tr>
<td>16 – May 4</td>
<td>Analysis of U.S. Healthcare</td>
<td>Ch. 14</td>
<td>Chapter Presentation Submit E-portfolio website before class.</td>
</tr>
<tr>
<td>Final – May 11</td>
<td>Final Exam (5:00 – 7:00 PM)</td>
<td>Chs. 8 – 14</td>
<td>Bring Scantron 882-E</td>
</tr>
</tbody>
</table>

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1 Subject to change depending on availability of guest speakers.
Books and articles:


**Unique**


**Journals:** Most available online through COAST e-journal: [http://coast.library.csulb.edu/](http://coast.library.csulb.edu/).

- American Journal of Managed Care
- American Journal of Public Health
- Harvard Business Review
- Evaluation and the Health Professions
- Health Affairs
- Health Policy
- Health Technology Trends
- International Journal of Health Services
- J of Behavioral Health Svcs. & Research
- Journal of Community Health
- Journal of Health, Politics, Policy and Law
- Medical Care Research & Review
- Medicine and Health
- New England Journal of Medicine
- Journal of Health Care Finance
- Frontiers of Health Services Management
- Journal of Ambulatory Care Management
- Public Health Reports
- Modern Healthcare²

² 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>Websites:</th>
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<tbody>
<tr>
<td><strong>Topic</strong></td>
<td><strong>Websites</strong></td>
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</tbody>
</table>
HealthLeaders website - [http://hl-isy.com/](http://hl-isy.com/)  
Los Angeles Times Monday Health section: [www.latimes.com](http://www.latimes.com)  
| Health policy, big picture | The White House: [http://www.whitehouse.gov/healthreform](http://www.whitehouse.gov/healthreform)  
Robert Wood Johnson Foundation: [www.rwjf.org](http://www.rwjf.org)  
The Urban Institute: [www.urban.org](http://www.urban.org)  
Families USA: [www.familiesusa.org](http://www.familiesusa.org)  
National Academy for State Health Policy: [www.nashp.org](http://www.nashp.org)  
UCLA Center for Health Policy Research: [www.healthpolicy.ucla.edu](http://www.healthpolicy.ucla.edu)  
California HealthCare Foundation: [www.chcf.org](http://www.chcf.org)  
Kaiser Family Foundation: [www.kff.org](http://www.kff.org)  
Insure the Uninsured Project. [www.itup.org](http://www.itup.org) – federal, state health reform  
Pacific Research Institute: [www.pacificresearch.org](http://www.pacificresearch.org) – conservative viewpoint  
Center for Responsive Politics: [www.opensecrets.org](http://www.opensecrets.org) – track contributions  
Knight Foundation: |
| Hospitals & health systems | American Hospital Association: [www.aha.org](http://www.aha.org)  
Blue Cross/Blue Shield Assn.: [www.bluecares.com](http://www.bluecares.com) |
| Information resources | The Dartmouth Atlas of Healthcare: [www.dartmouthatlas.org](http://www.dartmouthatlas.org)  
APA electronic citations: [www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html) |
| Ambulatory health services | American Academy of Ambulatory Care: [www.ambulatorymedicine.com](http://www.ambulatorymedicine.com)  
Medical Group Management Association: [www.mgma.com](http://www.mgma.com)  
Am. Nurses Assn. [www.ana.org](http://www.ana.org)  
American Academy of Physician Assistants: [www.aapa.org](http://www.aapa.org)  
UCSF Center for Health Professions: [http://www.futurehealth.ucsf.edu/home.html](http://www.futurehealth.ucsf.edu/home.html) |
Center on Budget & Policy Priorities: [www.cbpp.org](http://www.cbpp.org)  
Kaiser Family Foundation: [www.kff.org](http://www.kff.org);
<table>
<thead>
<tr>
<th>Topic</th>
<th>Websites</th>
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<tbody>
<tr>
<td>CA Legislative Analyst's Office</td>
<td><a href="http://www.lao.ca.gov">www.lao.ca.gov</a></td>
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<tr>
<td>Healthcare Financial Management Assn.</td>
<td><a href="http://www.hfma.org">www.hfma.org</a></td>
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<tr>
<td>Managed care, insurance &amp; benefits</td>
<td>Employee Benefits Research Institute: <a href="http://www.ebri.org">www.ebri.org</a></td>
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<td></td>
<td>America’s Health Insurance Plans: <a href="http://www.ahip.org/">http://www.ahip.org/</a></td>
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<td></td>
<td>California Dept. of Managed Health Care: <a href="http://www.dmhc.ca.gov">www.dmhc.ca.gov</a></td>
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<td>Insure the Uninsured Project: <a href="http://www.itup.org/">http://www.itup.org/</a></td>
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<td>Covered California: <a href="http://www.coveredca.com">http://www.coveredca.com</a></td>
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<td>Long Term Care</td>
<td>American Assn. Of Retired Persons: <a href="http://www.aarp.org">www.aarp.org</a></td>
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<td></td>
<td>Disability Rights Education &amp; Defense Fund: <a href="http://www.dredf.org">www.dredf.org</a></td>
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<td></td>
<td>American Association of Homes &amp; Services for Aging: <a href="http://www.aahsa.org">http://www.aahsa.org</a></td>
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<td></td>
<td>National Hospice &amp; Palliative Care Organization: <a href="http://www.nhpco.org">http://www.nhpco.org</a></td>
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<tr>
<td>Mental health</td>
<td>National Institute of Mental Health: <a href="http://www.nimh.nih.gov">www.nimh.nih.gov</a></td>
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<td></td>
<td>Bazelon Center for MH Law: <a href="http://www.bazelon.org">www.bazelon.org</a></td>
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<td></td>
<td>Mental Health America of Los Angeles: <a href="http://www.mhala.org/">http://www.mhala.org/</a></td>
</tr>
<tr>
<td>Public health</td>
<td>Centers for Disease Control &amp; Prevention: <a href="http://www.cdc.gov">http://www.cdc.gov</a></td>
</tr>
<tr>
<td></td>
<td>American Public Health Assn.: <a href="http://www.apha.org">www.apha.org</a></td>
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<tr>
<td>Research (quality)</td>
<td>Institute of Medicine: <a href="http://www.iom.edu">www.iom.edu</a></td>
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<td></td>
<td>National Committee for Quality Assurance: <a href="http://www.ncqa.org">www.ncqa.org</a></td>
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<tr>
<td></td>
<td>Joint Commission on Accreditation of Healthcare Orgs: <a href="http://www.jcaho.org">www.jcaho.org</a></td>
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<td>California Healthcare Foundation Quality Initiative: <a href="http://www.chcf.org">www.chcf.org</a></td>
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<td>Kaiser Family Foundation State Health Facts: <a href="http://www.statehealthfacts.org">www.statehealthfacts.org</a></td>
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<td><a href="http://healthreform.kff.org/scan.aspx">http://healthreform.kff.org/scan.aspx</a></td>
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Note: 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.