COLLEGE OF HEALTH AND HUMAN SERVICES  
California State University, Long Beach  
Department of Health Care Administration

HCA 300 – The Health Care System  
Fall 2014

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Office: HHS 006  
Office Hours: M & W, 2-2:30 pm & by appointment

Class Number: 5742 (Section 1)  
Class Meets: Aug 25th – Dec 8th  
Day/Time: M & W, 9:30 - 10:45 am  
Classroom: CBA-110

Additional Contact Information:  
HCA Program Administrative Coordinator:  
Deby McGill, dmgill@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 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, and in communicating effectively on major local and U.S health care issues, and on communicating effectively about major 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</td>
</tr>
<tr>
<td>1, 4, 5</td>
<td>The interrelationships among access, quality, cost, resource allocation, accountability, and community</td>
<td>A1. Lecture &amp; class discussion</td>
<td></td>
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<tr>
<td>2, 4, 5</td>
<td>Workforce issues</td>
<td>A1. Lecture &amp; class discussion; ICE #8 A2 &amp; A3. Exam, HCA careers chapter issue presentation</td>
<td></td>
</tr>
<tr>
<td>1, 4, 5</td>
<td>Funding and payment mechanisms of the healthcare system</td>
<td>A1. Lecture &amp; class discussion; ICE #9 A2 &amp; A3. Exam</td>
<td></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>A1. Lecture &amp; class discussion A2 &amp; A3. Exam</td>
<td></td>
</tr>
<tr>
<td>1, 4, 5</td>
<td>Interaction and integration among healthcare sectors</td>
<td>A1. Lecture &amp; class discussion</td>
<td></td>
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<tr>
<td>1, 4, 5</td>
<td>Legislative issues and advocacy</td>
<td>A1. Lecture &amp; class discussion; ICE #11, 12</td>
<td></td>
</tr>
<tr>
<td>1, 2, 4, 5</td>
<td>Organization and delivery of healthcare (e.g., acute care, ambulatory care, medical practice, ancillary services)</td>
<td>A1. Lecture &amp; class discussion; ICE #6 A2 &amp; A3. Exam, County profile</td>
<td></td>
</tr>
<tr>
<td>2, 3, 5</td>
<td>Socioeconomic environment in which the organization functions</td>
<td>A1. Lecture &amp; class discussion A2 &amp; A3. County profile</td>
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</tbody>
</table>

Required Text:


Recommended:


*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 problems with BeachBoard, contact the CSULB Technology Help Desk at 562-985-4959, via e-mail at helpdesk@csulb.edu or in-person at the Horne Center.
Assignments:

**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, articles and web sites) before the class session, and to be prepared to discuss them.** Lectures cover highlights of the reading and 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).* Disabled students requiring special accommodations, please advise instructor when you first attend class.

**Turn off and put away cell phones, computers and tablets during lectures and group presentations.** You may use electronic devices for in-class exercises.

**In-Class Exercises (ICEs).** 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.

**Attendance policy** conforms to University policy: [http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/). If you have an excused absence (conforming to University policy) you may submit the ICE to the instructor by e-mail before the class start time for a scheduled absence or within 72 hours of the class start time for an unscheduled absence.

**Group Presentations.** During the first week, students will be randomly assigned to groups of 4-5 students and each group will work on 2 group projects:

1. **Health administration career presentation.** Each group will select a chapter and present information on careers for health administration professionals related to the chapter topic. Instructor will provide list of questions for the group to answer (posted on BeachBoard).
   a. Your presentation should contain references in APA format documenting all information sources both in-text and in a bibliography list at the end.
   b. Each group will do a 20-minute presentation in class on the day we cover their chosen chapter.
   c. Your individual grade for the group presentation will be based on peer feedback of your contribution to the group effort and instructor's evaluation of your material and presentation. Your group grade will be based on the quality of the group presentation. See rubrics for more detailed information.
   d. Submit a copy of the slides (one member of the group can do this for the group) through the Beachboard DropBox by **11:30 pm the Tuesday before the day of your presentation.** 10% penalty for late submission.
   e. After your presentation, you need to submit a **peer review evaluation** for your team members (due by **Friday, 11:30 pm**, in the same week that your group presents). Your grade will be based on your team members’ evaluations. 10% penalty for late submission.

2. **County data presentation.** Each student will be assigned a county randomly. Each group 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. They will also discuss how data will inform the analysis of a county’s health problems. The presentation should also discuss how this data contributes any one group member’s county health profile. **All groups present Week 4 for a maximum of 15 minutes each.** All students will complete worksheets entering the information for their counties. Presenting groups will summarize the findings for the counties of their group members.

**County Profile Paper.** Developing writing competence is an intensive process that includes developing ideas, synthesizing source materials to support the arguments, drafting, and revision. You will submit **four (4)** deliverables for this assignment: 1) **outline** (include a paragraph of your introduction and at least 5 references),
2) paper, 3) peer feedback, and 3) revised 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 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. identify 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); and
   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 when necessary for conciseness and clarity. Use APA format consistently and correctly. Minimum/maximum length: 3500/4500 words. Minimum of 10 references from current (2009 or later) sources in addition to the list of county profile data sources.

Peer Feedback. To improve your papers, students will read and critique each other’s papers. Both the reader and the reviewer will be anonymous. Another reader can offer a fresh perspective on your writing and 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, in addition to electronic submission, you will bring a hard copy of the paper to class. DO NOT put your name on the hard copy of the paper. 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 for this assignment will depend on the depth and substance of your feedback comments.

Plagiarism Screening. Submit all deliverables through the BeachBoard DropBox. Your county profile papers will be automatically screened by Turnitin. Turnitin is 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%.

Midterm and Final Exams. There will be a midterm and final exam, each with 50 questions. Information from the textbook, supplemental readings, instructor and guest lectures, 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. Final exam may include some material from weeks 1-7.

Professional Development Activities. Points (maximum 20) can be earned through either involvement in campus and community educational events OR by presenting a current health issue in class. Points can be earned until last day of class (the week before the final exam).
   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. Submit written proof of membership/attendance (receipt, sign-in sheet, event verification form). This is not necessary for

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1 If you are satisfied with the grade you receive for your first paper submission, you may chose not to submit a revised paper. In that case, you will receive a proportionate number of the points you received for the first submission as your revision grade. For example, if you receive 66/70 (94%) on the first submission and don’t revise and resubmit, you would receive 28/30 points on the revision assignment.
HCA Student Forum, which tracks membership and attendance and sends all HCA faculty a spreadsheet at the end of the semester.

b. Attend other campus/community health care related events/activities. 5 points per meeting; bring proof of attendance (event verification form with agenda/handout, etc.)

c. Brief (5 minute maximum) verbal summary of a current article on a health issue from the general media or website news sources (California HealthLine), newspapers (LA Times has weekly Monday health section), magazines (Time, Newsweek, Business Week, etc.). Submit 1-2 page summary of article on the day you present, through the Beachboard DropBox. Sign up for presentations starting Week 3 (maximum of 5 students/class session; no presentations on midterm date or on county data presentation and peer review dates). Sign-up sheets will be circulated in class the week before.

Grade Weights and Policies:

Unless otherwise specified, **all assignments are due by 11:30 PM 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 (the week BEFORE finals).** Submit all assignments through Beachboard Drop Box. Students absent for midterm or final exam must provide written third party verification of unforeseen and unavoidable circumstances to be eligible to take a make-up exam. Disabled students who qualify for alternative testing arrangements, please advise instructor at least 2 weeks before the exams.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>HCA Career Presentation (Group Assignment) (20 points individual, 20 group)</td>
<td>Varies</td>
<td>40</td>
<td>10</td>
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<tr>
<td>Peer Review Evaluation of HCA Career group assignment (use form from BB)</td>
<td>Varies - by Friday 11:30 of your HCA Career Presentation</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>County data presentation (Group)</td>
<td>Week 4 – See BB for your group’s date</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>County Profile Paper:</td>
<td></td>
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<tr>
<td>Outline (10/2.5%)</td>
<td>9/22</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>Paper (70/17.5%)</td>
<td>10/27</td>
<td></td>
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<tr>
<td>Peer Feedback (10/2.5%)</td>
<td>10/29</td>
<td></td>
<td></td>
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<tr>
<td>Revised Paper (30/7.5%)</td>
<td>11/17</td>
<td></td>
<td></td>
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<tr>
<td>In-Class Exercises (ICE) (12 @ 5 points)</td>
<td>Ongoing</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development Activities</td>
<td>Ongoing</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10/13 &amp; 10/15</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>Final Exam</td>
<td>11/12 from 8-10 am</td>
<td>60</td>
<td>15</td>
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<tr>
<td>Total</td>
<td></td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

**Final course grade computation:**
360 points = A; 320-359 = B; 280-319 = C; 240-279 = D; <240 = F

**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/).

<table>
<thead>
<tr>
<th>Week # - Date</th>
<th>Topic/Activity</th>
<th>Text, Reading Assignments</th>
<th>Tasks, Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aug 25</td>
<td>Course Overview, introductions Quick introduction to library resources</td>
<td>HCA Library Course Guide: <a href="http://csulb.libguides.com/c.php?g=39114">http://csulb.libguides.com/c.php?g=39114</a></td>
<td>Sign up for chapter topics &amp; county data assignments during class</td>
</tr>
<tr>
<td>Aug 27</td>
<td>History of U.S. Healthcare Systems</td>
<td>Chapter 1</td>
<td>ICE #1: Library resources, APA format etc. (8/27)</td>
</tr>
<tr>
<td>2 Sep 1</td>
<td>Labor Day HOLIDAY ACA’s impact Health Care Services</td>
<td>Chapter 2</td>
<td>ICE #2: ACA (9/3)</td>
</tr>
<tr>
<td>Sep 3</td>
<td>Current healthcare system operations</td>
<td>Ch. 3; Fleming article</td>
<td>ICE #3: Plagiarism quiz (9/10)</td>
</tr>
<tr>
<td>Sep 8</td>
<td>Government’s role in health care</td>
<td>Ch. 4; KFF &amp; Kelch Articles</td>
<td>ICE #4: Government Agencies Quiz (9/15) County data presentations – All Groups (schedule to be posted on Beach Board on 8/28)</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Long Term Care</td>
<td>Meyer, Kaye &amp; Weiner articles</td>
<td>County profile outline due (9/22) Group HCA Careers Presentation (9/24) ICE #5: Long Term Care (9/24)</td>
</tr>
<tr>
<td>Sep 15</td>
<td>Health care manpower; Public health</td>
<td>Ch. 5, CDC Timeline</td>
<td>Group HCA Careers Presentation (9/29) ICE #6: PH Scavenger Hunt (10/1)</td>
</tr>
<tr>
<td>Sep 17</td>
<td>Inpatient and Outpatient Services</td>
<td>Ch. 6</td>
<td>ICE #7: IP &amp; OP Services (Oct 6) Group HCA Careers Presentation (10/8)</td>
</tr>
<tr>
<td>3 Sep 29</td>
<td>Midterm Exam</td>
<td>Chs. 1-6, other readings Wks 1-7</td>
<td>Exam will be given in both sessions this week with 30 questions per day</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Health care workforce</td>
<td>Ch. 7</td>
<td>Group HCA Careers Presentation (10/20) ICE #8: Physician Compensation (10/22)</td>
</tr>
<tr>
<td>7 Oct 6</td>
<td>Health care financing Peer review of county profile papers – due in class</td>
<td>Ch. 8; KFF Medicare, Medicaid Primers</td>
<td>County profile paper due (10/27) in BeachBoard drop box. Bring hard copy of the paper and peer review form to class (10/29)</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Managed care</td>
<td>Ch. 9</td>
<td>Group HCA Careers Presentation (11/3) ICE #9 – Who Pays? (11/3)</td>
</tr>
</tbody>
</table>

2 In addition to the text chapter(s) and articles, review the websites for each topic listed in the bibliography.
<table>
<thead>
<tr>
<th>Week # - Date</th>
<th>Topic/Activity</th>
<th>Text, Reading Assignments</th>
<th>Tasks, Deliverable(s)</th>
</tr>
</thead>
</table>
| 12 Nov 10 Nov 12 | Information technology | Ch. 10 | Group HCA Careers Presentation (11/10)  
ICE #10: Student Activity #3 from textbook (11/10) |
| 13 Nov 17 Nov 19 | Healthcare law and ethics | Chs. 11, 12 | County profile revised paper due (11/17)  
Group HCA Careers Presentation (11/19)  
ICE # 11 – Million $ Baby questions (11/19) |
| 14 Nov 24 | Health care financing – recap and additional topics | TBD – posted on BB a week before class | Class Discussion |
| 15 Dec 1 Dec 3 | Mental Health Issues  
ICE # 12 – Guest speaker reflection form | Ch. 13; Garfield, MH Financing, CHCF, MH in California | Group HCA Careers Presentation (Dec 12/1)  
ICE #12 – Mental Health Finance (12/3) |
| 16 Dec 8 | ACA’s influence on Health Care services – Reflection & Recap  
Exam Review | TBD – posted on BB a week before class | No assignments accepted after this date |
| 17 Dec 12 | **Final Exam**  
**8-10 am** | Chs. 7-13, readings Wks 9-15 |  |
Bibliography (updated July 2014)

Books and articles:


**Journals**: Most 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 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
- J of the American Medical Assn. (JAMA)
- Journal of Community Health
- Journal of Health, Politics, Policy and Law
- 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 Healthcare
- Hospitals & Health Networks

- American Journal of Medical Quality
- Business and Health
- Cambridge Quarterly of Healthcare Ethics
- Health Education & Behavior
- Health Care Financing Review
- Health Services Research
- Inquiry
- J of Health Care for the Poor & Underserved
- Hospital & Health Services Administration
- J of Health Care for the Poor & Underserved
- Journal of Public Health Policy
- J of the American Geriatric Society

3 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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</table>
| Health policy news                   | American Hospital Association News – Daily Report for Healthcare Executives: [Ahawashdc@aha.org](mailto:Ahawashdc@aha.org)  
California Hospital Association News: [news@calhealth.org](mailto:news@calhealth.org)  
HealthLeaders website - [http://home.healthleaders-interstudy.com](http://home.healthleaders-interstudy.com)  
Los Angeles Times Monday Health section: [www.latimes.com](http://www.latimes.com)  
California Health Report: [www.healthycal.org](http://www.healthycal.org) |
| Health policy, big picture           | Health Hippo: [http://hippo.findlaw.com/hippohome.html](http://hippo.findlaw.com/hippohome.html)  
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.nasbp.org](http://www.nasbp.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)  
KaiserEDU.org: [www.kaiserEDU.org](http://www.kaiserEDU.org) – tutorials and issue briefs  
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  
| 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)  
California Hospital Association: [www.calhealth.org](http://www.calhealth.org) |
| 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)  
Health Resources & Services Association, Bureau of Primary Health Care: [http://www.hrsa.gov/about/organization/bureaus/bphc/index.html](http://www.hrsa.gov/about/organization/bureaus/bphc/index.html) |
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)  
CA Legislative Analyst’s Office: [www.lao.ca.gov](http://www.lao.ca.gov)  
Healthcare Financial Management Assn: [www.hfma.org](http://www.hfma.org) |
| Managed care, insurance & benefits    | Employee Benefits Research Institute: [www.ebri.org](http://www.ebri.org)  
America’s Health Insurance Plans: [http://www.ahip.org/](http://www.ahip.org/)  
California Dept. of Managed Health Care: [www.dmhc.ca.gov](http://www.dmhc.ca.gov)  
Insure the Uninsured Project: [http://www.itup.org/](http://www.itup.org/)  
Covered California: [www.coveredca.com](http://www.coveredca.com) |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Web Sites</th>
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<tbody>
<tr>
<td>National Health Reform:</td>
<td><a href="http://www.healthreform.gov">www.healthreform.gov</a></td>
</tr>
<tr>
<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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<td>LTCFocUS.org: <a href="http://ltcfocus.org/">http://ltcfocus.org/</a></td>
</tr>
<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>Mental Health America of Los Angeles: <a href="http://www.mhala.org">http://www.mhala.org</a></td>
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<td>Public health</td>
<td>Centers for Disease Control &amp; Prevention: <a href="http://www.cdc.gov">http://www.cdc.gov</a></td>
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<td>American Public Health Assn.: <a href="http://www.apha.org">www.apha.org</a></td>
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<td>Research (quality)</td>
<td>Institute of Medicine: <a href="http://www.iom.edu">www.iom.edu</a></td>
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<td>National Committee for Quality Assurance: <a href="http://www.ncqa.org">www.ncqa.org</a></td>
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<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>Future of Health Care</td>
<td>Kaiser Family Foundation State Health Facts: <a href="http://www.statehealthfacts.org">www.statehealthfacts.org</a></td>
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