Course Description: Overview, developmental summary of the American health care system and its driving forces. Major elements of the health care system; today’s major health policy issues in a historical, economic and political context. Letter grade only (A-F). (Lecture)

Course Outcomes, 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 502 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. Alignment of the expected outcomes and the ACHE and HLA competencies provides clear expectations and standards for students and instructors alike. Students will demonstrate a level of proficiency in each of the expected outcomes through the course assignments as indicated in the following table.
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Domain</th>
<th>Competency</th>
<th>Activity (A1), Assignment (A2) or Assessment (A3)</th>
</tr>
</thead>
</table>
| Describe the organization, administration and financing of the U.S. health care delivery system and the principal California health care programs and administering agencies | 4- Knowledge of the healthcare system | - Role of non-clinical professionals in the healthcare system  
- Organization and delivery of healthcare  
- Funding and payment mechanisms of the health care system  
- The interrelationships among access, quality, cost, resource allocation, accountability and community  
- Governmental, regulatory, professional and accreditation agencies  
- Educational funding for healthcare personnel  
- Nursing, physicians, and allied health professionals’ roles and practice  
- Managed care models, structures and environment  
- Socioeconomic environment in which the organization functions | A1-Class discussions  
A2- Term Paper  
A3-Midterm and final exams |
| Name the major historical events that shaped the U.S. health care system | 4- Knowledge of the healthcare system | - Interaction and integration among healthcare sectors  
- Workforce issues  
- Healthcare technological research and advancements | A1-Class discussions  
A3-Midterm and final exams |
| Articulate the key elements of health policy formation and the policy making process | 4- Knowledge of the healthcare system | - Legislative issues and advocacy  
- The patient perspective  
- Workforce issues | A2- Term paper |
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Domain</th>
<th>Competency</th>
<th>Activity (A1), Assignment (A2) or Assessment (A3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Interaction and integration among healthcare sectors</td>
<td></td>
</tr>
<tr>
<td>Analyze major</td>
<td>4-</td>
<td>Legislative issues and advocacy</td>
<td>A2-Term paper</td>
</tr>
<tr>
<td>contemporary U.S.</td>
<td>Knowledge of the healthcare system</td>
<td>The interrelationships among access, quality, cost, resource allocation, accountability and community</td>
<td></td>
</tr>
<tr>
<td>health care policy issues.</td>
<td></td>
<td>Funding and payment mechanisms of the health care system.</td>
<td></td>
</tr>
</tbody>
</table>

**Required Texts**


**Other required reading:**


**Highly recommended reference/reading:**


*Course lecture notes will be available on BeachBoard. Lectures will include extemporaneous information in addition to that in notes.*
Other Requirements:

1. Please bring a fully charged cell phone with texting capability to each class meeting.

2. You must have an 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.

Course 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 and web sites) before the class session, and to be prepared to discuss them. If you have trouble understanding what you read or hear, please ask for clarification in class or on the discussion boards on our course website…or make an appointment with me to discuss the problem area(s). Disabled students requiring special accommodations, please advise me of same when you first attend our class. Our class attendance policy conforms to University policy: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/.

Full credit will be issued for those who attend and participate in our scheduled class meetings. You will not be given a make-up assignment for missing a class meeting, even if you are excused due to illness or family emergency. Rather, the points for these assignments will be calculated using the percentage of the total points you earn for your term paper, exam and oral presentation combined. For example, if you earned 80 percent on each of these three assignments combined, or your average is score is 80 percent for these, but you missed class meeting #5 worth 10 points, you will be assigned 8 points for that class meeting. The same calculation will be applied to each and all class meetings you miss.

The above notwithstanding, you may be asked to repeat the course for excessive absenteeism, defined as absences from more than three regularly scheduled class meeting per our course syllabus meeting schedule. This applies to all absences, including excused absences.

Term Paper

Deliverable. Write a research paper on the following topic:

How should health care in the U.S. be organized and financed? In your opinion, based on what you have learned thus far, what is the most effective way of organizing and financing health care in the U.S. to improve access/coverage and constrain if not lower overall cost growth? Your paper should include the following sections:
Summary
Briefly summarize your paper. (No sources/citations in this section.) Suggested length: No more than one page.

Problem Statement
Identify the problem(s) with the health care system in the U.S. and provide the evidence to support your opinions/assertions. Suggested length: Two-to-three pages.

History
Succinctly describe the origins and background of the problem(s) in an historical framework. How did the problem(s) evolve? Suggested length: Two-to-three pages.

Analysis of the Problem
Dive into and summarize the works/writings of others done to understand the problem(s). Suggested length: Three-to-five pages.

Alternative Solutions
Succinctly describe the various solutions available to address if not resolve the problem(s). Suggested length: Two-to-four pages.

Recommended Solution

Conclusion/Reflections
Provide your broad conclusions/thinking that you have about this subject, and describe any lessons learned from this assignment. (This is all you; no sources/citations in this section.) Suggested length: One-half-to-one page.

Grading Criteria. Developing writing competence is an intensive process that includes developing ideas and synthesizing source materials to support your thinking and reasoning on the subject of your studies. Therefore, you will need to submit a research (term) paper.

Minimum/Maximum length = 4,200-6,650 words. That is approximately twelve (12) to nineteen (19) type-written, double-lined-spaced pages, not counting cover/title pages, reference pages or any attachments or addendums. Also, a minimum of twelve (12) references from current (2011 or later) qualified (i.e., peer-reviewed and scholarly sources), excluding any from our text, dictionaries, my handouts or my lectures are required. (You may quote or paraphrase our text, dictionaries, my handouts or lectures; however, these entries may not count toward the minimum number of references required for this assignment.)

Use APA format consistently and correctly. Be sure to include a correctly formatted title/cover page, but do not include dedications, keywords, abstracts or executive summaries.

NOTES:

1. This assignment requires you to do independent research; that is, you will not be able to complete it using our textbook and other course materials only. The university provides both an online and onsite library service to help you with your research.

2. In addition to uploading your completed research paper online, please bring a hard copy to class for me to grade. Use a staple, but no fancy covers or binders needed.
## Term Paper Grade Rubric:

### Integration of Knowledge

**EXPERT**
The paper demonstrates that the author fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights. The writer provides concluding remarks that show analysis and synthesis of ideas. (+30 points)

**PROFICIENT**
The paper demonstrates that the author, for the most part, understands and has applied concepts learned in the course. Some of the conclusions, however, are not supported in the body of the paper. (+20 to +29 points)

**APPRENTICE**
The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. (+15 to +19 points)

**NOVICE**
The paper does not demonstrate that the author has fully understood and applied concepts learned in the course. (+0 to +14 points)

### Topic Focus

**EXPERT**
The topic is focused narrowly enough for the scope of this assignment. A thesis statement provides direction for the paper, either by statement of a position or hypothesis. (+25 points)

**PROFICIENT**
The topic is focused but lacks direction. The paper is about a specific topic but the writer has not established a position. (+20 to +24 points)

**APPRENTICE**
The topic is too broad for the scope of this assignment. (+15 to +19 points)

**NOVICE**
The topic is not clearly defined. (+0 to +14 points)

### Depth of Discussion

**EXPERT**
In-depth discussion & elaboration in all sections of the paper. (+25 points)

**PROFICIENT**
In-depth discussion & elaboration in most sections of the paper. (+20 to +24 points)

**APPRENTICE**
The writer has omitted pertinent content or content runs-on excessively. Quotations from others outweigh the writer's own ideas excessively. (+15 to +19 points)

**NOVICE**
Cursory discussion in all the sections of the paper or brief discussion in only a few sections. (+0 to +14 points)

### Critical Thinking, Analytic Reasoning and Evaluation

**EXPERT**
Strong: Consistently does all or almost all of the following:
- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the most important arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, non-fallacious conclusions.

**PROFICIENT**
Acceptable: Does most or many of the following:
- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons.
- Fair-mindedly follows

**APPRENTICE**
Unacceptable: Does many or some of the following:
- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.

**NOVICE**
Weak: Consistently does all or almost all of the following:
- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COHESIVENESS</td>
<td>Ties together information from all sources. Paper flows from one issue or section to the next. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.</td>
</tr>
<tr>
<td>SPELLING &amp; GRAMMAR</td>
<td>No spelling, syntax or grammar mistakes.</td>
</tr>
<tr>
<td>SOURCES</td>
<td>At least 12 current sources, of which at least 10 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.</td>
</tr>
</tbody>
</table>

**Justifies key results and procedures, explains assumptions and reasons.**

Fair-mindedly follows where evidence and reasons lead.

**(+30 points)**

**Where evidence and reasons lead.**

unwarranted or fallacious conclusions.

Justifies few results or procedures, seldom explains reasons.

Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

**(+15 to +19 points)**

Exhibits close-mindedness or hostility to reason.

**(+0 to +14 points)**

**COHESIVENESS**

Ties together information from all sources. Paper flows from one issue or section to the next. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.  

**(+30 points)**

For the most part, ties together information from all sources. Paper flows with only some disjointedness. Author's writing demonstrates an understanding of the relationship among material obtained from all sources.  

**(+20 to +29 points)**

Sometimes ties together information from all sources. Paper does not flow - disjointedness is apparent. Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.  

**(+15 to +19 points)**

Does not tie together information. Paper does not flow and appears to be created from disparate issues. Headings are necessary to link concepts. Writing does not demonstrate understanding any relationships.  

**(+0 to +14 points)**

**SPELLING & GRAMMAR**

No spelling, syntax or grammar mistakes.  

**(-0 points)**

Minimal spelling, syntax or grammar mistakes.  

**(-15 points)**

Noticeable spelling, syntax or grammar mistakes.  

**(-20 points)**

Unacceptable number of spelling, syntax or grammar mistakes.  

**(-25 points)**

**SOURCES**

At least 12 current sources, of which at least 10 are peer-review journal articles or scholarly books. Sources include both general background sources and specialized sources. Special-interest sources and popular literature are acknowledged as such if they are cited. All web sites utilized are authoritative.  

**(-10 points)**

More than 10 current sources, of which at least 8 are peer-review journal articles or scholarly books. All web sites utilized are authoritative.  

**(-15 points)**

Fewer than 10 current sources, or fewer than 8 are peer-reviewed journal articles or scholarly books. All web sites utilized are credible.  

**(-20 points)**

Fewer than 9 current sources, or fewer than 6 are peer-reviewed journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.  

**(-20 points)**

- or -
web sites utilized are authoritative.  

The Turnitin similarity index is above 33%, in which case up to 56 points may be deducted.

### CITATIONS (deductions)

- Correctly cites all material and data obtained from other sources. APA citation style is used in both text and bibliography.  
  **(-0 points)**

- Correctly cites most material and data obtained from other sources. APA citation style is used in both text and bibliography.  
  **(-15 points)**

- Correctly cites some material and data obtained from other sources. Citation style is either inconsistent or incorrect.  
  **(-20 points)**

- Does not cite sources.  
  **(-25 points)**

### APA (Other) (deductions)

- Complies with all APA requirements.  
  **(-0 points)**

- Complies with most APA requirements.  
  **(-10 points)**

- Complies with some APA requirements.  
  **(-15 points)**

- Noncompliant or complies with few APA requirements.  
  **(-20 points)**

### Term Paper Presentation

You will make an oral presentation of your term paper to the class. You may be asked to work with other classmates to develop and participate in a group presentation, depending on the size of our class.

### Oral Presentation Feedback/Rubric

![Table](image)

<table>
<thead>
<tr>
<th>Student(s) Name</th>
<th>Earned Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________________</td>
<td>________________/60</td>
</tr>
</tbody>
</table>

**Content**

- Presentation content provides a clear and concise overview of the topic.
- Content presented is comprehensive, accurate, and believable
- Key points are noted
- Topic is researched adequately

(20 points)

**Organization/Structure**
- Presentation is well-organized, clear, and effectively structured
- There is an introduction to gain the audience’s attention and explain the purpose of the presentation
(20 points)

**Style/Presentation/Appearance**

- Non-verbal cues/gestures are appropriate to presentation and flow of ideas
- Content knowledge/confidence are evident
- Time was used well/not rushed
(10 points)

**Use of Visual Aids**

- Visual aids are used where appropriate
- Visual aids are appropriately professional given the presentation’s context
- They are easy to see/read
- Media are used correctly--i.e., overheads, videos, computer generated slides, charts, etc.
- Visual aids contribute to the overall effectiveness of the presentation
(5 points)

**Audience Participation**

- The presenter(s) involved the audience and solicited feedback
- Questions from the audience are effectively addressed and answered correctly
(5 points)

**Adherence to Time Limit**

- The presenter(s) stayed within the allotted time limit (Failure to do so may result in a deduction of points)
(-10 to 0 points)
Assignment Policies and Grading:

ALL assignments are due [TERM PAPER IS DUE] by the start of class on the dates specified. Late assignments lose 10% of the total point value for each calendar day past the deadline that it is due. NO ASSIGNMENTS WILL BE ACCEPTED AFTER OUR LAST DAY OF CLASS UNLESS PREARRANGED. Exceptions will be made if and only if either a verifiable death in your immediate family occurred or you were ill and provide me with verifiable (need phone number) note from a physician on his or her office letterhead or medication prescription pad. Otherwise, submit all assignments through BeachBoard when due. This also applies for missing our scheduled exam.

Disabled students, who qualify for alternative testing arrangements, please advise me at least two weeks prior to the exams.

Class Norms and Expectations:

I am an organizational psychologist with over 30 years of experience working in health care policy, program management and executive positions in health care. As such, I endeavor to merge my experience with the course material to help prepare students who aspire to careers in health care. Moreover, I structure the assignments and course delivery to maximize the acquisition of knowledge about and comprehension of the course material and topics. This is my orientation, so please know that while all eligible students are welcome to take my class, those of you who take it to meet an elective requirement may find the work and my expectations to be more arduous than you want or need. Do not, however, let it be more than you expected. With that in mind, review this syllabus thoroughly, ask me questions about the course, and take this course with me if and only if you can embrace the following class norms and expectations:

1. Our textbook was chosen, in part, because it was written for readers who possess little or no knowledge of the U.S. health care delivery system. Accordingly, I do not teach from our text; that is, I do not lecture on our assigned reading. Rather, I will augment and supplement the knowledge you glean from our assigned reading with my lectures and our class discussions. You will, though, be tested and graded on how well you know and understand all reading assignments and topics covered in class, so do ask questions about the assigned reading either in class or on the discussion board on our course website.

2. Students are expected to attend all class meetings. Attendance will be taken on a regular basis; however, there is no penalty for missing a class meeting. Please note, though, that you must have attended all class meetings, except Week 1, to qualify for a grade boost if your earned course grade falls within one percentage point of the next highest course grade.

3. This course is about a complex subject with its own language (i.e., industry-specific jargon), so I encourage international students and others who have little or no knowledge about the U.S. health care delivery system to find study partners who do and join a study group for this course…or run the risk of getting “lost in translation” and not grading well
on the course assignments. I will endeavor to help you keep up as much as I can, but you may need this additional support.

4. Our one exam for this course is administered online and is open-book, open-notes and comprised of multiple choice questions only, so I will not be providing a study guide.

5. This course requires you to do independent research; that is, you will not grade well on your term paper assignment by using our textbook and other course materials only to complete this assignment. The university provides both an online and onsite library service to help you with this.

6. Resist the temptation to ask me clarifying questions about assignments after we adjourn our class meeting or by email between class meetings. Instead, for the benefit of all our classmates, please speak up and ask any and all questions seeking clarification about our course or our course assignments either in class or on the discussion board on our course website. (You may post anonymously online if you do not want to be identified.) Do seek to confer with me privately, though, about personal matters or a grade I issued you for an assignment.

7. I do not give extra credit or bonus point grade opportunities. No exceptions.

Other Rules and Policies:

1. Cheating and Plagiarism. Please be aware of and ensure that your behavior conforms to University Policy, as contained in the California State University, Long Beach Policy Statement 80-01: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02. No form of cheating will be tolerated. Anyone found to be cheating will, at minimum, receive zero credit for the assignment or test involved. Stiffer penalties, including course failure, may be imposed at my discretion. Also, I will report any incidents of cheating to university officials. Students will have a right to file a grievance if they believe they were charged or punished unjustly.

2. Although the university catalog does not cover this aspect of plagiarism, it is NOT acceptable to submit the same paper for two courses. If you want to write a paper on the same topic for two different courses, you must submit two different papers. If I discover that you have submitted the same paper for another course, you will receive an “F” for your paper in this course.

3. Withdrawal policy. Per University policy: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2002/02/. For withdrawals after 2nd week and before final 3 weeks “permissible for serious and compelling reasons;” the instructor will evaluate student withdrawal requests on a case by case basis.

4. Please check and make certain that your email address is correct on BeachBoard, and know that I will respond to all emails I receive within 24 hours of your having sent them. Therefore, it would be correct for you to assume that I did not receive your communication if you have not received a response from me within that timeframe. So, please follow-up by calling me directly at (213) 324-3262; do not send another email. If you receive my voicemail, slowly input your name, repeat your phone number twice, and leave a good time for me to return your call.
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.

Course Grades:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due date</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Class Participation &amp; Attendance: 10 meetings</td>
<td>Weekly on selected dates</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Exams - (Online)</td>
<td>Week #11</td>
<td>100</td>
<td>25</td>
</tr>
<tr>
<td>Term Paper Draft (Optional; <strong>late submissions not accepted</strong>, and <strong>complete drafts only</strong> will be reviewed and feedback provided.)</td>
<td>Week #13</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Term Paper</td>
<td>Week # 16</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>Term Paper (Group) Presentation</td>
<td>Week # 16</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

* Full credit will be issued for those who attend class and participate in our scheduled class meetings. You will not be given a make-up assignment for missing a class meeting, even if you are excused due to illness or family emergency. Rather, the points for these assignments will be calculated using the percentage of the total points you earn for your exam, term paper and oral presentation. For example, if you earned 80 percent on each of these three assignments or your average score is 80 percent for these, and you missed class meeting #5 worth 10 points, you will be assigned 8 points for that class meeting. The same calculation will apply to each and all class meetings you miss.

Final Course Grade Computation:

\[
360+ = A \quad 320-359 = B \quad 280-319 = C \quad 240-279 = D \quad <240 = F
\]

Anyone whose total score earned for all assignments is less than 1 percentage point away (i.e., 3 points, 2 points or 1 point) from qualifying for a higher course letter grade will be given the higher grade, provided that s/he attended all class meetings, defined to mean all meetings except Week 1. No exceptions. (This happens more often than not and can be impactful because we do not use a plus or minus grade system. So, protect your course grade opportunities by attending all class meetings.)
The keys to being successful with this course are: (a) keep up with the assigned reading; (b) attend all class meetings; (c) form or join a study group; and (d) start working on your term project no later than Week 4. This will be an enjoyable learning experience if you follow this advice; otherwise, it may be more stressful than you would like.

CLASS TOPIC AND ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Meeting # - Date</th>
<th>Topic/Activity</th>
<th>Text, Reading Assignments¹</th>
<th>Tasks, Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Aug 23</td>
<td>Course Overview; Introductions; APA Presentation</td>
<td>Handouts</td>
<td></td>
</tr>
<tr>
<td>02 Aug 30</td>
<td>History of the U.S. Health Care System; Film: Sick Around America</td>
<td>Chapter 01</td>
<td></td>
</tr>
<tr>
<td>03 Sep 06</td>
<td>The Affordable Care Act Review Film: Sick Around The World</td>
<td>Chapter 02</td>
<td>Class Participation #1</td>
</tr>
<tr>
<td>04 Sep 13</td>
<td>Organization of Health Services</td>
<td>Chapter 09</td>
<td>Class Participation #2</td>
</tr>
<tr>
<td>05 Sep 20</td>
<td>Government’s Role in U.S. Health care</td>
<td>Chapter 03</td>
<td>Class Participation #3</td>
</tr>
<tr>
<td>06 Sep 27</td>
<td>Public Health</td>
<td>Chapter 06, 08</td>
<td>Class Participation #4</td>
</tr>
<tr>
<td>07 Oct 04</td>
<td>Inpatient &amp; Outpatient Services</td>
<td></td>
<td>Class Participation #5</td>
</tr>
<tr>
<td>08 Oct 11</td>
<td>U.S. Health Care Workforce</td>
<td>Chapter 10</td>
<td>Class Participation #6</td>
</tr>
<tr>
<td>09 Oct 18</td>
<td>Managed Care/Accountable Care</td>
<td>Handouts</td>
<td>Class Participation #7</td>
</tr>
<tr>
<td>10 Oct 25</td>
<td>Health Care Financing Film: Money and Medicine</td>
<td>Chapter 11, 12</td>
<td>Class Participation #8</td>
</tr>
<tr>
<td>11 Nov 01</td>
<td><strong>Exam</strong></td>
<td></td>
<td>Exam (Online)</td>
</tr>
<tr>
<td>12 Nov 08</td>
<td>Health Care Quality</td>
<td>Chapter 13</td>
<td>Class Participation #9</td>
</tr>
<tr>
<td>13 Nov 15</td>
<td>Health Care Information Technology</td>
<td>Chapter 15</td>
<td>(Optional) Draft Term Paper Due</td>
</tr>
<tr>
<td>14 Nov 22</td>
<td><strong>Fall Break</strong></td>
<td><strong>No Class Meeting</strong></td>
<td>Enjoy your break!</td>
</tr>
</tbody>
</table>

¹ In addition to the text chapter(s) and articles, review the websites for each topic listed below this schedule.
<table>
<thead>
<tr>
<th>Meeting # - Date</th>
<th>Topic/Activity</th>
<th>Text, Reading Assignments¹</th>
<th>Tasks, Deliverable(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 Nov 29</td>
<td>End-of-Life Issues</td>
<td>Handouts</td>
<td>Class Participation #10</td>
</tr>
<tr>
<td>16 Dec 06</td>
<td>The Future of Health Care and Policy</td>
<td>Chapter 16</td>
<td>Term Paper Due; (Group) Oral Presentations</td>
</tr>
</tbody>
</table>

**Pertinent Web Sites.** Just a few of many web sites with information pertinent to this course, by topic:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Web Sites</th>
</tr>
</thead>
</table>
| Health policy (national)                 | Department of Health and Human Services: [www.hhs.gov](http://www.hhs.gov)  
                                          | Medicare: [www.medicare.gov](http://www.medicare.gov)  
                                          | Office of Consumer Information and Insurance Oversight: [www.hhs.gov/ocio/index.html](http://www.hhs.gov/ocio/index.html)  
                                          | Academy for Health Services Research & Health Policy: [www.academyhealth.org](http://www.academyhealth.org)  
                                          | Health Reform GPS: Navigating Implementation: [http://www.healthreformgps.org](http://www.healthreformgps.org)  |
| Health policy (California)               | California Health care Foundation: [www.chcf.org](http://www.chcf.org)  
                                          | Insure The Uninsured Project: [www.itup.org](http://www.itup.org)  
                                          | Health Access: [health-access.org/](http://health-access.org/)  
                                          | Public Policy Institute of CA: [www.ppic.org](http://www.ppic.org)  
                                          | Health Consumer Alliance: [http://healthconsumer.org](http://healthconsumer.org)  |
                                          | Virtual reference style manuals: [www.csulb.edu/library/eref/vref/style.html](http://www.csulb.edu/library/eref/vref/style.html)  
| Health policy formation, agenda setting  | 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)  
                                          | Center for Health Care Strategies: [www.chcs.org](http://www.chcs.org)  
                                          | Center for Studying Health System Change: [www.hschange.com](http://www.hschange.com)  |
| Policy implementation & modification     | 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 Health care Foundation: [www.chcf.org](http://www.chcf.org)  
                                          | Kaiser Family Foundation: [www.kff.org](http://www.kff.org); Rand Corporation: [www.rand.org](http://www.rand.org)  
                                          | Mathematica Policy Research: [www.mathematica-mpr.com](http://www.mathematica-mpr.com)  
                                          | The Commonwealth Fund: [www.commonwealthfund.org/Health-Reform.aspx](http://www.commonwealthfund.org/Health-Reform.aspx)  |
| Financing health services                | Center for Medicare & Medicaid Services: [www.cms.gov](http://www.cms.gov)  
                                          | Center on Budget & Policy Priorities: [www.cbpp.org](http://www.cbpp.org)  
                                          | CA Legislative Analyst's Office: [www.lao.ca.gov](http://www.lao.ca.gov)  
                                          | Health care 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)  
<pre><code>                                      | America’s Health Insurance Plans: [www.ahip.org](http://www.ahip.org)  |
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<th>Topic</th>
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<tr>
<td>CA Assn. Of Health Plans:</td>
<td><a href="http://www.calhealthplans.com">www.calhealthplans.com</a></td>
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<tr>
<td>CA Dept. of Managed Health Care:</td>
<td><a href="http://www.dmhc.ca.gov">www.dmhc.ca.gov</a></td>
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<td>CA Office of the Patient Advocate:</td>
<td><a href="http://www.opa.ca.gov/index.aspx">www.opa.ca.gov/index.aspx</a></td>
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<td>National Governors Association:</td>
<td><a href="http://www.nga.org/">www.nga.org/</a></td>
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<td>National Association of Insurance Commissioners:</td>
<td><a href="http://www.naic.org/">www.naic.org/</a></td>
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<td>Ambulatory health services</td>
<td>American Academy of Urgent Care Medicine: <a href="http://www.aaumc.com">www.aaumc.com</a></td>
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<td>National Association for Ambulatory Care: <a href="http://www.urgentcare.org/">http://www.urgentcare.org/</a></td>
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<td>Medical Group Management Association: <a href="http://www.mgma.com">www.mgma.com</a></td>
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<td>Hospitals &amp; health systems</td>
<td>American Hospital Assn.: <a href="http://www.aha.org">www.aha.org</a></td>
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<td>Blue Cross/Blue Shield Assn.: <a href="http://www.bluecares.com">www.bluecares.com</a></td>
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<td>Association for Community Health Improvement: <a href="http://www.communityhlth.org/communityhlth_app/index.jsp">http://www.communityhlth.org/communityhlth_app/index.jsp</a></td>
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<td>Long Term Care; Politics of Aging &amp; Disability</td>
<td>American Association of Retired Persons: <a href="http://www.aarp.org">www.aarp.org</a></td>
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<td>Disability Rights Education &amp; Defense Fund: <a href="http://www.dredf.org">www.dredf.org</a></td>
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<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>Bazelon Center for MH Law: <a href="http://www.bazelon.org">www.bazelon.org</a></td>
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<td>Pharmaceuticals</td>
<td>Pharmaceutical Research &amp; Manufacturers of America: <a href="http://www.phrma.org">www.phrma.org</a></td>
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<td>American Society of Health-System Pharmacists: <a href="http://www.ashp.org/">www.ashp.org/</a></td>
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<td>Public health</td>
<td>Centers for Disease Control &amp; Prevention: <a href="http://www.cdc.gov">www.cdc.gov</a></td>
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<td>American Public Health Association: <a href="http://www.apha.org">www.apha.org</a></td>
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<td>Quality of care</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 (accreditation): <a href="http://www.jointcommission.org">www.jointcommission.org</a></td>
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<td>Ethical issues</td>
<td>Alliance for Health Reform: <a href="http://www.allhealth.org">www.allhealth.org</a> Hastings Center: <a href="http://www.thehastingscenter.org">www.thehastingscenter.org</a></td>
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Harvard Business Review
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Medicine and Health
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Frontiers of Health Services Management
Journal of Ambulatory Care Management
Public Health Reports
Modern Health Care^2
Hospitals & Health Networks

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Inquiry
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Milbank Memorial Fund Quarterly
Qualitative Health Research
Family & Community Health
Hospital & Health Services Administration
J of Health Care for the Poor & Underserved
Journal of Public Health Policy
J of the American Geriatric Society

^2 Free student subscription available at: http://www.aupha.org/i4a/forms/form.cfm?id=51&pageid=3829&showTitle=1