

GOVERNORS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS

SYLLABUS

GSU ARCHIVES
HLAD 355
FALL 1985

COURSE TITLE: HEALTH CARE AND POLITICS
COURSE NUMBER: HLAD 355
UNIVERSITY PROFESSOR: IRWIN MILLER
CREDIT: 3 Units, Fall 1985
FOR: Undergraduate Students

DESCRIPTION:

This course is designed to provide the student with an understanding of the Federal and State legislative and regulatory political process and of the local political process as they affect the health care system and health care professionals. It will also provide the student with the ability to interact with that process.

COMPETENCIES: Upon completion of the course, the student is able to:

1. Have knowledge of the State and Federal political legislative process.
2. Have understanding of the priority relationship of health care issues to other national and state level political issues.
3. Have the ability to identify where in the political legislative process an impact can be made by health care professionals.
4. Have knowledge of major political health care issues: cost; national health insurance; accessibility and availability in the health care system; liability; and equity.
5. Have an understanding of the role trade associations and professional groups have in affecting political health care issues.
6. Have the ability to prepare written argumentation for appropriate pressure points in the process.
7. Have knowledge of the relationship between legislation and regulation and methods of tracking.
8. Have understanding of and ability to interact with the regulation development process.
9. Have knowledge of local political processes, including health system agencies.
10. Have understanding of potential impact of local process on health care institutions.
11. Have the ability to identify the role health professionals have in the local political process as a member of the health care system.
12. Have knowledge and understanding of one major current political legislative issue.
13. Integrate the central issues in the course and demonstrate the ability to do an in-depth analysis of health care issues and/or proposed legislation.

REQUIRED TEXTS:

1. Alliances and Coalitions, E. Levin and R. V. Denenberg, (N.Y.: McGraw Hill, 1984).
2. The Nation's Health, 2nd Edition, ed. Philip R. Lee (S.F.: Boyd & Fraser, 1984).

COURSE OPERATION AND REQUIREMENTS:

1. A mid-term exam (25%) and a final exam (25%) plus a 10-page paper (50%) will be required.
2. Paper outline is due at mid-term.
3. Students are expected to read the reading assignments for the group and class discussions. Otherwise it will be difficult to have a fruitful discussion.
4. Please submit one copy of each paper, typed, double-spaced. Use standard Turabian style. (Keep a second copy for your use.)
5. Students must fulfill the written assignments before the end of the course.
6. Students must complete all intermediary work in order to qualify for taking the final examination.
7. Students who cannot attend the final examination on the designated date must inform the instructor in advance. One make-up exam will be offered for those who so inform the instructor.
8. Recommend for new students: Ehrlich and Murphy, Writing Research Term Papers and Reports, (N.Y.: Bantam, 1964) - \$2.50.
9. Each student will prepare and present a one-paged typed summary of one of The Nation's Health articles.

<u>SESSION</u>	<u>NATION'S HEALTH</u>	<u>COALITIONS</u>	<u>OTHER</u>
1			INTRO.
2	pp. 233-242		
3	306-313	Chap. 1	
4	338-347	2	
5	347-355	3	
6	334-337	4	
7			MIDTERM
8	355-360	5	
9	361-372	6	
10	373-380	7	
11	395-405	8	
12	406-412	9	
13	412-423		
14			FINAL
15			WRAP-UP

"A Few Words on Acceptable Papers"

- I. Each paper must have, first, an introduction that says what the paper's main point(s) is(are) and alerts the reader to the paper's logical order or argument. Second, the paper has a body where these points are made, developed, etc. Third, the paper has a conclusion that ties everything together, giving added significance to the package. Use headings throughout the paper to help the reader see the steps of your argument.
- II. Use citations when you use other people's facts and ideas - even if you do not quote directly. Avoid plagiarism or the appearance of plagiarism.
- III. Know what constitutes a good topic sentence. Use topic sentences.
- IV. Avoid value-spouting. Give informed opinions only.
- V. Avoid unprofessional, sloppy final copy.
- VI. Simple papers describe--sophisticated papers do more; they: analyze, evaluate, synthesize, etc. Analysis means using concepts, models and theories to break down systems into related parts. Analysis separates fact from value, structures evidence to build a case for a particular conclusion, etc. Synthesis goes a step further by bringing diverse materials together into a credible whole. Evaluation involves applying a set of criteria to appraise the worth of something.
- VII. Be sure to choose a topic relevant to a particular course. Be sure you can state the topic in one clear, simple sentence. Are you using enough current sources? Do the parts of the paper form logical elements of an argument? Are transitions from one idea or step to another clear? Would some re-ordering of major paper segments - or sentences in a paragraph - make for a better (and more readable) argument? Do you needlessly use jargon? Looking over the whole draft, is the argument persuasive? What should be done to improve it? For example, have you merely asserted something or provided facts, figures, authorities, analogies, etc.? Finally, after making your argument sharper, does the original title still summarize your paper in a nutshell?
- VIII. Be sure not to base your paper on out-of-date sources.
- IX. Ask yourself: Have I made this paper fit to be read?