

“Health Care Crisis In Sonoma County”

**An interdisciplinary case study
of a major community upheaval**

PSYCHOLOGY 490.1 • SPRING SEMESTER 2003

3 units • Wednesday evenings • 3046 Stevenson Hall • 7 to 9:40 pm

Sonoma County Health Care Crisis is being convened as a community of learners to develop a one-semester multi-disciplinary case study focused on the current Sonoma County health care cost and access crisis – studying participant primary interests, crisis causes, conflict study, recent losses, major stakeholders & stakeholder participation, plan and system design options, possibilities for innovation, more productive combinations and web resources. The class is open to on-campus SSU undergraduate and graduate students, as well as health professionals, negotiators, and others in the County community.

• Case study and extended learning community

The semester will focus on critical aspects of the severe health care crisis presently hurting Sonoma County. Students will explore different aspects of the crisis and the related concepts as sides of a case study; and each student will provide a culminating report to the class during the last weeks of the semester. Some of these reports will be put on the website dedicated to the crisis.

Members of the campus community will join in study in class with members of the local community.

• Health care crisis website

The following website will be used by the class all semester:

www.sonoma.edu/programs/healthcrisis/

This syllabus will be kept on the website. Students are asked to browse the website regularly. Some student writing may qualify for website display in the class section.

Please check in with these sites regularly. Daily is best.

www.chcf.org

<http://kaisernetwork.org/healthcast/>

• Spring Semester 2003 Calendar

Weeks

- 1-2 Openings, orientation, brief history, conflict, dialogue, consideration of crisis website – Reading begins – Books, web study, newspapers, community meeting attendance planning; “community-based learning” planning – Students begin study of their own subjects in their own ways
- 3 The above, plus small groups will be formed; first guest speaker on crisis history, starting with when group health insurance was \$4/month
- 3-4 The above, plus personal learning contracts completed Weeks 3 or 4; personal writing portfolio plans made (may include drawing, short story, poems, etc.)
- 4 First meeting of students in semester self-assessment committees
- 5-11 Study of the following topics (Sequence of study is tentative and may change, as discussion progresses):
- 5 Building crisis website resources; components of crisis history and recent losses
- 6 Components of crisis, cost and access
- 7 Cornucopia of concepts of health care
- Mid-term paper due: Paper #1
- 8 Stakeholders and roles; coalition-building for study
- 9 Conflict study, including assessing categories of conflict, stakeholder positions, issues, and interests
- 10 Health plan and system design options and innovation
- 11 First synthesis
- 12-14 All students present study and research reports and presentations in class: written form is Paper #2 due at this time
- Final portfolio submission to self-assessment committees; second meeting of students as assessment committees; final portfolio submission to teacher
- 15 Second and final synthesis – Class participant learnings

- **Reading** (to be most easily found at the SSU Bookstore)

Fisher, Getting to Yes

Wallach, Amodeo and Mullen, Health Plan Design for California Non-Profit Organizations

Zelman and Berenson, Managed Care Blues and How to Cure Them

- **Individual contract and portfolio basis of participation**

Each student will choose two papers to write and develop a work portfolio for the class including the two papers and any other material or experience for the student's own development – journal, further essays, short story, poetry, drawing about the crisis, as the student chooses.

For those not accustomed to individual contracts, an illustrative example is shown here: During the first few weeks of class each class participant will develop a learning contract outlining the participant's plan and calendar for semester study and writing, giving subjects and methods of study, anticipated milestones and outcomes. When the contract is agreed to by the student and teacher, and reviewed by one's self-assessment committee by the end of the fourth week of class, the class participant places the contract in the portfolio for safekeeping and to regularly review as the semester progresses.

Naturally, class participants are expected to take responsibility for their own learning.

- **Basis for individual assessment**

Active participation in class, attendance, text reading, web study, and each of the two papers (the latter also an oral report in class) form rather equally the six main parts of the class grade, plus, as applicable, other participant work included in the final portfolio, along with recognition of community-based commitments during the semester. (Community based commitments may substitute for part or all of one paper.) You may propose to modify these general proportions to better fit your primary learning plans for this course.

- **Community Based Learning**

The class is inherently based in the community crisis and will develop its meaning as it works forward on the crisis. It is also a study in community communications and collaborative planning. Class participants may also be or become involved in community efforts to understand and work to improve the County's health care distress.

- **Psychology 490.1 teacher this semester**

Skip Robinson Ph.D., SSU Lecturer in Psychology, is teaching psychology, conflict resolution, and this health care course at Sonoma State. He also periodically teaches conflict resolution internationally with CRI, the Conflict Resolution, Research and Resource Institute, Tacoma. This academic year, Dr. Robinson is facilitating an informal initiative at SSU studying this Sonoma County health care crisis. He helped develop the SSU Conflict Resolution Certificate Program and the Global Studies B.A. Program and co-facilitated development of the Saybrook Graduate School Peace & Conflict Resolution program and its Psychology, Creativity and the Arts interest area plan. His doctoral dissertation on outpatient psychotherapy under managed care is available for study on www.sonic.net/~robinson/dissertation/

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