Instructor: Kathleen Gamble  
Email: kgamble7@uwo.ca  
Office Room Number: TBD  
Office Hours: Thursdays 1-2pm, or by appointment

**Prerequisite Checking**

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**Course Information**

This course provides an overview of the fundamentals of health policy, with an emphasis on the Canadian context. Topics to be discussed include the history of the Canadian public health care system; the Canada Health Act; the political and economic environment of the Canadian health care system; the Canadian system in comparative perspective with the US and other countries; and contemporary issues, ideas and challenges in Canadian health policy. This course introduces students to Canadian health policy and it examines the policy making process in the Canadian context. It also explores the development of Canadian health policy and current debates over the social determinants of health. This course will provide analytical tools for understanding health policy, offer an overview of current policy issues, and explore the relationship between social inequality, gender, race, sexuality and class. Through readings and classroom discussions, the course will provide students with the knowledge skills to: appreciate the social, political, and economic dimensions of health policy and policymaking; critically analyze and evaluate current health policies in Canada; consider emergent issues in Canadian health policy and current health reform issues.

**Course Materials**

All readings will be available on OWL.
<table>
<thead>
<tr>
<th>Course Reading Schedule</th>
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<tr>
<td><strong>Week 1</strong></td>
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**Week 2** | **Sept. 17** | “Health care in Canada: Examining the links between national identity and health” |
| **Myth Buster Case Study:** |
| • [http://www.cfhicass.ca/Libraries/Mythbusters/Myth_MedicareCoversAll_ENG_Final_1.sfb.ashx](http://www.cfhicass.ca/Libraries/Mythbusters/Myth_MedicareCoversAll_ENG_Final_1.sfb.ashx) |
| **The Canada Health Act (CHA):** |
| Deber, Gamble and Mah: “Canada: Variations on a Common Theme” |
| Fierlbeck “Preface” |

<p>| <strong>Week 3</strong> | <strong>Sept. 24</strong> | “Equity in Canadian Health Care: The gap between policy and practice in Aboriginal Health in Canada” |
| “Beyond Borders and Boundaries: Addressing Indigenous Health Inequities in Canada Through Theories of Social Determinants of Health and Intersectionality” (de Leeuw and Greenwood) |</p>
<table>
<thead>
<tr>
<th>Week 4</th>
<th>“Show me the money! Funding and Financing health care in Canada”</th>
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<tbody>
<tr>
<td>Oct. 1</td>
<td>“Aboriginal Health Systems in Canada: Nine Case Studies” (Lemchuk-Favel and Jock)</td>
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<tr>
<td></td>
<td><strong>Drinking Water Issues on First Nation Reserves:</strong></td>
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**Myth Buster Case Studies:**

- [http://www.cfhi-fcass.ca/Libraries/Mythbusters_FinancialSustainability_en_FINAL.sflb.ashx](http://www.cfhi-fcass.ca/Libraries/Mythbusters_FinancialSustainability_en_FINAL.sflb.ashx)

- [http://www.cfhi-fcass.ca/Migrated/PDF/myth17_e.pdf](http://www.cfhi-fcass.ca/Migrated/PDF/myth17_e.pdf)

Fierlbeck Chapter 1 “Funding Health
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>Week 5</td>
<td>Oct. 8</td>
<td>Accountability and Performance Measurement: How is health care administrated and governed?</td>
<td>Fierlbeck Chapter 3 “Health Care Administration and Governance”</td>
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<tr>
<td>Week 6</td>
<td>Oct. 15</td>
<td>No required readings!</td>
<td>Midterm Test</td>
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<tr>
<td>Week 7</td>
<td>Oct. 22</td>
<td>Getting to know our neighbours: a comparative perspective of health care</td>
<td>Fierlbeck Chapter 11 “The United States and the Long Road to Reform”</td>
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<tr>
<td>Week 8</td>
<td>Oct. 29</td>
<td>Reading Break</td>
<td>No Assigned Readings</td>
</tr>
<tr>
<td>Week 9</td>
<td>Nov. 5</td>
<td>Public Health and Population Health: Can we plan for natural disasters and outbreaks?</td>
<td>Fierlbeck Chapter 5 “Public Health and Population Health”</td>
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<td></td>
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<td></td>
<td>Rudowitz: “Health Care in New Orleans Before and After Hurricane Katrina”</td>
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<td>Week 10</td>
<td>Does Canada need a nationalized pharmaceutical plan?</td>
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| Nov. 12 | **Myth Buster Case Study:**  
  - [http://www.cfhi-fcass.ca/Libraries/Mythbusters/Myth_Generic_drugs_are_lower_quality_EN_FINAL.sflb.ashx](http://www.cfhi-fcass.ca/Libraries/Mythbusters/Myth_Generic_drugs_are_lower_quality_EN_FINAL.sflb.ashx)  
  
  Eric Hoskins: “The Time for national Pharmacare has come”: [http://www.thestar.com/opinion/commentary/2014/12/15/eric_hoskins_the_time_for_national_pharmacare_has_come.html](http://www.thestar.com/opinion/commentary/2014/12/15/eric_hoskins_the_time_for_national_pharmacare_has_come.html)  
  
  Fierlbeck Chapter 7 “Drugs and Drug Policy” |

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<th>Week 11</th>
<th>Mental Health</th>
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| Nov. 19 | **Myth Buster Case Study:**  
  
  Fierlbeck Chapter 8 Mental Health  
  
  **Film:** Mental Health Stigma (screened)  
  
  **Poster Presentations Due!** |
<table>
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<tr>
<th>Week 12</th>
<th>Health Human Resources: A globalized perspective</th>
<th>Fierlbeck Chapter 6 “Health Human Resources”</th>
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<tr>
<td>Nov. 26</td>
<td>Film: “The Mobile Health Workforce: Perspectives on Human Resource Challenges &amp; Global Health” (Screened in class)</td>
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<th>Week 13</th>
<th>Review and Conclusions</th>
<th>No Assigned Readings.</th>
<th>Policy Briefs Due!</th>
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<tr>
<td>Dec. 3</td>
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**Evaluation**

In Class Midterm 20% (October 15)

Poster Presentation 20% (November 19)

Policy Brief 30% (December 3)

Final Exam 30% (During Fall Exam Schedule)

**Assignment Information**

1. **Poster Assignment**
   Worth: 20% of Final Grade

   Your task is to create a poster to present at a health policy conference. For this assignment, you are allowed to work in pairs or on your own. A poster provides a limited space to present information. Part of the task is to decide what aspect of the subject you wish to focus on. Pay particular attention to how you design the poster for presentation. What can you do to draw people to your poster? Remember to make sure of the terms and concepts used in class while creating your poster. Use the following website to help create your poster:

   [http://www.amstat.org/meetings/csp/2013/postertips.cfm](http://www.amstat.org/meetings/csp/2013/postertips.cfm)
PLEASE NOTE THE POSTER IS TO BE ONE SLIDE ONLY

Grading of the poster is based on the following elements:

<table>
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<th>Identification of main theme/purpose of poster</th>
<th>Relevance to the topic</th>
<th>Connection to course concepts and terms</th>
<th>Creativity</th>
<th>Overall visual impact (neatness and clarity)</th>
<th>Total</th>
</tr>
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<tr>
<td>/4</td>
<td>/4</td>
<td>/4</td>
<td>/2</td>
<td>/2</td>
<td>/20</td>
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**Formatting Tips:**

- **Less is more.** Be clear and concise with poster design and content. Overcrowding a poster makes it difficult to read.
- Use fonts that are large enough to read at a distance.
- Include the title and name(s) of the presenter(s) in larger, bolder font than the rest of the poster.
- Provide clear labels or headings for each section of your presentation.
- Remember contrast. Put light-colored fonts on dark backgrounds and dark fonts on light-colored backgrounds so that your viewer can see your text clearly.
- Imbed high-quality graphics and videos.
- Avoid hyperlinks. Internet access will not be available during your presentation.

**Content Tips:**

- **Coverage:** In addition to title/author and abstract, most successful posters provide brief statements of introduction, method, subjects, procedure, results, and conclusions. Ask yourself:
  - Have you provided all the obvious information?
  - Will a casual observer walk away understanding your major findings after a quick perusal of your material?
  - Will a more careful reader learn enough to ask informed questions?
  - What would you need to know if you were viewing this material for the first time?
- **Clarity:** People attending a poster session are free to move about from poster to poster and often must view a poster from a distance, making it difficult to read excessive text and small fonts. With this in mind we recommend you:
  - Use large fonts and limit text to essential information. Place your major points in the poster and have the nonessential, but interesting, sidelights for informal discussion.
  - Keep content simple and communicate clearly.
Consider whether the sequence of information is evident. Indicate the ordering of your material with numbers, letters, or arrows when necessary.

"A picture's worth a thousand words." Imaginative use of captioned illustrations, photographs, graphs, video (without sound) or other types of visually appealing material is an extremely effective mode of communication in a poster presentation.

Make your final conclusions or summary a concise statement of your most important findings.

1. **Policy Paper** (30% of Final Mark)

   The purpose of this paper is to examine a topic or issue of interest to you from within the framework of concepts that you have learned in this class. The goal of this assignment is to help make this course more relevant to you and possibly to identify a topic you may wish to explore further in the future. Your paper must have a strong thesis and analysis! You are to research your topic and develop a clear opinion about your topic! If you have questions about thesis writing please come and speak to me!

   A successful paper will:

   - Present a summary of the current situation associated with your topic/issue
   - Describe 3 challenges associated with your topic
   - Describe key health care players/stakeholders involved in this problem
   - Present 2 or 3 possible responses for possible resolution to the issue and discuss how the key players might be affected.
   - Draw a conclusion about the problem and its potential resolution and discuss areas for further study

   Students are encouraged to take a specific approach to the topic that is relevant to this course. For example, think about how our discussions about health equity, intersectionality and policy can be used together to address a specific topic/issue. One of the objectives of this assignment is to allow you to research a topic you find interesting and demonstrate your knowledge about the course, its materials and concepts. You should identify some key literature on your topic, and your paper should draw on the evidence. However, this exercise is not meant to be an in-depth literature review, rather you should use the literature to help you understand and frame the issue.

   **Possible Topics:** Ageing in Canada, Health Human Resources in Canada, Aboriginal Health in Canada, Debates about Private vs. Public Funding Models, Reducing Wait Times, Drug Policies in Canada etc.

2. **Format Requirements**

   - The paper should clearly indicate its goal and the course constructs it will explore.
   - 5-8 pages in length, double-spaced, with normal font and margins
   - Citations and references must be done properly

   **LATE POLICY**
Extensions for assignments may only be granted in extenuating circumstances (i.e. personal illness or for compassionate reasons) and must be supported with the appropriate documentation.

Late assignments will be deducted 3% a day and no assignment will be accepted after seven days. FYI, the weekend counts.

**Assignment “Re-grading”**

You may ask for an assignment re-grade from the Course Director but please note the following steps must be taken within **14 days** only of receiving your graded assignment:

a. You must meet with the Course Director to discuss the grade
b. You must in writing (at least one page) detail:
   i. why you are unhappy with your grade;
   ii. why you believe you deserve a higher grade based on a detailed explanation of the grading scheme below (i.e.: what were the concepts you were taking up in the assignment? at what skill level was your writing? how did your assignment satisfied the requirements of the assignment?);
   iii. what you think the thesis of your assignment was.

Requests for reassessment that do not **STRICTLY** adhere to this policy and its timelines will not be considered.

**PLEASE NOTE: YOUR GRADE COULD BE DECREASED IF WARRANTED.**

Students are responsible for keeping back-up copies of all written work and assignments for this class. You should always have at least one updated hard copy of your work (rather than just one electronic version either on USB, hard drive, etc.). Computer problems will not be accepted as an excuse to hand in a late assignment.

A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline. In arranging accommodation, instructors will use good judgment and ensure fair treatment for all students. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Dean’s office, and it will be the Dean’s office that will make the determination whether accommodation is warranted. Given the University’s Official Student Record Information Privacy Policy, instructors may not collect medical documentation. Should accommodation be denied, the student may appeal to the Academic Counselling Office of their Faculty for consideration.

**Statement on Use of Electronic Devices**

A clear statement of what electronic devices will or will not be allowed during tests and examinations. For final exams, use of communication equipment (e.g., cell phones) is prohibited unless authorized by the examiner.

A statement about the use of laptops in the classroom is appropriate if you want to limit their use.
Statement on Use of Personal Response Systems (“Clickers”)  

If Personal Response Systems (“Clickers”) are used in the course, a reference to the Guidelines for their use is at http://www.uwo.ca/univsec/handbook/exam/courseoutlines.pdf on page 4. Instructors are to communicate clearly to students information on how clickers are used including: how the student’s privacy will be protected, how clickers may be used by the instructor for data gathering and for evaluating the student, and why they cannot be used by anyone but the student (since the students involved in misuse of a clicker may be charged with a scholastic offence).

ADDITIONAL STATEMENTS

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.

English Proficiency for the Assignment of Grades


Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf  
The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: https://studentservices.uwo.ca/secure/index.cfm.
Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

**Scholastic Offences**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

**Support Services**

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- http://www.sdc.uwo.ca/ssd/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca/
4. Ombuds Office -- http://www.uwo.ca/ombuds/