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

All developed countries have health and health care systems that are designed to meet their current and future health objectives. This course will review selected international health systems, including Canada’s, and apply standard outcome measures that will indicate the extent to which they are meeting national health objectives. By surveying a selection of health care systems worldwide, students will explore issues related to financing, reimbursement, delivery systems, and the adoption of new technologies. In this course students will examine questions such as: which systems and which public/private sector mixes are better at achieving efficiency and equity? How do these different systems deal with tough choices, such as decisions about new technologies? Health care is a priority and source of concern worldwide. Every country irrespective of its private, public or mixed health care system faces similar challenges with regard to quality, delivery and cost of services. This course examines both global health issues and health systems from a comparative perspective. As well, using the social science approach of lived experience and voice, we will examine multimedia films that focus on the ways in which people experience their health care systems. This visual engagement will examine the impact of global factors and determinants of health as a method of exploring the effectiveness of the selected countries health system.

Learning Outcomes

Participation in this course will enable students to:
-understand how social, economic, cultural, political and historical influences shape national health systems;

-gain tools to assess the relationships between international health system design and population health outcomes;

-ability to compare and contrast the attributes of various national health systems;

-formulate informed opinions about so called best practice models of health care delivery

-anticipate likely changes to the Canadian health system

Readings

By surveying a selection of health care systems worldwide, students will explore issues related to financing, reimbursement, delivery systems, and the adoption of new technologies. In this course students will examine questions such as: which systems and which public/private sector mixes are better at achieving efficiency and equity? How do these different systems deal with tough choices, such as decisions about new technologies? Health care is a priority and source of concern worldwide. Every country irrespective of its private, public or mixed health care system faces similar challenges with regard to quality, delivery and cost of services. This course examines both global health issues and health systems from a comparative perspective. As well, using the social science approach of lived experience and voice, we will examine multimedia films that focus on the ways in which people experience their health care systems. This visual engagement will examine the impact of global factors and determinants of health as a method of exploring the effectiveness of the selected countries health system.

Lecture Notes

Lecture notes and slides will be posted on OWL prior to the class.

Course Format

Classes will be a mixture of lecture, discussion, online participation, guest speakers, multimedia presentations (i.e. films and documentaries) and small group work. Students are responsible for all assigned readings and films and will be expected to discuss them in class and online. Attendance and participation in class is encouraged and expected.

IMPORTANT: This course will be delivered using a combination of lectures and online instruction. Participation in lectures and online is mandatory! We will be meeting as a group every Tuesday starting September 15th and starting Oct. 1, every other Thursday will become online instructional days with the following schedule:

Oct. 1, 15, 29, Nov. 12, 26 Online Participation Assignments Due
Sept. 17, 24, Oct. 8, 22, Nov. 5, 19, Dec. 3 in class attendance required.
On the Thursdays that have online participation assignments, you will be given a short assignment to complete that will be used to evaluate your understanding of the course material. There are five online mini assignments and they are worth 6 marks each (for a total of 30 marks). More information about these mini assignments can be found on OWL (including assignment instructions and a grading rubric).

PLEASE NOTE: THIS MEANS THERE ARE NO CLASSES THE WEEK OF SEPT. 29 AS I AM AWAY AT A CONFERENCE!!!!

Evaluation

Participation 30% (6 x 5%)

In Class Midterm 20% (October 13)

Poster Presentation 20% (November 24)

Final Exam 30% (During Fall Exam Schedule)

Assignment Information

1. Online Participation Assignment

Value: 30% of Final Mark (5 assignment x 6 % each)

Due Date: Thursdays before 2:30pm (see reading schedule for more details)

Assignment Information:

The online participation assignments are designed to evaluate your understanding of the course material and its practical applications (i.e. in real life)! There are six assignments and each assignment must be completed online before 2:30pm on specified Thursday. You will be expected to read, watch or review the material under the link entitled “Online Participation Material). This is the only material you are required to reference in your responses! You are welcome to incorporate elements from the assigned readings, but to do well on this assignment you must demonstrate your understanding of the link between these news stories and the concepts we have been working with in class. Your responses can be informal (i.e. written in the first person and references are not required beyond naming the article or author) and can be up to 500 words. Remember: each assignment will ask you questions that you must answer in your response! The assignments will be submitted online.

IMPORTANT!!!!

Due to the nature of this assignment, late submissions will not be permitted! The assignment information and question will be released on the Thursday before it is due and you can submit your assignment between its release date and the Tuesday deadline.

Grading Rubric
Completion of Assignment: 2 marks

Quality of Analysis: 4 marks

***The assignments will be graded weekly and returned by the following Tuesday.***

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

   Your task is to create a poster to present at a health studies conference. Choose a topic from the course syllabus and develop a presentation that uses the methodology of this course to explore the relationship between ‘equity’ and health systems. 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>
<thead>
<tr>
<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>
</thead>
<tbody>
<tr>
<td>/4</td>
<td>/4</td>
<td>/4</td>
<td>/2</td>
<td>/2</td>
<td>/20</td>
</tr>
</tbody>
</table>

   **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.

**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.

**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/ssl/
2. Student Health -- http://www.shs.uwo.ca/student/studenthealthservices.html
3. Registrar’s Office -- http://www.registrar.uwo.ca

**Lecture and Reading Schedule (Please Note Assignment Deadlines)**

**Week One: Introductions and Intersectional Approaches**

**Readings:**

1. “Why the Theory and Practice of Intersectionality Matter to Health Research and Policy” (Dhamoon and Hankivsky)
Week Two: There’s No Place like Home! Understanding Canada’s Healthcare System

Readings:
1. “Beyond Borders and Boundaries: Addressing Indigenous Health Inequities in Canada Through Theories of Social Determinants of Health and Intersectionality” (de Leeuw and Greenwood)
2. “Aboriginal Health Systems in Canada: Nine Case Studies” (Lemchuk-Favel and Jock)
3. “Canada: Variations on a Common Theme” (Deber, Gamble and Mah)

Week Three: Getting to know our Neighbour: The United States Healthcare System

Readings:
2. “U.S. Healthcare: Most Expensive and Worst Performing” (Khazan)
3. “Health Status, Health Care and Inequality: Canada vs. the U.S.” (O’Neill)

Film: “Sicko” by Michael Moore

Week Four: Healthcare Law in the United States and Canada

Readings
1. “The United States and the Long Road to Reform” (Fierlbeck)
2. “Canada Health Act”
3. “Health Law in Canada” (McMillan)

Week Five: Inequity and Health Systems in the United States and Canada

Readings
1. “Health Care in New Orleans Before and After Hurricane Katrina” (Rudowitz)
2. “SARS, Pandemics and Public Health” (Skelding)
3. “Health Care in New Orleans Before and After Hurricane Katrina”

Film: “The Story that Drowned a City”

Week Six: In Class Midterm

Readings: No Assigned Readings
Week Seven: International Health System Governance

Readings:
1. “Global Health Governance” (Dodgson and Lee)
2. “Framework for Assessing Governance of the Health System in Developing Countries” (Siddiqi)
3. “Closing the Gap in Generation: Health Equity Through Action on the Social Determinants of Health”

Week Eight: Health Systems in Scandinavia and the United Kingdom

Readings
1. “Overview of Healthcare in the UK”
2. “Health Systems in Transition: United Kingdom” pgs. 21 to 26 and 71 to 83

Week Nine: Health Systems in Japan and India

Readings
1. “Health and health-care Systems in Southeast Asia: Diversity and Transitions”
2. “Chronic Diseases and Injuries in India”
3. “What has made the Population of Japan Healthy?”
5. “Health care and Equity in India”

Week Ten: Health Systems in the Global South

Readings
1. “An Assessment of Interactions Between Global Health Initiatives and Country Health System” (WHO)
3. “Social Determinants of Health Inequalities” (Marmot)

Week Eleven: Health Systems and Health Human Resources
Readings

1. “Human Resources for Health: Overcoming the Crisis”
3. “Human Resources and National Health Systems”

Week Twelve: Final Exam Review