Instructor: Hossein Khalili, RN, BScN, MScN, PhD
Email: hkhalil6@uwo.ca
Office Hours: Email for appointment
For date, time and location of classes please visit the OWL site.

Prerequisite Checking
Unless you have either the requisites for this course or written special permission from your Dean to enrol in, 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.
To view the list of prerequisites and/or antirequisites, please visit the current Western Academic Calendar at www.westerncalendar.uwo.ca.

Course Information
Course description: The Health Care System in Canada is in transition towards a sustainable, accessible, efficient and effective health care system in which it could provide quality health care services to its growing diverse population and increasing number of vulnerable people (elderly, homeless, those living with chronic and/or complex conditions). In this transition, the Canadian Health Care System is facing significant challenges and structural reforms. This course is designed to make students aware of, and enable them to explore and examine how Canada’s health care is performing relative to other countries, and to investigate the ways to create a sustainable, accessible, efficient and effective health care system for the future.

Course Goals:
Students will:
- build upon previous years learning to deepen their understanding of the Canadian Health Care System and its strengths and vulnerabilities, identifying the gaps/needs for further improvement
- Identify significant trends and developments occurring in health care in Canada and around the world
- Identify key sources of information about health care trends in Canada and other countries
- Explore the requirements for future sustainability (and accessibility and effectiveness) in Canada’s health care system
- Apply their knowledge and understanding of sustainable, accessible, efficient and effective health care system to develop a proposal for future of health care in Canada.
Course Topics:

Note: the topics and/or dates are subject to change

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td><strong>Course Introduction</strong>&lt;br&gt;Overview of Health Care System in Canada&lt;br&gt;• Strengths and Vulnerabilities</td>
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<td>2</td>
<td><strong>Canada’s Health Care Choice: Trending Down or Scaling Up</strong>&lt;br&gt;• Ways to Improve Health Care Sustainability &amp; Quality Care</td>
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<td>3</td>
<td><strong>Canada’s Health Care in Transition I</strong>&lt;br&gt;• The Role of Federal &amp; Provincial Governments in Future Health Care</td>
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<td>4</td>
<td><strong>Canada’s Health Care in Transition II (Online)</strong>&lt;br&gt;• Patient/Public Role in Future Health Care&lt;br&gt;  o Patient Partnership &amp; Public Empowerment</td>
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<td>5</td>
<td><strong>Canada’s Health Care in Transition III</strong>&lt;br&gt;• Health Care Industry: Improving Values and Economic Prosperity&lt;br&gt;• Public-Private partnership in Future Health Care</td>
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<td>6</td>
<td><strong>Seamless Care: Collaboration, Integration &amp; Innovation I</strong>&lt;br&gt;• Models of Healthcare Delivery&lt;br&gt;  o Interprofessional Education &amp; Collaborative Person-Centred Practice&lt;br&gt;• Health &amp; Social Care Integration</td>
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<td>7</td>
<td><strong>Seamless Care: Collaboration, Integration &amp; Innovation II</strong>&lt;br&gt;• Information Technology &amp; Future Health Care&lt;br&gt;• Consumer Health Informatics &amp; Future Health Care</td>
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<td>8</td>
<td><strong>Group Presentation I</strong>&lt;br&gt;• Final Project: Analysis &amp; Implication</td>
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<tr>
<td>9</td>
<td><strong>Group Presentation II</strong>&lt;br&gt;• Final Project: Analysis &amp; Implication</td>
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<td>10</td>
<td><em><em>Provision of Health Services To Those with Special Needs</em> &amp; Future Health Care</em>*&lt;br&gt;- Aboriginal Health&lt;br&gt;- LGBTQ&lt;br&gt;- Healthy Population &amp; Aging&lt;br&gt;- Women and Children Health&lt;br&gt;- Homeless population&lt;br&gt;- Mental Health &amp; Drug Abuse&lt;br&gt;- New Comers,</td>
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<td>11</td>
<td><strong>Health Care in 21st Century I</strong>&lt;br&gt;International Health Care Systems</td>
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<td>12</td>
<td><strong>Health Care in 21st Century II (Online)</strong>&lt;br&gt;• Triple Aim in Canada&lt;br&gt;• Health in All Policies</td>
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Class Format:
A combination of traditional didactic (lectures), inverted classroom (group discussion/presentation), real-world examples, and/or workshop activities will be used. In this course, learning and teaching are a shared responsibility. The instructor’s role is to guide, facilitate and support your learning. As a student, you are expected to prepare for each class by having obtained and reviewed all material identified for that class in the OWL, and to actively contribute to the co-creation of knowledge in class by getting engage in class activities and discussions, and sharing your evidence-informed opinions, reflections and experiences.

Attendance and participation in class is expected since small group and class discussions will facilitate learning, and your active participation will support not only your own but your peers’ learning. In order to create an interactive learning environment, students will be asked to share within groups, and at times with the larger class, their understanding of course material, their experiences and to engage in reflection on their learning.

Course Materials:
Textbook: There is no required textbook to purchase. Required reading materials in the form of journal articles and other online materials are identified within the course weekly folders at OWL and students are responsible for accessing and obtaining the materials.

Recommended Resource:

Evaluation:
Students academic performance will be assessed in the following ways:

<table>
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<tr>
<th>Item</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Mid-term Examination (online)</td>
<td>25%</td>
<td>Week 6 (Open: Monday Oct 23rd at 12am till Wednesday Oct 25th at 11:55pm)</td>
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<tr>
<td>2. Online Discussion Contribution</td>
<td>5% (2.5% per each assigned week)</td>
<td>Week 4 (Oct 1st – 8th) &amp; Week 12 (Dec 3rd – 6th)</td>
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<tr>
<td>3. Future of Health Care Analysis, Group Project Presentation/Facilitation</td>
<td>30%</td>
<td>Week 8 (Nov 14th) &amp; 9 (Nov 21st)</td>
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<td>4. Active Participation</td>
<td>10%</td>
<td>Ongoing</td>
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<tr>
<td>5. Take Home Final Examination</td>
<td>30%</td>
<td>Receive the Exam on Dec 7th at 12am &amp; Return on Dec 8th at 11:55 (via Assignment Tab)</td>
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1. **Mid-term examination (25%)**
   The online mid-term examination will be completed during the week 6 (Open: Monday Oct 23rd at 12am till Wednesday Oct 25th at 11:55pm). The exam will last 60 minutes and covers material discussed in the previous sessions (weeks 1-5). The format of the examination will be a combination of multiple choice questions, true or false questions, matching questions and/or short written answers.

2. **Discussion Contribution (5%)**:
   Students in their groups will engage in online discussion during week 4 (Oct 2nd – 8th) and Week 12 (Dec 4th – 8th). Each student will be responsible for initiating, facilitating the forum and answering the questions. Grading for these forum discussions is based on the submission of a **minimum of three to five quality posts per each assigned week, distributed over the week** (i.e. the posts cannot all be made on one or two days, as discussion requires ongoing monitoring and responding to other student posts). The prompts are linked to an issue or issues discussed in that week’s material and will provide an opportunity for students to: (1) apply newly acquired knowledge, (2) delve into an issue in greater depth, or (3) share experiences with other students. Students will be graded on involvement and contribution to the discussion forum (see marking rubric for more details).

3. **Future of Health Care Analysis, Group Project Presentation/Facilitation (30%)**
   The purpose of this assignment is for students to work together in a pre-determined small group of 5-7 to construct an analysis of a significant health/social development/trend (i.e., mental health, homecare, obesity prevention/management...), or an improvement in health care system (i.e., governance, sustainability, healthcare delivery, financial and payment models...) in a country of interest (except for Canada) that may be relevant to the future of health care in Canada. The subject matter should be critically analysed based on the content/concepts covered in, and the knowledge gained in the course thus far, and by conducting own research. The student group should provide evidence-informed recommendations (for improvement) and implications (for the future of health care in Canada) based on their evidence-informed critical analysis of the subject mater.

   Student groups **should identify and post their group project title (the subject for their assignment and the name of the selected country) by the end of week 4 on the assigned discussion forum on OWL.**

   Each group will present their project analysis during week 8th or 9th of the class for 15-25 minutes (depending on the class size and the number of teams). The groups are encouraged to utilize facilitation approach while presenting their analysis to ensure engaging the class throughout the presentation. The project analysis presentation is designed to showcase the analysis and findings of your selected topic, how it came about, and what are the implications for future of Canadian health care.

   **The presentation materials (including PowerPoint slides and notes) must be posted on OWL (under related discussion forums) by Tuesday noon in advance of week 8 class** to ensure the materials are available to all students who may benefit from your work.

   **Note:** The rubric for evaluating the project analysis presentation/facilitation will be posted on OWL. Whilst students who fully participate in their group and contribute to all elements of the group work (meeting with the group members, undertaking research, writing of the report...).
and the presentation) will receive the same grade as their fellow group members, students who do not fully participate to the satisfaction of their group members will receive a lower grade for any element of the assessment for which they have not been perceived as fully participating (as per the self & peer evaluation to be submitted with each component of the group project).

4. **Active Participation (10%)**

Given the focus on group work and the marks allotted to attendance, you must take part in every class. *Regular, punctual class attendance is critical* and any absence, along with repeatedly late arrivals to class, will affect your mark. Students are expected to participate fully in every class, coming prepared by reading to engage and contribute to the in-class group activities, mini project presentations and group discussions/debates.

5. **Take-Home Final Examination (30%)**

The take-home final examination will be made available to the students on Dec 7th at 12am and students must return the exam by Dec 8th at 11:55pm through OWL Assignment Tab. The format of the examination will be a written (open book) exam with a combination of short answers and essay written questions. You may use any publicly available material you want, including course materials, books, the internet, etc. (You are NOT allowed to submit questions to internet discussion groups, though!). The exam must be taken completely alone. Showing it or discussing it with anybody is forbidden, including (but not limited to) the other students in the course in current or previous years. It is also forbidden to use any solutions to similar problems from previous years as reference material. By submitting the exam, students represent that it is exclusively their own written work, and that they have not consulted with anyone on any aspect of the exam.

**Grading criteria:**
The grading criteria for this course are based upon university-wide grading criteria approved by the Senate:

- **A**+ 90 – 100%  
  Exceptional
- **A** 80 – 90%  
  Superior work which is clearly above average
- **B** 70 – 79%  
  Good work, meeting all requirements, and eminently satisfactory
- **C** 60 – 69%  
  Competent work, meeting requirements
- **D** 50 - 59%  
  Fair work, minimally acceptable
- **E** Below 50%  
  Fail

**Late assignments:**

Please note that accommodations for absences, illnesses, and/or other reasons for all evaluations must come from the academic counsellors in the main office. This means that the documentation must go through the academic counsellors.

The assigned date for a group presentation is firm. All members of the group must be in class for the presentation. A group member’s absence from the class on the day of the group’s presentation will result in the award of a grade of **0%** for the presentation for that student. The only exception to this will be if the instructor is notified by the student by email before the class and there are valid extenuating circumstances as documented in the University policy on accommodation and accepted by the school academic counsellors.
Late written submissions will be penalized 5% for each part or full day past the due date (including weekends) except where there are valid extenuating circumstances. Please note, there is no extension to the online discussion beyond the dates posted above in the Evaluation Table.

Statement on Use of Electronic Devices

Electronic devices are useful in assisting with the teaching/learning process in classroom. In the classroom, devices should be used in a manner that is not distracting to others or oneself.

No electronic devices shall be permitted during any tests or examinations. Webcam, video, photographic or voice recordings of the instructor, teaching assistants or guest speakers is prohibited. Discovery of such occurrences may lead to dismissal from the class or course and confiscation of the cellular phone, pager, video, webcam, laptop, photographic or voice recording equipment.

Unruly behaviour directed at the course instructor, teaching assistants, guest speakers or other students will not be tolerated.

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](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](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/](http://www.sdc.uwo.ca/ssd/)