



The University of Western Ontario
Faculty of Health Sciences
Fall 2010

Health Sciences 4410A
Future of Health Care

Course Description: Canada's health care system is facing significant challenges and structural reforms. Students will learn how Canada's system is performing relative to other countries. Based on these international experiences and other forces of change, students will investigate what needs to change in order to create a sustainable system for the future.

Lectures: Mondays 6:30 – 9:30 p.m. HSB 40

Antirequisites: Health Sciences 472a if taken in 2005-06, 2006-07 and 2007-08

Prerequisites: Enrolment in third or fourth year of a Bachelor of Health Sciences Program

Instructor: Lynne Hughes Marsh
Email: lhughesm@uwo.ca
Office: TBA
Office hours: email for an appointment

Texts: There is no required textbook to purchase. Links to all the course materials are provided in this course outline. You are responsible for accessing the materials.

Course Objectives: The learning objectives of this course are for students to:

- identify and explain the key strengths and vulnerabilities of the Canadian health care system
- identify significant trends occurring in health care in Canada
- understand health care trends and developments in other countries
- identify key sources for information about health care trends in other countries
- explore the requirements for future sustainability in Canada's health care system

Learning environment:

It is expected that students will be considerate of their colleagues and the instructor. Students are reminded to keep any noise and disruption to an absolute minimum in class. Disruptive behaviour in class that impedes the ability to learn (i.e. cell phones, texting etc.) is not acceptable.

Use of Electronic Devices:

Electronic devices such as cell phones, must be turned off during class. Laptops may be used for note taking during lectures. Using laptops to access MSN, email or the internet during class time is not acceptable. No electronic devices are permitted during tests/examinations.

Course Evaluation:

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

A. Six short summaries	15%	Weekly (6 of 10 weeks)
B. Mid-term exam	30%	November 1, 2010
C. Group presentation	25%	November 22-29, 2010
D. Final paper outline	5%	November 8, 2010.
E. Final paper	25%	December 6, 2010

A. Six short summaries (15%)

Students are expected to prepare for each class by reading the weekly materials. For any 6 of the 10 classes in the term with assigned readings, write a **150-200 word** summary of what you have learned from the readings:

- 2 or 3 important concepts in the readings
- 2 or 3 important facts in the readings
- 1 or 2 significant questions the readings prompted you to think about

You do not need to reference the content but there must be clear evidence that you are familiar with the material. The summaries must be typed (12 point font) with your name and the date at the top of the page. A hard copy of each of your 6 summaries is **due by 6:30 pm of the class in which the material will be discussed**. No summaries will be accepted after the start of class and no electronic copies of your summary will be accepted. Each summary will be graded on a pass/fail basis, with each summary worth 2.5%, totaling up to 15% of the final grade. The graded summaries will be returned, and students should keep the graded copy. These weekly summaries, along with your own notes from the readings and the weekly class discussions, should be a help as you prepare for the mid-term exam and writing your final paper.

B. Mid-term examination (30%)

There will be a mid-term examination in class on **November 1, 2010** covering all the material discussed in the course up to and including October 25, 2010. The exam will consist of a variety of types of questions, including short essay, true and false, and multiple choice.

C. Group presentation (5% + 20%)

Students will be assigned to groups to work on a class presentation about a significant development or trend in another country that may be relevant to the future of health care in Canada. Groups will be assigned by the end of September.

By **October 25**, each group will identify one significant journal article or government or Commission report on their topic (5%). The selection will be assigned for the entire class to read for either November 22 or 29. If your selection is longer than 8 pages, choose up to 8 pages for the class to read. In addition, each group will make a 20 minute presentation to the class on their findings on either **November 22 or November 29** (20%). Any powerpoint slides or handouts your group uses in the presentation must be emailed to the instructor by 1:00 p.m. on the day of the presentation for posting on WebCT, so that all students will have the benefit of your work.

D. Final paper outline and final paper (5% + 25%)

The final paper will outline your recommendations for strategies to improve Canada's health care system. Further guidelines regarding the final paper will be distributed later in the course. There are two parts to this assignment:

Part 1, **due November 8**, is an outline (5%) that summarizes the final paper.

- The outline must provide the table of contents for your paper, organized with the headings to be used within the paper. Provide a one paragraph summary, for each heading, of the proposed discussion area within that section of the paper (about 2 pages).
- The outline must include a list of the reference materials (1 page) to be used in the final paper. The materials may be drawn from the course reading list, but should include additional references you have found independently.

Part 2, **due December 6**, is an 8 page final paper, (25%), based on your previously submitted outline. Both the outline and the final paper must be submitted in hard copy and electronically to turnitin.com via WebCT. (see section on *Academic Integrity*). Both assignments must meet the following technical requirements:

- Title page with title of assignment, student name, student number, instructor's name, course number, date of submission, number of pages (including title page)
- Printed on 8.5" by 11" paper
- 12 point font
- Lines double-spaced
- 1" margins
- Spell-checked
- Include a list of references using APA style (two internet resources on APA style follow)

<http://www.apastyle.org/learn/faqs/index.aspx>

<http://owl.english.purdue.edu/owl/resource/560/01/>

General rules and guidelines for assignments and grades:

Academic integrity:

Misrepresenting the work of others as your own, constitutes academic dishonesty and is a major academic offence in the University (see Scholastic Offence Policy in the UWO Academic Calendar). Ensure that you know what plagiarism is and what your obligations are. Review the UWO guide *Cheating, Plagiarism and Unauthorized Collaboration: What Students Need to Know* found at: <http://www.uwo.ca/ombuds/pdf/academicintegrity>

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>).

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.

Academic 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 Web site:

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Privacy:

BHSc Program policy does not permit email or telephone communication of grades. Confidential access to grades is available through WebCT. Students may also arrange a meeting with the instructor to discuss their grades.

Student Inquiries:

Students may direct inquiries to the instructor after class or via email at lhughesm@uwo.ca. Please include "HS 4410A" in the email subject line.

It is expected that email communication will be used respectfully and judiciously.

Grading Criteria:

The grading criteria for HS 4110A is based on university-wide as approved by Senate:

A+	90-100	Exceptional
A	80-89	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
F	below 50	Fail

Grading of assignments:

Written assignments will be graded using the following criteria:

1. Content

- a. Overall analysis – synthesis of material rather than mere re-presentation
- b. Integration of source material – sources are integrated into a coherent whole rather than presented as isolated facts
- c. Sources are properly acknowledged
- d. Good use of a variety of secondary materials – books, journals, websites, etc.
- e. In-depth coverage and analysis of topic

2. Style

- a. Good sentence structure and fluent writing
- b. Correct spelling and grammar
- c. Proper length
- d. Clear, easy to follow the analysis
- e. Correct use of APA reference style

3. Organization

- a. Paragraph structure is coherent and logical
- b. Logical structure to the argument(s)

The group presentation will be graded using similar criteria.

Writing programs:

Effective writing skills are essential for completing the assignments in this course. If you need assistance, visit Western's Writing Support Centre: <http://www.sdc.uwo.ca/writing/>.

Note taking:

Being effective at taking notes from your reading and from lectures is important: it enhances your long-term understanding of the course and increases your academic performance. Useful tips for successful note-taking can be found on University of Winnipeg Professor Christopher Leo's blog for February 12, 2006:

http://blog.uwinnipeg.ca/ChristopherLeo/archives/2006/02/tips_for_succes.html

Lateness and lateness penalties

You are expected to complete and turn your assignments in on time.

- There are **no exceptions** to the deadlines for the short summaries.
- 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 on the day of the group's presentation will result in a **grade of 0%** for the assignment. The only exception is if the instructor is notified by a student by email before the class *and* there are valid extenuating circumstances as documented in the Policy on Medical Accommodation (see below).
- The outline for the individual paper is due on November 8, and the final paper is due on December 6. A late assignment will be penalized **5% each day** past the due date (including weekends) except for valid extenuating circumstances.

An excerpt from the University's policy on accommodating medical illness follows indicating the process and your responsibilities if you are seriously affected by illness. Medical documentation must be submitted directly to the Academic Counsellor in the BHSc Office.

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.

Documentation shall be submitted, as soon as possible, to the appropriate Dean's office (the Office of the Dean of the student's Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student's file, and will be held in confidence in accordance with the University's Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean's Office in consultation with the student's instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete his/her academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”)

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 from Family Physicians and Walk-In Clinics

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>. Hard copies are available from Academic Counselling in the Faculties.

Documentation from Student Health Services

Students obtaining documentation from Student Health Services should sign a “release of information.” This form authorizes Student Health Services to provide information to the student's home Faculty. Release of information forms are available from, and can be arranged through, the student's home Faculty Academic Counselling service.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to

have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that his/her ability to meet his/her academic responsibilities was seriously affected.

Weekly course outline:

Week 1, September 13, 2010 – Introduction

No readings.

Week 2, September 20, 2010 – Canada Health Act, key principles, challenges

Marchildon, G.P. "Organizational structure", in Marchildon, *Health systems in transition: Canada*. 2005. Copenhagen: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies, pp.19-38. Available at: http://www.euro.who.int/data/assets/pdf_file/0009/80568/E87954.pdf

Marchildon, G.P. "Financial resources", in Marchildon, *Health systems in transition: Canada*. 2005. Copenhagen: WHO Regional Office for Europe on behalf of the European Observatory on Health Systems and Policies, pp.39-59. Available at: http://www.euro.who.int/data/assets/pdf_file/0009/80568/E87954.pdf

Flood, C.M., & Sullivan, T. (2005). Supreme disagreement: The highest court affirms an empty right. *Canadian Medical Association Journal*, 173:142-3. Available at: <http://www.cmaj.ca/cgi/reprint/173/2/142>

Ontario Court of Appeal in the case of *Flora v. Ontario Health Insurance Plan*, 2008 ONCA 538. **Read paragraphs 7-24, 48-49, 56-63, 81-83, 93, 96-98, 101, 105-107 and 110.** Available at: <http://www.canlii.org/en/on/onca/doc/2008/2008onca538/2008onca538.pdf>

Week 3, September 27, 2010 – Sustainability, demographics and systemic challenges

Standing Senate Committee on Banking, Trade and Commerce. The demographic time bomb: mitigating the effects of demographic change in Canada, pp.3-11, 31-33. Available at: <http://www.parl.gc.ca/39/1/parlbus/commbus/senate/Com-e/bank-e/rep-e/rep03jun06-e.pdf>

Dhalla, I. (2007). Canada's health care system and the sustainability paradox. *Canadian Medical Association Journal*, 177: 51-53. Available at: <http://ecmaj.com/cgi/reprint/177/1/51>

Health Council of Canada. 2008. Sustainability of public health care: what does it mean? A panel discussion report. Toronto: Health Council of Canada. Available at: http://www.healthcouncilcanada.ca/docs/rpts/2008/SustainabilitySummary_HCC_July2008.pdf

Week 4, October 4, 2010 – Financing health care in the future

Canadian Health Services Foundation. Myth: Canada's system of healthcare financing is unsustainable. Available at: http://www.chsrf.ca/mythbusters/html/myth28_e.php

Payne, G., Laporte, A., Deber, R., & Coyte, P.C. (2007). Counting backward to health care's future: using time-to-death modeling to identify changes in end-of-life morbidity and the impact of aging on health care expenditures. *The Milbank Quarterly*, 85:213-57. **Read pages 213-215 and 248-25.** Available at: <http://onlinelibrary.wiley.com.proxy1.lib.uwo.ca:2048/doi/10.1111/j.1468-0009.2007.00485.x/pdf>

Evelyn, L.F., Roos, L.L., Deber, R.B., & Walld, R. (2008). Variations in lifetime healthcare costs across a population. *Healthcare Policy*, 4:e148-e167. Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2645209/pdf/policy-04-e148.pdf>

***Note: There will be not be a class on Monday, October 11, 2010 due to the Thanksgiving holiday**

Week 5, October 18, 2010 – Health human resources

McKendry, R. (1999). Physicians for Ontario: too many? too few? Report of the fact finder on physician resources in Ontario. **Read Executive Summary and pages vi-xiii.** Available at: http://www.health.gov.on.ca/english/public/pub/ministry_reports/mckendry/mckendry.pdf

Bloor, K. & Maynard, A. (2003). Planning human resources in health care: towards an economic approach: an international comparative review. Ottawa, Canadian Health Services Research Foundation. **Read pages i-iv.** Available at: http://www.chsrf.ca/final_research/commissioned_research/programs/pdf/bloor_e.pdf

Fooks, C. (2004). Implementing primary care reform in Canada: barriers and facilitators. Ottawa: Canadian Policy Research Networks. **Browse only.** Available at: http://www.cprn.org/documents/30882_en.pdf

Report on the integration of primary health care nurse practitioners into the province of Ontario. Toronto: Ministry of Health and Long-Term Care. 2005. **Read pages 3-4, 8-9 and 19-24.** Available at: http://www.health.gov.on.ca/english/public/pub/ministry_reports/nurseprac03/exec_summ.pdf

Week 6, October 25, 2010 – Restructuring and reform

Remember: Your group's assigned reading for the November 22 or 29 class presentation is due today. Bring a hard copy of the reading to class and email it to the instructor.

Lomas, J., Woods, J, & Veenstra G. (1997). Devolving authority for health care in Canada's provinces: An introduction to the issues. *Canadian Medical Association Journal*, 156:371-377. Access at:
<http://www.cmaj.ca/cgi/reprint/156/3/371>

Ministry of Health and Long-Term Care. Local Health Integration Networks: building a true system: bulletin no. 1 – October 6, 2004. Access at:
http://www.homecareontario.ca/public/docs/lhin_bulletins/lhin-bulletin-1-oct-04.pdf

Lewis, S. De-regionalizing Alberta: the road to reform or collateral political damage? And then there was one. In Longwoods e-Letter May 20, 2008. Available at:
<http://longwoodsblog.blogspot.com/2008/05/de-regionalizing-alberta.html>

Jeyanathan T, Dhalla I, Culyer T, Levinson W, Laupacis A, Martin DL, Sullivan T, & Evans WK. (2006) Recommendations for establishing a citizens' council to guide drug policy in Ontario. Toronto: Institute for Clinical Evaluative Sciences. **Read pages 1-6.** Available at:
http://www.ices.on.ca/file/Citizens_Council_Report_Nov-06.pdf

Week 7, November 1, 2010– Midterm examination

Week 8, November 8, 2010 – Gaps in the current health system

Remember: Your outline for the final paper is due today in class. It must also be submitted to turnitin.com through WebCT.

Health Canada. (2005). Statistical profile on the Health of First Nations in Canada. Available at:
http://www.hc-sc.gc.ca/fniah-spnia/pubs/aborig-autoch/stats_profil-eng.php

Ministry of Health and Long-Term Care. Media release: Listeriosis outbreak in Ontario. Available at:
http://www.health.gov.on.ca/english/public/pub/disease/listeria/listeriosis_outbreak_rep.pdf

Raphael. D. (2003). Addressing the social determinants of health in Canada: bridging the gap between research findings and public policy. *Policy Options*, 35-40. Available at:
<http://www.irpp.org/po/archive/mar03/raphael.pdf>

Lavis, JN. (2002). Ideas at the margin or marginalized ideas? Nonmedical determinants of health in Canada. *Health Affairs*, 21:107-12. Available at:
<http://content.healthaffairs.org.proxy1.lib.uwo.ca:2048/cgi/reprint/21/2/107>

Week 9, November 15, 2008 – International comparisons

Deber R. (2004). Why did the world health organization rate Canada's health system as 30th? Some thoughts on league tables. *Longwoods Review*, 2:2-7. Available at:
<http://www.longwoods.com/product.php?productid=17238>

Davis, K., Schoen, C., & Stremikis, K. (2010). Mirror, Mirror on the Wall: How the performance of the U.S. healthcare system compares internationally. 2010 Update. The Commonwealth Fund. **Browse only.** Available at:
http://www.commonwealthfund.org/~media/Files/Publications/Fund%20Report/2010/Jun/1400_Davis_Mirror_Mirror_on_the_wall_2010.pdf

Esmail, N. & Walker, M. (2007). How good is Canadian health care? 2007 report: an international comparison of health systems. **Read the executive summary.** Download available at:
<http://www.fraserinstitute.org/research-news/display.aspx?id=13103>

Schoen, C., Osborn, R., Doty, M., Bishop, M., Peugh, J. & Murukutla, N. (2007). Toward higher-performance health systems: Adults' health care experiences in seven countries. *Health Affairs*, 26(6): w717-w734. Available at:
<http://content.healthaffairs.org.proxy1.lib.uwo.ca:2048/cgi/reprint/26/6/w717>

Review the following document from the World Health Organization. Compare several health statistics for several countries and come to class with your findings:
http://www.who.int/whosis/whostat/EN_WHS10_Part2.pdf

Week 10, November 22, 2010 – International comparisons

TBA – Readings to be suggested by groups.

Week 11, November 29, 2010 – International comparisons

TBA – Readings to be suggested by groups.

Week 12, December 6, 2010 – The future of health care and health care innovation

Remember: Your final paper is due today in class. It must also be submitted to turnitin.com through WebCT.

Cohn, D. (2005). Canadian Medicare: is there a potential for loyalty? Evidence from Alberta. *Canadian Journal of Political Science*, 38:415-33. **Read abstract and conclusion (page 417 and pages 425-428).** Available at:
<http://journals.cambridge.org.proxy2.lib.uwo.ca:2048/action/displayFulltext?type=1&fid=328320&jid=&volumeld=&issueld=&aid=328319>

Blidook, K. (2008). Media, public opinion and health care in Canada: how the media affect "the way things are". *Canadian Journal of Political Science*, 41:355-74. Available at:
<http://journals.cambridge.org.proxy2.lib.uwo.ca:2048/action/displayFulltext?type=1&fid=1918748&jid=&volumeld=&issueld=&aid=1918740>

Readings on healthcare innovation TBA
