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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 system is performing relative to other countries, and to investigate the ways to create a sustainable, accessible, efficient and effective 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**

Week	Topic
1	Course Introduction Health And Health Care Services <ul style="list-style-type: none"> • Individual/population's demand for health Overview of Health Care System in Canada <ul style="list-style-type: none"> • Strengths and Vulnerabilities
2	Organization and Governance of Health Care <ul style="list-style-type: none"> • The role for government in <i>Health & Health Care</i> • The Role of Market In Health Care • Consumer sovereignty in health care
3	Financing & Sustainability of Health Care <ul style="list-style-type: none"> • Health care costs • Free market fee-for-service system • Pharmaceuticals and pharmacare
4	Public Versus Private Health Care <ul style="list-style-type: none"> • The Privatization of Health Care • Single-payer and multi-payer health insurance systems • Medicare & its key features
5	Provision of Health Services I <ul style="list-style-type: none"> • Human Resources in Health Care • Hospitals as multi-product firms • For-profit vs. not-for-profit healthcare facilities/agencies
6	Provision of Health Services II <ul style="list-style-type: none"> • Acute Care • Long-term Care & Home Care • Community Care • Palliative Care
7	Provision of Health Services III; To Those With Special Needs: <ul style="list-style-type: none"> • Aboriginal Health • Healthy Population & Aging • Homeless population • LGBTQ • Mental Health & Drug Abuse • New Comers, • Women and Children Health
8	Health Care For 21st Century <ul style="list-style-type: none"> • Policy Development • Health Informatics

Week	Topic
9	Health Care For 21st Century; International comparisons I <ul style="list-style-type: none"> • Consumer Health Informatics • Social Justice
10	Group Presentation <ul style="list-style-type: none"> • Final Project: Analysis & Implication Health Care For 21st Century; International comparisons II <ul style="list-style-type: none"> • International Health Systems
11	Group Presentation <ul style="list-style-type: none"> • Final Project: Analysis & Implication Health Care For 21st Century; International comparisons III <ul style="list-style-type: none"> • International Health Systems-cont'd
12	The future of health care and health care innovation

Class Format: A combination of traditional didactic (lectures), interactive teaching (group discussion/presentation), real-world examples, workshop activities and/or guest speakers 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 read all material identified for that class in the OWL.

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:

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

Recommended Resource:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (revised 6th ed.). Washington, DC: American Psychological Association.

Marchildon, G. P. (2013). Health Systems in Transition; Canada. *Health*, 15(1). Retrieved from: <http://archives.enap.ca/bibliotheques/2013/05/030428726.pdf>

The Canadian Institute for Health Information. (2015). *Trends in Income-Related Health Inequalities in Canada; Technical Report*. Author. Retrieved from:

https://secure.cihi.ca/free_products/trends_in_income_related_inequalities_in_canada_2015_en.pdf

Evaluation:

Students academic performance will be assess in the following ways:

Item	Value	Due Date
1. Weekly Reading Reflection & Questions	20%	Week 2-9 & 12 (10 weeks in total x 2%)
2. Future of Health Care Analysis Group project:		
A. Group project outline presentation	10%	Week 4
B. Group project final report presentation/facilitation	15%	Week 10
C. Group project Executive Summary	10%	Week 10
3. Active Participation	20%	Ongoing
4. Final examination	25%	TBA

1. Weekly Reading Reflections & Questions (20%)

The reading reflection & question component will require **each student to submit a meaningful, 5-7 sentence paragraph reflection based on the week's assigned readings, and, one thoughtful question of the content that could be asked to the class to generate discussion.** This paragraph will be submitted via OWL on Tuesdays by 10 am in advance of the beginning of class. Reflections & questions will be required for Weeks 2 – 9 (inclusive) and week 12 materials (10 weeks in total).

For the purposes of this reflection & question, please use the following prompts to help generate your response (but not limited to):

- what did the readings make you think about?
- how can this concept/construct apply to health care?
- what was the most challenging part of the reading(s)?
- was/is there a new way to look at the information or ideas presented in the readings?
- how does the knowledge derived from the readings inform your current or future personal/professional activities?

Further instructions and expectations regarding the quality of reflections will be discussed in class, including the location for posting on OWL. **Each week reflection is worth 2% (2% x 10 weeks = 20% of overall grade).** Reflections/questions developed by students that demonstrate critical reflection will constitute 2% of your final grade. Reflections/questions developed by students that fail to demonstrate critical reflection and/or are extremely superficial or students who do not submit a reflection/question (or are late in submitting) will forfeit 2% of their grade for that given week.

2. Future of Health Care Analysis Group Project (35%)

The purpose of this assignment is that students to work together in a pre-determined small group of six to eight to review, analyse, and provide recommendations to a significant development or trend in another country that may be relevant to the future of health care in Canada. To accomplish this, student groups will select a country of interest that they will research its health care system to identify and analyze:

1. a significant health/social development or trend (including why and the impact of the issue);
2. the way/s the health care system is dealing with and addressing the issue;
3. the success and challenges of dealing with the issue;
4. recommendations to further improvement of the issue; and
5. implications for the future of health care in Canada.

During the second week of class, each group should select one country and begin to study for it. While you are working on your analysis project (in particular when it comes to the implications, the above item 5, you need to pay special attention to the following questions:

- How does the two countries (selected one and Canada) differ in financing and organizing health care system?
 - focus on the following factors:
 - political structure and process,
 - economic structure and distribution,
 - social-cultural forces, and
 - historical development.
 - What are the philosophy and social ethics behind such differences?
- What are the criteria you choose to evaluate the two countries' health care systems in respect to the chosen development/trend?
 - What are the rationales for choosing the criteria?
- According to your criteria, what are the strengths and weaknesses of these two systems in respect to the chosen development/trend?
- What can Canada learn from the other country's system in respect to the chosen development/trend?
- Can any feature of the other country's system (in respect to the chosen development/trend) that can be adapted in Canada?

A. Group project outline presentation (10%)

The group will present the outline of their project report during the week 4 or week 5 classes. Each group will have 10' for their presentation. The outline presentation should include an overview of the final project with potential items/contents like: the topic (i.e., health/social development or trend, the country), rational for selecting the topic, the importance of the topic, the workplan for the final project, and the resources to use for the final project. **The presentation slides and notes must be submitted on OWL (under related discussion forum & Assignment) by Tuesday noon in advance of week 4 to ensure the materials are available to all students for their review.** The presentation notes could be included on the note section of the power point slides, or to be developed separately in MS Word.

B. Group project final report presentation/facilitation (15%)

Each group will present their final analysis report during either the week 10th or 11th of the class for 20 minutes. The groups are encouraged to utilize facilitation approach while presenting their report to ensure engaging the class throughout the presentation. The final report 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.

C. Group project Executive Summary (10%)

Each group must also develop and submit a 3-page Executive Summary of their analysis report. A guide on how to writing the Executive Summary will be posted on OWL.

The presentation materials (including PowerPoint slides and notes) along with the Executive Summary must be posted on OWL (under related discussion forum & Assignment) by Tuesday noon in advance of week 10 class to ensure the materials are available to all students who may benefit from your work.

✚ **Note:** The rubric for evaluating the final report presentation/facilitation and the Executive Summary will be posted on OWL.

✚ **Note:** The Executive Summary must meet the following requirements:

- Title page with title of assignment, group number, students name, students number, instructor's name, course number, date of submission, number of pages/words.
- Using a 12 point font
- Lines to be double spaced
- 1" margins
- Spell checked
- Including a list of referenced using APA format

3. Active Participation (20%)

Given the focus on group work and the marks allotted to attendance, you must take part in every class.

a) **Regular, punctual class attendance is critical (5% of the mark)** 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 in a) mini project presentations and b) discussions/debates.

b) **Mini project presentations (5%):** in each class, students, in group or as individuals, will be given an in-class (or off-class) project assignment to work on and then present it to the large class while submitting their work via OWL.

c) **Class discussions/debates (5%):** In respect to the class discussion/debate, there are two types of class discussions/debates. The first type is random and voluntary participation in the class discussions, which is strongly encouraged. The second type is more structured, in which the students, in group or as individual, will be randomly assigned a perspective (e.g., government, public, labor union, business, health care providers,...etc.) to comment on a specific health care system issue that was being discussed.

d) **The remaining 5% of this mark will be determined by your group members who will assess your participation/contribution to the group work project/assignments.** In the last class of the course (week 12), each student will submit an evaluation of all members of their project group assessing their contribution to the group work project/assignments in overall. This will be

combined with an evaluation of the student's attendance and active participation/contribution to class.

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 outline and 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.

4. Final examination (25%)

There will be a final examination (TBA) lasting a maximum of two hours covering all material discussed in the course. The format of the examination will be a written (open book) 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:

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

Late written submissions for the project outline and project report will be penalized **5% for each part or full day** past the due date (including weekends) except where there are valid extenuating circumstances.

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

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

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/>