

Health and Society 311 (HSOC 311)
Health Services and Health Systems

Instructor of Record:

Melanie Rock, MSW, PhD, RSW
Associate Professor
Department of Community Health Sciences
Cumming School of Medicine
mrock@ucalgary.ca

Guest Instructors:

John Wright, MA, MLIS
Director, Business Library, Haskayne School of Business
Liaison Librarian for Politics and Public Policy
University of Calgary
https://library.ucalgary.ca/prf.php?account_id=48168
jpwright@ucalgary.ca

Jennifer Lee, BSc, MIST
Librarian for Chemistry, Computer Science, Mathematics & Statistics, Physics & Astronomy
Interim Liaison Librarian for Geography and the Bachelor of Health Sciences
University of Calgary
jennifer.lee@ucalgary.ca

Teaching Assistant:

Katrina Fundytus, PhD Student
Department of Community Health Sciences
Cumming School of Medicine
katrina.fundytus2@ucalgary.ca

Communication Channels, Office Hours, and Policy on Student Emails

Please note that all course communications must occur through your @ucalgary email and D2L.

In the spirit of collegiality, we will set up a space within D2L for students to seek clarifications and ask questions about logistics for this course. As members of the class, we encourage you to provide answers whenever possible. We will monitor this space on D2L, to confirm the accuracy of the information provided and elaborate on peer-to-peer support.

Office hours will be offered, and we will provide details on booking appointments in the first week of class.

Kindly address any emails to the instructor of record and copy the teaching assistant for this course. We recommend sending emails via D2L. This approach will automatically generate the course number in the subject line, so your emails will be sure to reach us (rather than being treated as 'spam'). We will not reply on statutory holidays nor over weekends, and we will acknowledge and respond to student emails as quickly as possible.

Time and Location:

This course will take place **online** via Desire2Learn (D2L) and Zoom. Please see the Course Schedule at the end of this document for more information, as well as the detailed Course Schedule and assignment handouts on D2L.

To succeed in demonstrating achievement of the course objectives, students should participate via D2L in asynchronous learning tasks and synchronous Zoom sessions. When unable to participate 'live,' students must inform the instructor and the teaching assistant as soon as possible via email. Such emails should propose alternatives for the purposes of assessment. That said, substitution of activities and assessments may not be possible.

Synchronous delivery:

Zoom via D2L

Wednesdays, 15h00 to 17h50

Asynchronous delivery:

D2L

Monday 9h through Friday 16h

Prerequisite/Co-Requisite:

HSOC 301 Determinants of Health, or written permission from the Instructor of Record.

Course Description:

Introduction to the Canadian health system, the health policy process, institutions and providers in the health system, health care insurance, financing and delivery of health care, population and public health, a systems approach to health in a national and international perspective.

Overarching Themes

- This course builds on foundational knowledge and perspectives regarding services and systems that impact people's health, on the one hand, and the distribution of the conditions for health, on the other hand.
- Students will develop and demonstrate their knowledge about health services and systems by applying perspectives from the social sciences.

Global Objectives

- Students will demonstrate that they can think critically and present ideas cogently, verbally and in writing.

- This class will involve collaboration, asynchronously and synchronously (i.e., during scheduled classes). Advance preparation is crucial for effective collaboration: therefore, students will take responsibility for mastering foundational knowledge about health-related services and systems, independently and with guidance.
- Ultimately, this course should **equip students to exert a positive influence on people's lives by contributing to policy debates and reforms**. Therefore, the assignments will emphasize forms of communication that are current in policy circles.

Course Learning Outcomes

By the end of this course, students should have demonstrated the following knowledge and *skills*:

1. Describe the historical development of health-related services and systems across Canada, with reference to similarities and differences with other countries.
2. Reflect on the organization and delivery of health-related services and systems across Canada.
3. Identify some of the main challenges for health-related services and systems in Canada, with attention to geographic and socio-demographic considerations.
4. Assess the extent to which health-related services and systems meet the needs of diverse groups.
5. Debate possible solutions to deficiencies in health-related services and systems.
6. Recommend and justify reforms to health-related services and systems.
7. Draw *defensible conclusions* after identifying, assessing, and synthesizing pertinent resources (i.e., scholarly and disciplinary literacy), including textual and audiovisual sources.
8. Contribute effectively to *teamwork*, including *advance preparation* and *constructive comments* on the work of peers.
9. *Present ideas*, verbally and in writing, in ways that *enhance learning for others*.

Learning Resources

The required readings include two textbooks:

- Bryant, T. (2016). Health Policy in Canada (2nd ed.). Toronto, Ontario: Canadian Scholars Press.
- Smith, C. (2019). Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process (5th ed.): Oxford University Press.

The University of Calgary's Bookstore has ordered both required textbooks, in paperback and as e-books.

The required readings have been chosen carefully, to inform you and enhance the lecture material. Students should complete assigned readings BEFORE class. Please allot enough time to allow for several

reviews of the assigned material. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Synchronous sessions will proceed on the assumption that students have understood the main messages in the assigned readings. That said, we will do our best to alleviate confusion.

All content presented to the class, whether verbally or in written form, could factor into assessments. Students are ultimately responsible for creating their own set of class notes. The required materials for this course will also include audiovisual resources. Please see the Course Schedule handout on D2L for more information.

Recommended Textbooks and Other Readings

Mastery of the required readings and audiovisual resources will not be enough for successful completion of this course. That is because the assignments will require documentary research and analysis. The textbooks listed below *could* assist with these tasks.

The first recommended textbook pertains to policy influences on health inequity and has been assigned in HSOC 301, which is a pre-requisite for this course:

- Davidson, A. (2014). *Social Determinants of Health: A Comparative Approach* (Second ed.): Don Mills, Ontario: Oxford University Press.

The second recommended textbook delves into financial arrangements pertaining to healthcare, health inequity, and social services in Canada:

- Lightman, E. S., & Lightman, N. (2017). *Social Policy in Canada* (Second ed.). Don Mills, Ontario, Canada: Oxford University Press.

The third recommended textbook provides an overview of policy studies, with a focus on Canada:

- Miljan, L. A. (2018). *Public Policy in Canada: An Introduction* (7th ed.). Don Mills, Ontario: Oxford University Press.

The fourth recommended textbook is an edited anthology, and the chapters may help in choosing topics for your assignments:

- Mykhalovskiy, E., Choiniere, J., Armstrong, P., & Armstrong, H. (2020). *Health Matters: Evidence, Critical Social Science, and Health Care in Canada*: University of Toronto Press.

The University of Calgary's Bookstore has ordered these recommended textbooks. The Course Schedule handout and the lecture notes will provide additional recommendations.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. **It is the student's responsibility to ensure that they receive all posted communications and documents and that they receive emails sent by instructors or fellow students through D2L.** Only your @ucalgary.ca email address may be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Students enrolled in online and blended courses offered by the University of Calgary must have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

Evaluation

The University policy on grading and related matters is described in section F of the 2020-2021 Calendar.

In determining the overall grade in the course, the following weights will be used:

Description	Percentage	Learning Objectives									
Individual Assessments											
Engagement and Participation	10%	1	2	3	4	5	6	7	8	9	
“In the News” Presentation	10%		2	3	4	5		7		9	
Quizzes (Open-Book)	10%	1	2	3	4			7			
Op-Ed (Opinion Editorial)	20%		2	3	4	5	6	7		9	
▪ Draft your lead paragraph	5%										
▪ Complete your submission	15%										
Team Assessments											
Policy Brief (Position Paper)	50%		2	3	4	5	6	7	8	9	
▪ Outline your argument	10%										
▪ Draft your annotated bibliography	20%										
▪ Complete your submission	20%										

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to receive a passing grade the course.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2020-21 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to

improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Did not meet course requirements	0-49

Missed Components of Term Work:

Extensions will NOT be granted on any assignment or quizzes. The only exceptions are those in keeping with the University Calendar (i.e., debilitating illness, religious conviction, or severe domestic affliction) that the Instructor of Record receives in writing and with supporting documentation, as appropriate.

Please note that while absences are permitted for religious reasons, students are responsible for providing advance notice and adhering to other guidelines on this matter, as outlined in the University Calendar (<https://www.ucalgary.ca/pubs/calendar/current/e-4.html>).

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (kurz@ucalgary.ca).

Guidelines for Zoom Sessions:

Zoom is a video conferencing program that will allow us to meet at specific times for a 'live' video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. **Zoom links and passwords are only intended for students registered in the course.** Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. **Participants are required to use names officially associated with their UCID** (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies. If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity (where available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only.

Attendance:

Student engagement and participation is a graded component of this class, with asynchronous and synchronous obligations. Attendance is mandatory for the synchronous sessions. To avoid penalties, students must notify the Instructor of Record and the Teaching Assistant in advance if they cannot attend a synchronous session, or as soon as possible if they miss a synchronous session. Similarly, students should inform the Instructor of Record and the Teaching Assistant whenever they cannot participate and engage asynchronously for one day or more (not including weekends).

Conduct During Lectures and Break-Out Sessions

The classroom (whether in-person or virtual) should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/policies/forms/title>.

Students are expected to take notes and should not rely solely on material supplied by the instructors.

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that

inappropriate/off-topic use of electronic devices negatively affects the learning of the user and others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to reach the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor.

Student Accessibility Services (SAS) will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar.

For information of the Student Academic Misconduct Policy and Procedures, please visit;
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

Recording of Lectures

Audio or video recording of lectures by students is **prohibited** except where explicit permission has been received from the Instructor of Record.

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Media Recording

This course will make use of recordings to capture lectures and to enrich the learning environment with expertise from Guest Instructors. These recordings are intended to be used by students for this course only. In particular, the Instructor of Record will not use these recordings to assess students or for self-assessment. Although the recording device will be fixed on the Instructor of Record, the Teaching Assistant, and/or Guest Instructors, in the event that incidental student participation is recorded, the Instructor of Record will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms. For more information, please refer to the following statement on media recording at the University of Calgary: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre	http://www.ucalgary.ca/ssc/
Student Wellness Centre	http://www.ucalgary.ca/wellnesscentre/
Distress Centre	http://www.distresscentre.com/
Library Resources	http://library.ucalgary.ca

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (<https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

In some situations, assistance with organization and writing may help to promote and maintain mental health. As mentioned previously, all students may benefit from Writing Support Services (<http://www.ucalgary.ca/writingsupport/>). More generally, the Student Success Centre (described below) offers programs and services that may help to alleviate or avert mental health concerns. For more information visit: <https://www.ucalgary.ca/student-services/student-success>.

Students with mental health difficulties may also, in some circumstances, qualify for disability-related services and accommodations. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca

BHSc Student Faculty Liaison Committee (SFLC)

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm on campus. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, on and near University of Calgary buildings and associated facilities (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please protect your personal safety by taking advantage of this service.

Course Schedule

Please see below for a list of topics and dates for assessments, and please note that unforeseen circumstances may lead to changes to the schedule for this course. Details regarding assignments, learning resources, asynchronous activities, and synchronous sessions will be shared in a separate handout on D2L. Students will be notified of all changes in a timely manner by way of email and D2L announcements.

Week	Date	Readings and Other Resources	Assessment
1	Jan 13, 2021	INTRODUCTION TO THE COURSE AND THE POLICY CYCLE	Not applicable
2	Jan 20, 2021	READING AND WRITING FOR POLICY INFLUENCE JOURNALISM AND CITIZENSHIP	Participation Quiz #1
3	Jan 27, 2021	READING AND WRITING FOR POLICY INFLUENCE WHAT COUNTS? AND WHO CARES (ABOUT WHAT)?	Participation Quiz #2
4	Feb 3, 2021	READING AND WRITING FOR POLICY INFLUENCE ACADEMIC EXPLANATIONS <u>Required</u> Bryant, T. (2016). Health Policy in Canada (2nd ed.). Toronto, Ontario: Canadian Scholars Press. ▪ Chapter 3 Theories of Public Policy	Participation Quiz #3 Op-Ed - lead/lede
5	Feb 10, 2021	READING AND WRITING FOR POLICY INFLUENCE EVIDENCE, EVOLUTION, AND INERTIA	Participation Quiz #4
	Feb 17, 2021	Term Break, no classes	Op-Ed – final submission
6	Feb 24, 2021	READING AND WRITING FOR POLICY INFLUENCE PERSONALIZING THE POLITICAL	Participation Quiz #5

7	Mar 3, 2021	READING AND WRITING FOR POLICY INFLUENCE UNDERSTANDING THE PRESENT VIA THE PAST	Participation Quiz #6
8	Mar 10, 2021	READING AND WRITING FOR POLICY INFLUENCE UNDERSTANDING THE PRESENT VIA THE PAST (con't)	Participation Quiz #7
9	Mar 17, 2021	READING AND WRITING FOR POLICY INFLUENCE WHO PAYS FOR WHAT – AND HOW?	Participation Quiz #8 Policy Brief - outlines
10	Mar 24, 2021	READING AND WRITING FOR POLICY INFLUENCE WHERE DOES HEALTH COME FROM?	Participation Policy Brief - annotated bibliographies
11	Mar 31, 2021	READING AND WRITING FOR POLICY INFLUENCE WHERE DOES HEALTH FIT INTO CANADIAN POLICY?	Participation Quiz #9
12	Apr 7, 2021	READING AND WRITING FOR POLICY INFLUENCE GLOBALIZATION, OR WHERE IN THE WORLD IS HEALTH?	
13	Apr 14, 2021	READING AND WRITING FOR POLICY INFLUENCE WHERE ARE WE HEADED – IN HEALTH-RELATED SERVICES AND SYSTEMS?	Participation Quiz #10 Policy Brief - final submission