

HSOC 311
Health Services and Health Systems

Instructor:

Amity Quinn, PhD
Instructor
Community Health Sciences
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Office Hours/Policy on Answering Student Emails

Office Hours: Pur Eatery Wednesdays 2-2:50pm or by appointment
Student emails will be replied to within 48 hrs

Teaching Assistant:

Nicola Cavanagh
Email: nlcavana@ucalgary.ca
Office hours by appointment

Time and Location:

Wednesdays 3-5:45pm
HS 1509/1509A

Prerequisite/Co-Requisite:

Health and Society 201 or consent of the Instructor

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 Theme

This course will explore the past, present, and future of the health care systems of Canada, including how Canada compares to other countries. Students will gain an understanding of different structures, processes, and outcomes of the health care system. The ways marginalized and vulnerable groups experience the health care system and health policies will be examined throughout the course.

The assessments in this course are intended to introduce students to tools and requirements of the health policy process, including collaborating in teams, engaging stakeholders, defining a health or health care problem, synthesizing evidence, identifying and evaluating different policy options, and making recommendations.

As a required course in the Health and Society degree program, this course focuses on the policy and processes of the health care system in Canada, including the system's impact on the health and well-being of patients and providers.

Global Objectives

Build foundational knowledge of health care systems and health policy skills in a stimulating, respectful, and cooperative learning environment.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Describe how Canadian health services and systems are structured, provided, resourced, and evaluated
2. Describe the development of Canadian health systems, including historical underpinnings and recent health care reforms
3. Identify the institutions and people involved across the health care system
4. Compare international health care systems
5. Identify health and health care challenges and solutions
6. Analyze health services and policy literature
7. Communicate effectively, both verbally and in writing, about health services and systems
8. Contribute effectively to teamwork inside and outside of class

Learning Resources

This course does not require a textbook. A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Recommended readings and resources will also be posted on D2L.

Students are encouraged to share and engage with relevant health and health care stories/media on the course padlet:

<https://padlet.com/amityquinn/hodt37mkliiu988y>



Learning Technology Requirements

Class will be held online January 10-28 (inclusive), with an anticipated return to in-person delivery. Online classes will be held on Zoom (links will be provided on D2L). Students will be expected to participate as if in an in-person class, including keeping their cameras on as much as possible. Lectures will not be recorded, but slides will be posted to D2L. Asynchronous learning options may be utilized, such as the assignment of a pre-recorded lecture or podcast. Students will be expected to participate in asynchronous options and post reflective comments or questions in a specified discussion in D2L, which will be used to inform synchronous class discussion. Clear instructions will be provided if and when these options are utilized. We will work together to navigate the evolving situation to stay engaged with the course material and each other.

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.

To successfully engage in learning experiences during Zoom sessions for HSOC 311, students are required to 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 2021-2022 Calendar.

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

Assessment	% of Grade	Dates	Primary Learning Objectives	Description
Participation	20%	All	All	Actively listening and engaging with course content and other participants in class, D2L, and Padlet. Students will be required to post a comment/question on required videos/podcasts that will then be used to inform class discussion.
Mid-Term Exercise	25%	February 16	1-4, 7	This will involve individual writing and reflection as well as small group and class discussion
Healthy Debate	15%	Jan 26, Feb 2, Feb 9, Mar 16, Mar 30	6-8	5 debates will occur over the course of the semester. These will compare differing perspectives on an issue related to the class topic that day. Each perspective will be addresses in a reading (or other “text”) for that day. Instructors will lead the first debate. For the last 4, we will divide the class into 8 groups (2 for each debate). Each group will present one of the perspectives, be required to support that position, and lead class discussion. Peer evaluation will be a component of this grade.
Policy Brief			5-8	Students will work in teams of four to write a policy brief that addresses a current

				health or health care challenge, evaluates policy approaches to address the problem, and recommends an approach. Pieces of the brief will be turned in over the course of the semester for peer and instructor feedback. Peer feedback strategies and expectations will be shared in advance. Peer evaluation will be a component of this grade.
Topic	5%	Jan 21		
Policy options & Evaluative criteria	5%	Feb 11		
Outline & References	5%	Mar 11		
Draft	5%	Mar 25		
Final Paper	10%	April 15		
Presentation at Policy Forum	10%	April 6	7,8	Teams will present their policy brief to a panel of health care stakeholders at a mock policy forum

Additional detail on each major assignment (including a rubric) will be provided. A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass 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 2021-22 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 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:

At each instructor's discretion, students will lose 5% per day late past the deadline for all assignments. In this case, assignments will NOT be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero.

Extensions will only be granted in circumstances in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. Please email your instructor in advance. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. 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).

Attendance

It is important that you make every effort to attend all sessions since some learning in this course will be gained through in-class discussions. Please notify the instructor directly via email for any extended absences. Attendance is one component of your participation mark in HSOC 311.

Students are expected to be present in at least 80% (10) of the 12 classes. Students will be asked to sign in during each class. Those students who miss more than two classes will be deducted 1% for each additional class missed.

Conduct During Lectures

The classroom 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/legal-services/university-policies-procedures>.

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

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 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. Students will be advised by their instructor when they are expected to turn on their webcam (such as for group work, presentations, etc).

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 in the classroom negatively affects the learning of 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>). 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/.

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 Dr. Ebba Kurz, Associate Dean (Undergraduate Health and Science Education) (kurz@ucalgary.ca).

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. **It also includes using of third-party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

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 (or similar) is **prohibited** except where explicit permission has been received from the instructor or it is an approved accommodation.

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>

Sexual and Gender-Based 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 and gender-based violence policy guides us in how we respond to incidents of sexual and gender-based violence, including supports available to those who have experienced or witnessed sexual or gender-based violence, or those who are alleged to have committed sexual or gender-based 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/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-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/>).

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 suypaca@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. 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, anywhere on campus (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 ensure your personal safety by taking advantage of this service.

Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings. Students will be notified of all changes in a timely manner by way of email and D2L announcements. The midterm exercise date is firm and will not be altered.

Week	Date	Topic	Instructor	Readings and Resources	Assessment
1	Jan 12	Introducing the Canadian Health Care System: History, Coverage, Stakeholders, Challenges	Amity Quinn	Martin, D. et al (2018) Lavoie, 2013 Covid-19:Health Care's New Normal https://edhub.ama-assn.org/jn-learning/video-player/18488856	List of Potential Topics for Policy Brief distributed
2	Jan 19	Money & Power: Financing, Payment, and the Policy Process	Amity Quinn	National Health Expenditure Trends, 2020 Sullivan, 2018 National Collaborating Centre for Health Public Policy, 2012	Policy brief group work 1—establish groups and discuss topics, submit topic by Friday, Jan 21
3	Jan 26	People & Places: Delivery system and workforce	Amity Quinn & Nicola Cavanagh	Santana, M. J. et al (2018). Gawande, 2021	Healthy Debate 1
4	Feb 2	Bitter Pill: Pharmaceutical Drug Policy and Access	Reed Beall	Lewis, 2020 Hajizadeh & Edwards, 2020 Acri, 2020 <i>Recommended: A Prescription for Canada: Achieving Pharmacare for all</i>	Healthy Debate 2
5	Feb 9	Which Country Has the World's Best Health Care?: What international systems are like, criteria	Amity Quinn	Eric C. Schneider et al., (Commonwealth Fund, Aug. 2021).	Healthy Debate 3 Submit potential policy options

		used to compare policies, and lessons for improving the Canadian health care system		Additional readings will be determined after groups select countries to present on for the debate	and evaluative criteria by Friday, Feb 11
6	Feb 16	Choose Your Own (Health Insurance) Adventure	Amity Quinn		In-class midterm exercise
Winter term break: Feb 20-27, 2022					
7	Mar 2	Making change: Engaging stakeholders in policy formation and implementation	Tamara McCarron and Mo Donald		
8	Mar 9	Making connections: Integrating and navigating different services and settings	TBD		Policy brief group work: share and discuss outlines and references, submit by Friday, Mar 11
9	Mar 16	Stewardship of resources: patient, provider, health care system perspectives	Nicola Cavanagh and Derek Chew		Healthy Debate 4
10	Mar 23	Quality of Life, Quality of Care: Patient and physician well being	TBD		Policy brief group work: share rough draft and provide feedback in class, submit draft by Friday, Mar 25
11	Mar 30	Living on the Land: Rural health and health care	TBD		Healthy Debate 5
12	Apr 6	Health care in the new normal: A health policy forum to identify current and emerging health care needs	Guest Panel TBD		Policy brief presentation
Tuesday, April 12 Last Day of Classes					
Final paper due Friday, April 15					