

HSOC 311 **Health Services and Health Systems**

Instructors:

Dr. Melissa Potestio, PhD MSc
Adjunct Assistant Professor
Community Health Sciences
Cumming School of Medicine
(mlpotest@ucalgary.ca)

Office Hours/Policy on Answering Student Emails

Office Hours: By Appointment
Student emails will be responded to within 48 hours

Teaching Assistant:

Kimberly Manalili
Email: kmanalil@ucalgary.ca

Time and Location:

Wednesdays 3:00pm to 5:50pm
1509/1509A
Foothills Campus
Please consult course schedule to confirm location of individual sessions.

Prerequisite/Co-Requisite:

Health and Society 201 or consent of the Instructor

Course Description:

The primary aim of this course is to introduce the basic characteristics and components of health services and systems in Canada. Through a series of seminar presentations, panel discussions, workshops and small group work, students will become familiar with the following aspects of health services and systems:

- The historical underpinnings of Canada's approach to health services provision
- The needs, institutions and participants involved in health
- How Canadian health services and systems are structured, provided and resourced

- The range of challenges to health that residents of Canada face
- The interplay between health challenges and health services

While the focus of this course will be on the evolving Canadian context, alternative experiences elsewhere will be discussed. The format of the course encourages student participation and peer learning. Students will be encouraged to actively engage in class discussions and to be willing to debate the critical health and health services issues facing Canadians today and into the future.

Learning Objectives

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

Through course assignments and participation, students will acquire the following **CONTENT** competencies.

- (1) Describe the historical underpinnings of Canada's health services legislation and regulation
- (2) Understand the way the health services and systems are organized and delivered
- (3) Identify some of the major challenges to health that residents of Canada face
- (4) Assess the relationship between challenges to health and health services
- (5) Debate possible solutions to health and health services related problems and issues
- (6) Recommend improvements to health services and in health systems that would improve population and public health
- (7) Develop some understanding of international comparisons of health status and health services

Through course assignments and participation, students will acquire the following **PROCESS** competencies.

- (8) Identify, access, synthesize and present credible information concerning health services, systems and challenges to health
- (9) Function well within teams
- (10) Critically review peer work
- (11) Communicate effectively, both verbally and in writing

Recommended Textbooks/Readings

A Note regarding readings:

A list of required readings for all course sections 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.

Campbell, B., & Marchildon, G. (2007) Medicare Facts, myths, problems, & promise. James Lorimer & Company Ltd., Publishers, Toronto, Ontario.

Greenhalgh, T. (2007). Primary health care Theory and practice. Blackwell Publishing BMJ Books, Malden Massachusetts.

Lunsford, A. A. (2008). The St. Martin's Handbook (6th ed.). Boston: Bedford/St-Martin's.

Marchildon, GP. (2013). Health systems in transition Canada. Second Edition. University of Toronto Press, Toronto Ontario.

Simpson, J. (2012) Chronic condition Why Canada's health care system needs to be dragged into the 21st century. Penguin Group, Toronto, Ontario.

Strunk, W., Jr., & White, E. B. (2000). The Elements of Style (4th ed.). Needham Heights, MA: Allyn & Bacon.

Your set of **class notes**. Any content presented in class, whether verbally or in written form, could be used for assessment purposes. Class discussion is understood to constitute content. While students are ultimately responsible for creating their own set of class notes, some materials will be available to download from D2L.

Evaluation

The University policy on grading and related matters is described in section F.2 of the 2018-2019 Calendar.

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

Description	Percentage of Grade	Due Date	Learning Objectives Addressed
Class Participation, Comments, Questions, Peer Review, Current Events Participation	10%	n/a	<u>10, 11</u>
Assignment 1 (Individual)	10%	February 6 th (prior to class)	<u>1,11</u>
Provincial Assignment (Group)	15%	February 27 th	<u>1,2,4,5,6,8,9,11</u>
Midterm	20%	March 6 th	<u>1,2,5,6,7</u>
Health Problems Assignment (Group)	20%	March 7or April 3 th	<u>2,3,4,5,6,7,8,9,11</u>

Final Assignment (Individual)	25%	April 10 th (prior to class)	<u>2,5,6,7,11</u>
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Students who do not complete all major components of the course prior to the last day of classes will be considered as not having completed the course; this will be reflected on the student's official transcript as 'Incomplete'. Major components of the course include both midterm exam and the Final Assignment. In the absence of medical or other documented reasons, the instructor reserves the right to award an 'Incomplete'. 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 2018-19 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). 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:

A+ 97-100%	B+ 80-84%	C+ 65-69%	D+ 54-56%
A 90-96%	B 75-79%	C 60-64%	D 50-53%
A- 85-89%	B- 70-74%	C- 57-59%	F 0-49%

It is very important that students take responsibility for their own learning. Receiving feedback on assignments and exams is often an integral part of the learning process. Therefore, each student is encouraged to spend time with the instructor to review their work. Often there is not time to review all assignments during class but this should NOT prevent students from receiving such feedback outside of class hours. PLEASE MAKE AN APPOINTMENT.

Assignment Details

Current Events Facilitated Discussion:

Students will be asked to form groups of 2 or 3 and will be scheduled to present on a current health care-related topic in the media. The presentation will consist of a 5-minute overview and 10-minute facilitated discussion of the current event and its impact at the levels of society, the

health care system and patient. The presenters will need to circulate the media article (e.g., newspaper, media clip) on the MONDAY prior to their WEDNESDAY presentation to give students time to read the article. It will be important that the facilitators help the class discover and debate the links between the article and course content.

Assignment 1 (Individual)

Each individual student will submit a 5-page max (12 point font, 1 inch margins) essay discussing the Canada Health Act. The essay will be framed by leading questions given to the students.

Provincial Health Systems Assignment (Group)

In groups, students will make a poster presentation to the class on the health system within one or more of the Canadian provinces/territories. Each group will present information on the following aspects:

- The demographics of the province's population
- Some indicators of health status within the province/s
- The structure of the system within that province/s
- Some description around the types of health services covered and not covered in that province
- Some information on the status of private insurance/clinics in that province

You will have 5 minutes for your presentation and 5 minutes for questions.

Health Concerns/Problems and the System Assignment (Group)

Each group will pick a health concern/problem (e.g., obesity) and give an oral presentation answering the following questions:

- What is the current role of the health system in preventing, treating and/or managing your health problem?
- What could or should be the role of the health system? (feel free to look to other countries for good examples).
- Who are the major players/stakeholders/sectors involved with this health problem beyond the system?
- Who needs to be involved to adequately address this health challenge?
- How could the Canadian Health care system/s be reconfigured (e.g., financial and human resources) to better address this health concern/problem?

Each group should be sure to indicate how the current Canadian health care system is currently mobilized around this problem, and make suggestions on how the system should be mobilized. Finally, each group should indicate some of the key research issues in relation to this health problem. Each group will have 15 minutes for their presentation and 5 minutes for questions. Each individual will also be responsible for providing a description of what each group member did to contribute to the assignment.

Midterm Exam

The midterm exam will cover the first 8 weeks of class seminars, presentations and discussion. The exam will be in a short answer format – providing you with an opportunity to demonstrate your familiarity with course material covering various health services and system issues.

Final Assignment (Individual)

Your last assignment will be handed out near the beginning of the semester. It will be due before class (3:00pm) on Wednesday April 10th. This assignment will provide you with an opportunity to bring together your learnings from the semester into redesigning the Canadian healthcare system/s in a way that you feel can best address the current challenges within the system/s.

Missed Components of Term Work:

Students will lose 5% per day late past the deadline for all assignments. 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. There will be NO exceptions to this policy.

*For HSOC 311, **extensions will NOT be granted** on any assignment, presentation, or the midterm. The only exceptions to this are those in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with supporting documentation. 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>).*

Brightspace by Desire2Learn (D2L)

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.

If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Policies Governing the Course:

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 85% (11) of the 13 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.

Participation

It should be noted that students will be graded on their participation in class. It is important to note that simply attending lectures is NOT deemed meaningful participation. Meaningful participation must involve contributing to class discussions in a professional manner. Students will not receive feedback on their participation mark throughout the semester, but if they wish to get feedback they must make an appointment to speak with the instructor.

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 conduct themselves in a mature and courteous manner during ALL lectures. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic.

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

Electronic Devices

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. Research studies have found that student use of electronic devices (laptops, tablets, etc) in the classroom negatively affects the learning of both the user and those sitting nearby. Inappropriate use of laptops is also disruptive to your fellow classmates and disrespectful to the lecturer. The use of laptops and other electronic note-taking devices is permitted; however, their use in the classroom should be for course-related work/note-taking only. Please do **NOT to surf the web, check email or do other unrelated work**. Students who use their laptops inappropriately or are otherwise disruptive during lectures will be asked to leave.

Cell phones (or similar devices) should **be turned off** (not merely silent) upon entering the classroom. Sending/receiving text messages or leaving the class to take calls is disruptive to the entire class and will not be tolerated unless absolutely necessary. Students who disregard this rule during lectures or tutorials will be asked to leave. These items are not permitted under any circumstance during exams/quizzes, etc.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/guidance_for_students.pdf). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). 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 Based on Disability or Medical Condition

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation 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_0.pdf). If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BHSc program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). 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. These rules are contained principally in Sections J to L of the *University of Calgary Calendar*. Students are expected to be familiar with these standards and to uphold the policies of the University in this respect. The Calendar also stipulates the penalties for violating these rules. Please know that the University and the Cumming School of Medicine take these rules seriously. **All incidences of academic dishonesty in this course, such as cheating and plagiarism, will be reported to the Associate Dean for investigation;** infractions will be noted on the record of a student found to be guilty.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP); students should identify themselves on written assignments (exams and term work) by their name and ID number on the front page and ID on each subsequent page. Work assigned to you by your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission. See <http://www.ucalgary.ca/policies/files/policies/privacy-policy-2011.pdf> for more information.

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 15 days** of first being notified of the grade.

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 (Room 370 MacEwan Student 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

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.

Emergency Evacuation/Assembly Points

Assembly points for emergencies have been identified across campus. Assembly points are designed to establish a location for information updates from the emergency responders to the evacuees; and from the evacuated population to the emergency responders. The primary assembly point for the Health Sciences Centre is the Health Research Innovation Centre Atrium. For more information, see the University of Calgary's Emergency Management website: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.

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 exam dates are firm and will not be altered.

DATE	LECTURE TOPIC	INSTRUCTOR/S	READINGS
WEEK 1 January 9, 2019			
	Course Overview	Dr. Potestio	1. <i>Simpson, Introduction</i> 2. <i>Simpson, Chapter 8</i> 3. <i>Marchildon, Introduction</i>
	Brainstorming about the components of the Canadian Health System	Dr. Potestio	
	Expanding on the Canadian Health Care System	Dr. Potestio	
WEEK 2 January 16, 2019			
	Introduction to the Canadian Health Care System	Dr. Potestio	1. <i>Marchildon, Chapter 2</i> 2. <i>Campbell, Chapter 5</i> 3. <i>Simpson, Chapter 7</i>
	The Birth of Medicare (movie)	Dr. Potestio	
	Medicare in Crisis (movie)	Dr. Potestio	
	Current Events	Dr. Potestio	
WEEK 3 January 23, 2019	Assignment 1 Posted to D2L		1. <i>Simpson, Chapter 9</i> 2. <i>Simpson, Chapter 10</i> 3. <i>Simpson, Chapter 11</i>
	Searching Grey Literature	Lorraine Toews	
	Class Discussion on CHA and History of Canadian System	Dr. Potestio	
	Current Events	Dr. Potestio	
WEEK 4 January 30, 2019			
	Acute/Critical Care	Dr. Niven	1. <i>Campbell, Chapter 26</i> 2. <i>Greenhalgh, Chapter 1</i>
	Primary Care	Dr. Potestio	
	Assignments Q and A period	Dr. Potestio	
WEEK 5 February 6, 2019	Assignment 1 Due by 3:00pm		
	Continuing Care	Dr. Quail	1. <i>PHAC Chapter 3</i>
	Public Health	Dr. Potestio	
	Current Events	Dr. Potestio	

WEEK 6 February 13, 2019			
	Current Events (3 groups)	Dr. Potestio	
	Midterm Review Exercise and Discussion	Dr. Potestio	
	Poster Presentation Q and A		
WEEK 7 February 20, 2019			
	NO CLASS		
WEEK 8 February 27, 2019			
	Provincial Poster Presentations	Dr. Potestio	
WEEK 9 March 6, 2019			
	Midterm Exam 2.5 hours	Dr. Potestio	<i>Midterm will be written in our regular classroom from 3pm to 5:30pm</i>
Week 10 March 13, 2019			
	Intro to the Canadian Mental Health Care System	Dr. Potestio	
	Mental Health	Schizophrenia Society of Alberta	
	Current Events	Dr. Potestio	
Week 11 March 20, 2019			
	Indigenous Health	Dr. Yacoub	
	Indigenous Health	Ms. Eshkakogan	
	Current Events	Dr. Potestio	
WEEK 12 March 27, 2019			
	Data Use in Health Service Planning	Ms. Sevcik	
	Health Problems Presentations	Dr. Potestio	
	Assignment 2 Q and A	Dr. Potestio	
	Current Events	Dr. Potestio	

WEEK 13 April 3, 2019			
	Health Problems Presentations	Dr. Potestio	
WEEK 14 April 10, 2019	Assignment 2 Due by 3:00pm		
	Health Equity	Dr. Potestio	
	Current Events	Dr. Potestio	