

**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: By appointment

I will respond to emails sent via student's @ucalgary email within 48 hours.
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**Teaching Assistant:**

Jane Fletcher, MSc  
Email: fletchej@ucalgary.ca

**Time and Location:**

Wednesdays 3-5:45pm  
HS 1500

**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 federal, provincial/territorial, and local policies to improve population health outcomes, including health care policy and public health policy to promote health, prevent disease, and address health disparities. Students will gain an understanding of different structures, processes, and outcomes of the health care system, including how Canada compares to other countries. 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 communicating effectively.

## Global Objectives

Build foundational knowledge of health systems and develop 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 system
4. Compare international health 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

## Transferable Skill Development:

Many of the skills and abilities that you are developing in your coursework are transferable to the workforce, graduate and professional studies and other facets of life. Employers seek applicants with transferable skills because they can be an asset in the workplace, regardless of industry or sector. Transferable skills are core skills for your success in building your future career.

The work that you will do in HSOC 311 will help you build the following transferable skills:

- **Collaboration:** Work respectfully with others from different backgrounds, cultures, and countries.
- **Verbal Communication:** Learn and share information by presenting, listening, and interacting with others.
- **Creativity and Innovation:** Find different and better ways to do things, being curious, thinking imaginatively.
- **Critical Thinking:** Actively and skillfully conceptualize, apply, analyze, synthesize, and/or evaluate information (data, facts, observable phenomena, and research findings) to make a reasoned judgement or draw a reasonable conclusion.
- **Digital Skills:** Use digital technologies like computers, social media, virtual meeting platforms, and the internet.
- **Information Literacy:** Find, understand, and use information presented through words, symbols, and images
- **Numeracy:** Use mathematical information such as numbers, symbols, words, and graphics to do tasks.
- **Problem solving:** Identify an issue, find and implement a solution, and assess whether the situation has improved.
- **Project Management:** Conceptualize, initiate, plan and execute a plan to achieve a predetermined goal (project) by effectively prioritizing activities and meeting deadlines.
- **Written Communication:** Share ideas and information by using words, images, and symbols.

## Learning Resources

This course does not require a textbook. A list of required readings or other materials (e.g., podcasts) will be outlined on D2L.

## Recommended Textbooks/Readings

Recommended readings may be provided based on current events or student interest. Links or files will be made available on D2L.

## A Note Regarding Readings

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.

## 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.

## Evaluation

The University policy on grading and related matters is described in section F of the 2022-2023 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.
Mid-Term Exercise	25%	February 15	1-4, 7	This will involve individual writing and reflection as well as small group and class discussion
Healthy Debate	15%	Jan 25, Feb 1, Feb 8, Mar 22, Mar 29	6-8	Five 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. The class will be dividing into 10 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	40%		5-7	Students will work independently 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 instructor feedback, this includes a final presentation. Each piece will be graded separately and will add up to 40% of your total grade. The value of each component is indicated.
Topic	5% of total grade	Jan 20		
Policy options & Evaluative criteria	5% of total grade	Mar 3		
Outline & References	5% of total grade	Mar 17		
Presentation	10% of total grade	April 6, 12		Students will prepare and deliver a 5-minute overview of their brief. This could be in the form of an academic poster (electronic), an infographic, a video, or social media-style post.
Final Paper	15% of total grade	April 19		

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 2022-23 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	90-95.99
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	Does 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](mailto: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.

### 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.**

### **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/](http://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 (kurz@ucalgary.ca), Associate Dean (Undergraduate Health and Science Education).

### **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.

### **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 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/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/>  
Student Advocacy and Wellness Hub (CSM students only)  
<https://cumming.ucalgary.ca/student-advocacy-wellness-hub/home>  
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/](http://www.ucalgary.ca/ombuds/) or email [ombuds@ucalgary.ca](mailto: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](mailto:suypaca@ucalgary.ca); the SU representatives for the Cumming School of Medicine can be reached at [medrep1@su.ucalgary.ca](mailto:medrep1@su.ucalgary.ca) or [medrep2@su.ucalgary.ca](mailto: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.

### Important Dates:

First day of classes: Monday Jan 9; last day of classes Wednesday, Apr 12

Winter term break: Feb 19-25 (no classes)

Good Friday April 7 (no classes); Easter Monday April 10 (no classes)

Week	Date	Topic	Instructor	Assessment/Activity
1	Jan 11	<b>Overview of the Canadian Health System:</b> History, Coverage, Stakeholders, Challenges	Amity Quinn	
2	Jan 18	<b>Money &amp; Power:</b> Financing, Payment, and the Policy Process	Amity Quinn	List of Potential Topics for Policy Brief distributed
3	Jan 25	<b>People &amp; Places:</b> Delivery system and workforce	Amity Quinn	Healthy Debate 1  Submit policy brief topic by Friday, Jan 20
4	Feb 1	<b>Bitter Pill:</b> Pharmaceutical Drug Policy and Access	Amity Quinn and Jane Fletcher	Healthy Debate 2
5	Feb 8	<b>Which Country Has the World's Best Health Care?:</b> What international systems are like, how to compare them, and lessons for improving the Canadian health care system	Amity Quinn	Healthy Debate 3
6	Feb 15	<b>Choose Your Own (Health Insurance) Adventure</b>	Amity Quinn	In-class midterm exercise
Winter term break: Feb 19-25 (no classes)				
7	Mar 1	<b>Public Health Policy &amp; Advocacy:</b> Using evidence to inform policy change and introduction to policy analysis	Lesley James, DPH <i>Director, Health Policy &amp; Systems, Heart &amp; Stroke Foundation of Canada</i>	Submit potential policy options and evaluative criteria by Friday, March 3

8	Mar 8	<b>Dissemination &amp; Implementation:</b> An introduction to Implementation Science & Knowledge Translation	Maoliosa Donald, PhD <i>Implementation Scientist &amp; Adjunct Assistant Professor, Cumming School of Medicine</i>  Selina Allu, <i>Knowledge Translation Broker &amp; Implementation Support Practitioner, Can-SOLVE CKD, University of Calgary</i>	Knowledge translation activity
9	Mar 15	<b>Equity &amp; Access Part 1:</b> Women's Health and Access to Specialty Care	Erin Brennan, MD, MSc <i>Associate Professor &amp; Urogynecology Surgeon, Cumming School of Medicine</i>  Women's Health Research Trainee Panel	Submit Outline and References by Friday, March 17
10	Mar 22	<b>Equity &amp; Access Part 2:</b> Access to Preventive Care	Reed Beall, PhD <i>Assistant Professor, Dept of Community Health Sciences, Cumming School of Medicine</i>	Healthy Debate 4
11	Mar 29	<b>Inside the Ministry of Health</b>	Stephen Samis, <i>Former Deputy Minister of Health and Social Services, Yukon</i>	Healthy Debate 5
12	Apr 5	<b>Living on the Land:</b> Colonialism as a determinant of health, Indigenous self-governance	Amity Quinn	Final Presentations Part 1
13	Apr 12	<b>Cost &amp; Quality:</b> Improving the value of care	Derek Chew, MD, MSc <i>Electrophysiologist and Health Economist, Cumming School of Medicine</i>	Final Presentations Part 2

Final paper due April 19