

GSPP 817 001 Health Policy

University of Regina Campus	
Instructor:	Tom McIntosh
Phone:	(306) 585-4400 or (306) 337-2312 Fax (306) 585-5694
E-mail:	thomas.mcintosh@uregina.ca
Office Hours:	Tuesday, 2:00 to 4:00 p.m. or by appointment
Office Location:	Classroom Building 215
Term:	Winter 2010
Room:	ED 612
Time:	7:00 p.m. to 10:00 p.m.

CALENDAR DESCRIPTION

This course will review the historical development of the Canadian health care system and its supporting principles, governance structures and fiscal arrangements; and examine contemporary structures and relationships. Issues such as benefit coverage, health human resources, user fees, pharmaceuticals, regional health boards, and health reform in a comparative context will be examined.

COURSE CONTENT AND APPROACH

This course is designed to be a participatory seminar in the politics of health care governance, financing and reform in Canada. Its goal is to engage students in a collaborative exploration of some of the key issues that have guided and influenced the debate over the future of Canada's publicly administered and publicly financed health care system over the last few decades. The course covers both the 'high politics' of intergovernmental negotiations over health financing and delivery as well as exploring some of the key governance and reform challenges facing governments as they attempt to shift towards different models of health care delivery and organization.

REQUIRED AND SUPPLEMENTARY READINGS

The following are the **required** texts for the course:

Marchildon, Gregory P. **Health Systems in Transition: Canada**. Edited by Sara Allin and Elias Mossialos. Toronto: University of Toronto Press, 2006.

Lazar, H. and St.-Hilaire, F., eds. **Money, Politics and Health Care: Reconstructing the Federal-Provincial Partnership**. Montreal: IRPP, 2004.

Additional REQUIRED readings noted in the course outline will be available on the URCourses site for this course. A number of other readings that may be of interest to students and may also be useful in their research papers and presentations are also posted on the URCourses site. These will be added to throughout the term and students are encouraged to check through this material throughout the term. Finally, students who come across particularly interesting articles are encouraged to provide electronic copies to the instructor so that they too can be added to this set of resources.

The following are the key provincial and national reports on health care reform from recent years and will be available in PDF format on the URCourses website for this course:

- Commission on Medicare. **Caring for Health: Final Report.** Regina: Government of Saskatchewan, 2000. [aka The Fyke Report]
- Commission d'étude sur les services de santé et les services sociaux. **Emerging Solutions: Report and Recommendations.** Quebec: Gouvernement du Quebec, 2001. [aka The Clair Report]
- Premier's Advisory Council on Health for Alberta. **A Framework for Reform.** Edmonton: Government of Alberta, 2001. [aka The Mazankowski Report]
- Commission on the Future of Health Care in Canada. **Building on Values: The Future of Health Care in Canada (Final Report).** Ottawa: Commission on the Future of Health Care in Canada, 2002. [aka The Romanow Report]
- Senate Standing Committee on Social Affairs, Science and Technology. The Health of Canadians – The Federal Role, Volume 6: Recommendations for Reform. Ottawa: Senate of Canada, 2002. [aka the Kirby Report]

The following are websites to some independent think tanks that produce high quality health care and health policy research. Links to these sites will also be posted on the URCourses Website for this course:

1. Canadian Policy Research Networks¹: <http://www.cprn.org/>
2. Manitoba Centre for Health Policy: <http://umanitoba.ca/faculties/medicine/units/mchp/>
3. Canadian Centre for Policy Alternatives: <http://www.policyalternatives.ca/>
4. Caledon Institute of Social Policy: <http://www.caledoninst.org/>
5. Fraser Institute: <http://www.fraserinstitute.org/>
6. Health Policy Monitor: International Network for Health Policy and Reform: <http://www.hpm.org/en/index.html>
7. Canadian Institute of Health Information: http://secure.cihi.ca/cihiweb/dispPage.jsp?cw_page=home_e
8. Canadian Health Services Research Foundation: <http://www.chsrf.ca/>
9. Institute for Research on Public Policy: <http://www.irpp.org>
10. Saskatchewan Population Health and Evaluation Research Unit: <http://www.spheru.ca>

EVALUATION

FOR PSCI 844 & GSPP 817 STUDENTS:

1. Participation: 20%
2. Paper Proposal & Outline: 20%
3. Seminar Presentation & Leadership: 20%
4. Research Paper: 40%

***ALL** assignments must be completed for the student to receive a passing grade in the course. Students who fail to complete one or more assignments will be given a grade of NP (no paper) which will count as 40% in your Grade Point Average (GPA).

ALL written assignments will be submitted through Turnitin.com. To register on the site, go to www.turnitin.com. You will need:

- 1) A valid email address
- 2) Course ID: 3047227
- 3) Course Password: healthcare

¹ In December 2009 CPRN ceased operations, but it has reached an agreement with Carleton University to allow its website and archive of social policy and health research to remain active. Documents can still be accessed through this web address.

FOR PSCI 844 AND GSPP 817 STUDENTS:

Participation (20% of final grade):

This course is designed to be a participatory seminar in the politics of health care, not a lecture course. Students are expected to come to class prepared to discuss the readings assigned and to be reasonably familiar with at least some of the relevant additional readings available on the course website as they pertain to the week's topic.

At the same time, it is the quality, not the quantity of the contributions that will greatly influence the grade you receive for this portion of the mark. As well, students are expected to treat each other with respect and to engage in discussions on the basis of this course being an exercise in collaborative learning and exploration of ideas, perspectives and interpretations.

Hostile, derogatory or dismissive behaviour (verbal and non-verbal) will not be tolerated.

Paper Proposal/Outline (20%)

Students are expected to prepare an outline and preliminary bibliography for a research essay on a topic of their choosing (but clearly related to the themes explored in the course) to be completed by the end of the course.

The proposal/outline should be 6-7 pages in length and should include:

- General description of the topic being proposed
- The research question being asked
- The preliminary thesis of the paper
- An outline of the key elements of the research paper
- A preliminary bibliography of the sources being used for the writing of the essay.

The proposal will be graded and returned with comments on research proposed and suggestions for further reading or analysis.

DUE DATE: March 9th, submitted through Turnitin.com

Seminar Presentation and Leadership (20%)

Each student will be expected to lead a seminar in class on the topic of their proposed research essay. There will be two or three presentations each week beginning in Week Ten through Week Thirteen. The seminar will be approximately 45 minutes in length and will comprise of a presentation by the student of their research progress and conclusions to date followed by a class discussion of the research findings presented. Students are expected to supply the instructor with one KEY reading relating to their presentation at least three weeks prior to their presentation so that the reading can be posted on the URCourses site for the other students. Student presenters are expected to take the lead in facilitating the discussion.

Students will be assessed on:

- Their presentation skills
- The quality of the presentation itself (research question, thesis, literature review and conclusions to date)
- Their ability to engage their fellow students in a discussion of the research and
- Their ability to facilitate a discussion amongst class members.

Research Essay (40%)

Students are expected to prepare and submit a research essay 20 to 25 pages in length (5000 to 6500 words), double-spaced on the research outlined in their proposal. Please see "A Note on Assignment Writing" below.

DUE DATE: April 13th, submitted through Turnitin.com

A Note on Assignment Writing

All assignments are expected to conform to basic guidelines for the presentation of academic work, including proper and consistent use of references where appropriate. Students are not required to conform to any particular style guide, **BUT** they are expected to choose a single,

recognized style of citing and referencing other works and to employ it consistently and appropriately throughout their assignment.

Students unfamiliar with different style guides are directed to either the Chicago Manual of Style or the Publication Manual of the American Psychological Association, both available in the

University Library and the University Bookstore, as the two most authoritative such guides.

All assignments should clearly indicate the: Title of the Assignment, Course Title & Number, Instructor's Name, Student's Name & Student's I.D. Number either on a distinct title page or at the top of the first page of the assignment.

Grammar, punctuation, syntax, and sentence and paragraph construction are all critical elements in clearly expressing ideas and presenting lines of analysis in academic writing. As such, papers that fail to meet basic standards in these areas will be penalized appropriately.

LATE ASSIGNMENTS

It is the student's responsibility to plan their workload such that they can hand in assignments on the date specified on the course outline. The assignments are described and the expectations outlined as part of the course outline so as to allow students to plan their term work as early as possible. Assignments handed in after the assignment deadline without prior permission of the instructor will be docked 2% points/day from the grade assigned. For example, a paper receiving a 78% grade but handed in five days late will receive a 68%. Students requesting an extension for either assignment are expected to contact the instructor as far in advance as possible to set a new due date for the assignment. Students who are ill prior to an assignment being handed in will be expected to provide the instructor with a copy of a doctor's note confirming their illness and to be prepared to meet a new due date for the assignment.

STUDENTS WITH SPECIAL NEEDS

Students in the course who, because of a disability, may have a need for accommodations are encouraged to come and discuss accommodations with the instructor, and to contact the Coordinator of Special Needs Services at 585-4631.

ACADEMIC INTEGRITY AND CONDUCT

Ensuring that you understand and follow the principles of academic integrity and conduct as laid out in the University of Regina's Graduate Calendar and the University of Saskatchewan's Guidelines for Academic Conduct is vital to your success in graduate school. Ensuring that your work is your own and reflects both your own ideas and those of others incorporated in your work is important: ensuring that you acknowledge the ideas, words, and phrases of others that you use is a vital part of the scholarly endeavour. If you have any questions at all about academic integrity in general or about specific issues, contact your course instructor and to discuss your questions.

This includes but is not limited to the presentation or submission of the work of another person, without citation or credits, as the student's own work.

Plagiarism is that form of academic dishonesty in which one person submits or presents the work of another person as his or her own. Scholarship quite properly rests upon examining and referring to the thoughts and writings of others; however, whenever such thoughts or writings are used in students' work, the author and source must be clearly acknowledged through footnotes, endnotes, or other accepted practices.

Substantial plagiarism exists when there is no recognition given to the author for phrases, sentences, thoughts, code, or arguments incorporated in written work or software.

Complete plagiarism exists when a whole essay or piece of software is copied from an author, or composed by another person and presented as original work. Unless prior approval has

been obtained, a similar situation is created when the same essay or software is submitted for credit in more than one course.

All forms of academic dishonesty, including misrepresentation in essay work, are considered serious offences within the University community.

Please see the University of Regina General Calendar for more details and regulations.

WEEK ONE: JANUARY 12TH

Overview of the Course and the Politicization of Health Care in Canada

* Screening: Bitter Medicine, Part One: The Birth of Medicare and Bitter Medicine, Part Two: Medicare in Crisis

WEEK TWO: JANUARY 29TH

Understanding the Context of Health Politics in Canada

Readings:

1. Marchildon, Chapters 1 and 2
2. Lazar and St.-Hilaire, Chapters 1 and 2
3. Glouberman, S. and Zimmerman, B. "Complicated and Complex Systems: What would successful reform of medicare look like?", Discussion Paper No. 8, Commission on the Future of Health Care.

WEEK THREE: JANUARY 26TH

The Dynamics of Health Care Governance

Readings:

1. Marchildon, Chapter 7; and,
2. Lazar and St.-Hilaire, Chapter 5

NOTE: PSci 439 Presentations Begin

Presentations One:

1. Andre Braen, "Health and the Distribution of Powers in Canada", Discussion Paper No. 2, Commission on the Future of Health Care; and;
2. Howard Leeson, "Constitutional Jurisdiction Over Health and Health Care Services in Canada", Discussion Paper No. 12, Commission on the Future of Health Care.

Presentation Two:

1. Antonia Maioni, "Roles and Responsibilities in Health Care", Discussion Paper No. 34, Commission on the Future of Health Care; and,
2. Rejean Pelletier, "Intergovernmental Cooperation Mechanisms: Factors for Change", Discussion Paper No. 29, Commission on the Future of Health Care.

WEEK FOUR: FEBRUARY 2ND

Financing Health Care: Public, Private and Mixed

Readings:

1. Marchildon, Chapters 4 and 8;
2. Lazar and St.-Hilaire, Chapter 3.

Presentation Three:

1. Gerard W. Boychuk, "The Changing Political and Economic Environment of Health Care in Canada", Discussion Paper No. 1, Commission on the Future of Health Care in Canada; and,
2. Robert G. Evans, "Raising the Money: Options, Consequences and Objectives for Financing Health Care in Canada", Discussion Paper No. 27, Commission on the Future of Health Care in Canada.

Presentation Four:

1. Raisa B. Deber, "Delivering Health Care Services: Public, Not-For-Profit, or Private?", Discussion Paper No. 17, Commission on the Future of Health Care in Canada; and,
2. Louis Imbeau et al., "The Conditions for a Sustainable Public Health System in Canada", Discussion Paper No. 11, Commission on the Future of Health Care in Canada.

WEEK FIVE: FEBRUARY 9TH

Facilitators and Barriers to Change

Readings:

1. Marchildon, Chapters 6 and 7;
2. Lazar and St. Hilaire, Chapter 2

Presentation Five:

1. Donna Greschner, "How Will the Charter of Rights and Freedoms and Evolving Jurisprudence Affect Health Care Costs?", Discussion Paper No. 20, Commission on the Future of Health Care in Canada; and,

2. Timothy Caulfield, “How Do Current Common Law Principles Impede or Facilitate Change?”, Discussion Paper No. 24, Commission on the Future of Health Care in Canada.

Presentation Six:

1. Seamus Hogan and Sarah Hogan, “How will the Ageing of the Population Affect Health Care Needs and Costs in the Foreseeable Future?”, Discussion Paper No. 25, Commission on the Future of Health Care in Canada, and;
2. Steve Morgan and Jeremiah Hurley, “Influences on the ‘Health Care Technology Cost Driver’”, Discussion Paper No. 14, Commission on the Future of Health Care in Canada.

Presentation Seven:

1. Cynthia Ramsay, “A Framework for Determining the Extent of Public Financing of Programs and Services, Discussion Paper No. 16, Commission on the Future of Health Care in Canada; and,
2. Francois Rocher and Miriam Smith, “Federalism and Health Care: The Impact of Political-Institutional Dynamics on the Canadian Health Care System”, Discussion Paper No. 18, Commission on the Future of Health Care in Canada. [On URCourses site]

NOTE: The University is closed the Week of February 15th

WEEK SIX: FEBRUARY 23RD

The Complexity of Change

Readings:

1. John N. Lavis, “Political Elites and their Influence on Health-Care Reform in Canada”, Discussion Paper No. 26, Commission on the Future of Health Care in Canada; and,
2. Stephen Tomblin, “Creating a More Democratic Health System: A Critical Review of Constraints and a New Approach to Health Restructuring”, Discussion Paper No. 3, Commission on the Future of Health Care in Canada.

Presentation Eight:

1. Patrick Fafard, “Evidence and Heathy Public Policy: Insights from Health and Political Sciences”, Ottawa: CPRN, 2008;
2. Dennis Raphael et al. “Barriers to addressing the social determinants of health: Insights from the Canadian Experience”, 88 (2008): 222-235.

Presentation Nine:

1. John Church and Neale Smith, “Health Reform and Privatization in Alberta”, Canadian Public Administration 49(4) 2006: 486-505; and,
2. Tom McIntosh and Michael Ducie, “Private Health Facilities in Saskatchewan: Marginalization through Legalization”, Canadian Political Science Review 3(4) 2009: 47-62.

WEEK SEVEN: MARCH 2ND

The People in the System

Readings:

1. CIHI, Canada’s Health Care Providers, 2007. Ottawa: Canadian Institute of Health Information, 2007; and,
2. Clemence Dallaire and Sonia Normand, “Changes and Few Paradoxes: Some Thoughts on the Health System Personnel”, Discussion Paper No. 38, Commission on the Future of Health Care in Canada.

Presentation Ten:

1. Pat Armstrong and Hugh Armstrong, “Contradictions at Work: Struggles for Control in Canadian Health Care”, Socialist Register 2010. London: Merlin, 2010, pp. 145-167; and,
2. Gail Tomblin-Murphy and Linda O’Brien-Pallas, “How do Health Human Resources Policies and Practices Inhibit Change? A Plan for the Future”, Discussion Paper No. 30, Commission on the Future of Health Care in Canada.

Presentation Eleven:

1. Michel Grignon et al., “Influence of Physician Payment Methods on the Efficiency of the Health Care System”, Discussion Paper No. 35, Commission on the Future of Health Care in Canada; and,
2. Tom McIntosh, Renee Torgerson and Nathan Klassen, “The Ethical Recruitment of Internationally Educated Health Professionals: Lessons from Abroad and Options for Canada”. Ottawa: Canadian Policy Research Networks, 2007.

WEEK EIGHT: MARCH 9TH

Primary Health Care Reform

Readings:

1. Senate Standing Committee on Social Affairs, Science and Technology. *The Health of Canadians – The Federal Role, Volume 6: Recommendations for Reform*. Ottawa: Senate of Canada, 2002. pp. 77-108.
2. Commission on the Future of Health Care in Canada. **Building on Values: The Future of Health Care in Canada (Final Report)**. Ottawa: Commission on the Future of Health Care in Canada, 2002, pp. 115-135
3. Saskatchewan. Commission on Medicare. *Caring for Medicare: Sustaining a Quality System*. Regina: Government of Saskatchewan, 2000, pp. 9-20 [On URCourses site]

Presentation Twelve:

1. Health Council of Canada. *Fixing the Foundation: An Update on Primary Health Care and Homecare Renewal in Canada*. Ottawa: HCC, 2008; and,
2. Marie-Dominique Beaulieu et al. “Family Practice: Professional Identity in Transition. A Case study of family medicine in Canada”, *Social Science and Medicine* 67 (2008): 1153-1163 [On URCourses site]

Presentation Thirteen:

1. Claude Sicotte et al. “Interdisciplinary Collaboration with Quebec Community Health Care Centres”, *Social Science and Medicine* 55 (2002): 991-1002; and,
2. Barrett et al. *Interprofessional Collaboration and Quality Primary Health Care*. Ottawa: CHSRF, 2007.

WEEK NINE: MARCH 16TH

The Final Frontier: Getting to Population Health

Readings:

1. Labonte et al. “Beyond the Divides: Towards Critical Population Health Research”, *Critical Public Health* 15(1): 5-17;
2. Johnson et al. “Recommendations for Action on the Social Determinants of Health: A Canadian Perspective”, *The Lancet* 372: 1690-93; and,
3. Naomi Adelson, “The Embodiment of Inequity: Health Disparities in Aboriginal Canada”, *Canadian Journal of Public Health*, March/April 2005.

Presentation Fourteen:

1. Dennis Raphael and Toba Bryant, “The State’s Role in Promoting Population Health: Public Health Concerns in Canada, US, UK and Sweden”, *Health Policy* 8:39-55;
2. Shelley Phipps, *The Impact of Poverty on Health: A Scan of the Research Literature*. Ottawa: Canadian Population Health Initiative, 2003. [On URCourses site]

Presentation Fifteen:

1. Nancy Adler and Kathleen Newman, “Socioeconomic Disparities and Health: Pathways and Policies”, *Health Affairs* 21(2): 60-76;
2. Michael Polanyi et al. “Understanding and Improving the Health of Workers in the New Economy: A call for participatory, dialogue-based health-work research”, *Critical Public Health* 15(2): 103-119

WEEKS 10 THROUGH 13: MARCH 23RD & 30TH AND APRIL 6TH & 13TH

Graduate Student Presentations

Readings:

1. TBA (readings to be supplied by graduate students three weeks prior to seminar)