

\*Updated July 5, 2021 - Subject to Change\*

# JSGS 817 – Health Policy

	UNIVERSITY OF SASKATCHEWAN CAMPUS	UNIVERSITY OF REGINA CAMPUS
INSTRUCTOR:	Not applicable	Cheryl A. Camillo, Ph.D.
PHONE:		(306) 585-4082
E-MAIL:		cheryl.camillo@uregina.ca
OFFICE HOURS:		By appointment.
OFFICE LOCATION:		<a href="https://zoom.us/j/510802147">https://zoom.us/j/510802147</a>
TERM:		Fall 2021
ROOM:		Online (via UR Courses and Zoom)
DATE AND TIME:		This course will begin on Monday, August 30, 2020. It will consist of 13 modules, each of which will run from 8:00 a.m. SK time on Monday until 11:59 p.m. SK time the following Sunday. Most activities will take place online, although there will be live webinars that students can participate in via Zoom. See below for more details.

## LAND ACKNOWLEDGEMENT

The University of Saskatchewan campus of the Johnson Shoyama Graduate School of Public Policy is situated on Treaty 6 Territory and the Homeland of the Métis, while the University of Regina (U of R) campus is situated on Treaty 4 Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. As we engage in Remote Teaching and Learning, we would also like to recognize that some may be attending this course from other traditional Indigenous lands. I ask that you take a moment to make your own Land Acknowledgement to the peoples of those lands. In doing so, we are actively participating in reconciliation as we navigate our time in this course, learning and supporting each other.

## HONOUR CODE

At the Johnson Shoyama Graduate School of Public Policy (JSGS), we believe honesty and integrity are fundamental in a community dedicated to learning, personal development, and a search for understanding. We revere these values and hold them essential in promoting personal responsibility, moral and intellectual leadership, and pride in ourselves and our University.

As JSGS students, we will represent ourselves truthfully, claim only work that is our own, and engage honestly in all academic assignments.

Since articulated standards and expectations can influence attitudes, and because each of us shares the responsibility for maintaining academic integrity (see below for details on academic integrity at the JSGS), we are committed to upholding the Academic Honor Code.

### **Academic Honour Pledge**

As a member of the JSGS community, I pledge to live by and to support the letter and spirit of JSGS's Academic Honour Code.

## **REMOTE LEARNING CONTEXT**

We acknowledge the complex circumstances – that is, a worldwide pandemic – in which this course is taking place. Since remote teaching and learning context may be new to some, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

## **CALENDAR DESCRIPTION**

This course will review the development and structure of the Canadian health care system, including its supporting principles, history, governance, and fiscal arrangements. Issues such as benefit coverage, inequalities, pharmaceuticals, health human resources, and health reform in a comparative context will be examined.

## **LEARNING OBJECTIVES**

Following successful completion of this course, students should be able to:

- ❖ Describe the Canadian health care system, including how it compares to others,
- ❖ Understand and critique health policies, ranging from high-level policies intended to reform the system to practice-level policies, and
- ❖ Formulate policy alternatives for health care organizations and multiple levels of government and defend them to decision-makers and stakeholders.

## MHA PROGRAM COMPETENCIES

1. **Health Services and Health Status** - Ability to analyze health services and other factors that impact health status and demonstrate a commitment to improving the health status of individuals, families, and communities.
2. **Management, Governance, and Leadership** - Ability to inspire support for a vision or course of action and successfully direct the teams, processes, and changes required to accomplish it.
3. **Communication and Interpersonal Skills** - Ability to communicate effectively and build enduring, trust-based professional relationships.
4. **Systems Thinking and Creative Analysis** - Ability to identify key issues and problems, analyze them systematically, and reach sound, innovative conclusions.
5. **Public Policy and Community Engagement** - Ability to understand how organizational and public policies are formulated, their impact on healthcare organizations and communities, and how to influence their development.
6. **Continuous Evaluation and Improvement** - Commitment to on-going evaluation for continuous organizational and personal improvement

## COURSE CONTENT AND APPROACH

This course provides an overview of key aspects of Canadian health policy, including: the health policy process; health system design; health care financing; health politics; indigenous health; public health; population health; the health workforce; health profession regulation; health care delivery; health services; experiences of care; health system redesign; health technology and innovation, and health inequalities. While some topics might overlap with topics in other JSGS courses, the emphasis is on health policy, not organization or administration.

The course will be divided into 13 weekly modules, each of which will run from 8:00 a.m. Saskatchewan (SK) time on Monday until 11:59 p.m. SK time the following Sunday (with an exception for fall break as detailed below). Each module will focus on a particular topic described in more detail below.

This is an online course that will be conducted mainly via “UR Courses,” the University of Regina’s Online Learning Environment. However, most modules will include an hour-long webinar, conducted using the Zoom meeting platform, to be held, for the most part, on Mondays in a time slot selected by students from a few options at the beginning of the term. On one or two occasions, webinars might be held on another night of the week due to scheduling conflicts. Webinar lectures could include material not covered in the required or supplementary readings. A guest lecturer will deliver one or two webinars. Students are not required to attend the synchronous sessions, but are likely to benefit from doing so. As described below, webinars will be recorded and made available to students for the remainder of the semester.

## COURSE OUTLINE AND READINGS

Each module has required readings and UR Courses activities, and some have supplementary readings. Supplementary readings are optional; they will provide additional information and might be useful for professional purposes. I recommend that you do the readings in the order listed below. Please note that I have included readings representing as many types (for example, peer-reviewed journal articles, government reports, commentaries, etc.) and perspectives as possible in order to provide exposure to the broad range of health policy documents and views. Also note that I might assign additional readings during the semester.

Each assignment is designed to build health policy skills and accomplish the three course objectives. To support successful completion, assignment due dates are spread out throughout the semester.

### Module 1 – Orientation/Introduction to Health Policy (August 30 - September 5, 2021)

This first module will facilitate group introductions and include an overview of the course structure, content, expectations, assignments and methods of evaluation. It will also present an opportunity for students to become familiar with navigating and using the features of UR Courses and Zoom webinar software. Finally, it will introduce students to health policy definitions, concepts, analysis, and research.

#### REQUIRED READINGS

*Health Care in Canada*: pp. ix-xiv (Preface).

*Case Studies*: pp. xiii-xvi (Introduction); 1-2 (Chapter 1, Section 1).

Camillo, C. A. 2017. *Comparative health policies*. Springer International Publishing: Global Encyclopedia of Public Administration, Public Policy, and Governance. doi:10.1007/978-3-319-31816-5\_3127-1

### Module 2 – Policymaking Process/Health Stakeholders (September 6-12, 2021)

This module will examine how policy is made. We will identify Canada's key health stakeholders and discuss how they influence the policymaking process.

#### REQUIRED READINGS

*Case Studies*: pp. 15-29 (Chapter 1, Section 3); 29-45 (Chapter 1, Sections 4 + 5).

International Council of Nurses. 2005. *Guidelines on shaping effective health policy*. Geneva (Switzerland): ICN - International Council of Nurses.

Lomas, J., and A.D. Brown. 2009. "Research and advice giving: A functional view of evidence-informed policy advice in a Canadian Ministry of Health." *Milbank Quarterly* 87(4): 903-926.

Leviton, L.C. and L. Melichar. 2016. "Balancing stakeholder needs in the evaluation of healthcare quality improvement." *BMJ Quality and Safety* 25: 803-807.

### **Module 3 – Health System Design/International Health Systems (September 13-19, 2021)**

In this module we will review the main models for financing (with public and/or private funds) and delivering health care to populations, particularly in federal states. We will also review the main considerations, such as equity, that influence decision-making about these models. Finally, we will study the structure, function and outcomes of other nations' health systems and discuss how comparing health systems contributes to policy formulation.

#### **REQUIRED READINGS**

*Case Studies*: pp. 45-50 (Sections 6.1 – 6.2); 56-60 (Section 7.1).

*Health Care in Canada*: pp. 219-241 (Chapter 9); 242-266 (Chapter 10).

Wendt, C. 2018. "Health System Typologies." In *Health Care Systems and Policies*; edited by Ewout van Ginneken and Reinhard Busse, 1-11. New York: Spring. [https://doi.org/10.1007/978-1-4614-6419-8\\_21-1](https://doi.org/10.1007/978-1-4614-6419-8_21-1)

The Commonwealth Fund. 2020. *International Profiles of Health Care Systems*. Accessed August 11, 2020. <https://www.commonwealthfund.org/international-health-policy-center/system-profiles> (Review the profiles of Canada and one other country of your choice).

#### **SUPPLEMENTARY READINGS**

*Health Care in Canada*: pp. 3-20 (Chapter 1 up to "The Canada Health Act").

### **Module 4 – Jurisdiction over Health/The Canada Health Act/ Federal and Provincial Programs (September 20-26, 2021)**

This module will start by outlining the constitutional division of powers and sources of federal, provincial, and First Nations' jurisdiction over health. We will proceed by reviewing the Canada Health Act (CHA), its history, purpose, principles and enforcement and how it shapes the structure and provision of health services in Canada. In doing so, we will review Canada's federal and provincial health programs.

#### **REQUIRED READINGS**

Begin, M. 2018. "The Canada Health Act (1984)." In *Ladies, Upstairs! My Life in Politics and After*, 1-32. Montreal: McGill-Queen's University Press.

Leeson, H. 2004. "Constitutional Jurisdiction over health and health services in Canada." In *The Governance of Health Care in Canada; The Romanow Papers, Vol. 3*, edited by T. McIntosh, P-G. Forest, and G.P. Marchildon. 50-82. Accessed August 26, 2019.  
<http://publications.gc.ca/collections/Collection/CP32-79-12-2002E.pdf>.

Flood, C., and S. Choudry. 2004. "Strengthening the foundations: Modernizing the Canada Health Act." In *The Governance of Health Care in Canada; The Romanow Papers, Vol. 3*, edited by T. McIntosh, P-G. Forest, and G.P. Marchildon. 346-387. Toronto: University of Toronto Press. Accessed August 26, 2019.  
[https://qspace.library.queensu.ca/bitstream/1974/6884/28/discussion\\_paper\\_13\\_e.pdf](https://qspace.library.queensu.ca/bitstream/1974/6884/28/discussion_paper_13_e.pdf): pp. iii-24, 29-37.

Marchildon, G., and B. Tholl. 2017. "Addressing Ten Unhelpful Myths about the *Canada Health Act* and Why it Matters." *Health Law in Canada* 37 (2&3): 32-44.

### **Module 5 – Insured Services/Non-Insured/Extended Services (September 27 - October 3, 2021)**

This module will review the medically necessary services covered under the Canada Health Act and consider the gaps in coverage, such as of long-term care and prescription drugs, and inequities in access across sociodemographic groups and their implications.

#### REQUIRED READINGS

Emery, J.C., and R. Kneebone. 2013. "The Challenge of Defining Medicare Coverage in Canada." The School of Public Policy, SRP Research Papers. Volume 6, Issue 21, Accessed August 26, 2019.  
<https://www.policyschool.ca/wp-content/uploads/2016/03/emery-kneebone-medicare.pdf>

Locker, D., J. Maggiriias, and C. Quinonez. 2011. "Income, dental insurance coverage, and financial barriers to dental care among Canadian adults." *Journal of Public Health Dentistry* 71 (2011): 327-334.  
*Health Care in Canada*: pp. 196-218 (Chapter 8).

Deber, R., and B. Gamble. 2007. "'What's in, what's out': stakeholder views about the boundaries of Medicare." *Longwoods Review* 2 (3): 1-10.

Florizone, D. 2020. "Long-term care in the era of COVID-19: There is no place like home." Accessed August 12, 2020. <https://www.schoolofpublicpolicy.sk.ca/research/publications/policy-brief/long-term-care-in-the-era-of-covid-19.php>.

#### SUPPLEMENTARY READINGS

Advisory Council on the Implementation of National Pharmacare. 2019. "Executive Summary." In *A Prescription for Canada: Achieving Pharmacare for All*. Accessed August 12, 2020.  
<https://www.canada.ca/en/health-canada/corporate/about-health-canada/public-engagement/external-advisory-bodies/implementation-national-pharmacare/final-report.html#summ>.

## Module 6 – Public Health Policy (October 4-10, 2021)

This module will provide an introduction to public health policy. We will discuss the essential definitions and core values of public health, consider the key tools in public health law, review public health structures in Canada and identify some of the fundamental tensions in this field as Canada responds to the COVID-19 pandemic.

### REQUIRED READINGS

Ries, N. 2005. "Legal foundations of public health in Canada." In *Public Health Law & Policy in Canada*, edited by T. Bailey, T. Caulfield, and N. Ries, 7-37. Ontario: LexisNexis Butterworths.

*Case Studies*: pp. 50-55 (Section 6.3); 67-73 (Sections 8.2-8.3).

*Health Care in Canada*: pp. 104-131 (Chapter 5).

Wilson, K., and H. Lazar. 2005. "Planning for the Next Pandemic Threat: Defining the Federal Role in Public Health Emergencies." *IRPP Policy Matters* vol. 6, no. 5. Accessed August 26, 2019. <http://irpp.org/research-studies/policy-matters-vol6-no5/>.

King, M., A. Maltsev, V. Haldane, S. Allin, G. Marchildon, M. Roerig, and C. Camillo. 2020. "North American COVID-19 Policy Response Monitor: Saskatchewan." Toronto, ON: North American Observatory on Health Systems and Policies. Accessed August 11, 2020. [https://ihpme.utoronto.ca/wp-content/uploads/2020/07/SK-COVID19-Response-Monitor\\_20200626.pdf](https://ihpme.utoronto.ca/wp-content/uploads/2020/07/SK-COVID19-Response-Monitor_20200626.pdf). [Note: this reading might be replaced by other COVID-19 related reading(s) after the start of the semester.]

## Module 7 – Population Health (October 11-17, 2021)

**Note: No live webinar due to Thanksgiving holiday.**

This module will provide an introduction to population health policy. We will also define the concept and consider how implementation of it can impact the organization and delivery of care and, ultimately, health.

### REQUIRED READINGS

Public Health Agency of Canada. 2013. *Population Health Approach: The Organizing Framework*. Accessed August 26, 2019. <https://cbpp-pcpe.phac-aspc.gc.ca/population-health-approach-organizing-framework/> (review the web site).

Frohlich, K., and L. Potvin. 2008. "The Inequity paradox: The population approach and vulnerable populations." *American Journal of Public Health* 98(2): 216-221.

Bryant, T., and D. Raphael. 2020. "Chapter 3, The Canadian Welfare State and the Health of Canadians." In *The Politics of Health in the Canadian Welfare State*. Toronto: Canadian Scholars Press.

Raphael, D., and T. Bryant. 2006. "The state's role in promoting population health: Public health concerns in Canada, USA, UK and Sweden." *Health Policy* 78: 39-55.

## **Module 8 – Indigenous Health (October 18-24, 2021)**

In this module, we will explore an area of emphasis at the University of Regina—indigenous health. Specifically, we will examine indigenous communities' efforts to work with Canadian governments to improve health services to indigenous people, who as a group experience inequitable health outcomes.

**Guest lecturer:** James Froh

### REQUIRED READINGS

Health Canada. 2019. *Non-insured health benefits for First Nations and Inuit*. Accessed August 26, 2019. <https://www.canada.ca/en/indigenous-services-canada/services/non-insured-health-benefits-first-nations-inuit.html> (review the web site).

Assembly of First Nations. 2019. *What is Jordan's Principle?* Accessed August 26, 2019. <https://www.afn.ca/policy-sectors/social-secretariat/jordans-principle/> (review the web site).

Gallagher, J. 2019. "Indigenous approaches to health and wellness leadership." *Healthcare Management Forum* 32(1): 5-10.

## **Module 9 – Health Workforce/Regulating Health (October 25-31, 2021)**

This module will examine the scopes of practice of health professions in Canada and relevant models and forms of regulation, including self-regulation. It will also delve into the recruitment, training, and continuing education of health professionals.

### REQUIRED READINGS

*Health Care in Canada*: pp. 132-150 (Chapter 6).

*Case Studies*: pp. 73-76 (Sections 8.4 – 9.1).

Baranek, P. 2005. *A Review of Scopes of Practice of Health Professions in Canada: A Balancing Act*. Toronto: Health Council of Canada. Accessed August 26, 2019. [http://publications.gc.ca/collections/collection\\_2007/hcc-ccs/H174-8-2005E.pdf](http://publications.gc.ca/collections/collection_2007/hcc-ccs/H174-8-2005E.pdf).

Wranik, D. 2008. "Health human resource planning in Canada: a typology and its application." *Health Policy* 86(1): 27-41.

Epps, T. 2011. "Regulation of health care professionals." *Canadian health law and policy*. (4th ed.), edited by: J. Downie, T. Caulfield, & C. M. Flood, 75-114. Markham, ON: LexisNexis Canada.

## SUPPLEMENTARY READINGS

*Case Studies*: 206-220 (Chapter 8); 231-259 (Chapter 10).

## Module 10 – Health Care Delivery/Experiences (November 1-7, 2021)

**Note: Essay on Canada Health Act Principle(s) due on November 7.**

In this module we will discuss the roles, responsibilities and experiences of key players in health care delivery in Canada, including health professionals, patients and families.

### REQUIRED READINGS

Tyssen R., K. Palmer, I. Solberg, E. Voltmer, and E. Frank. 2013. "Physician perceptions of quality of care, professional autonomy, and job satisfaction in Canada, Norway, and the United States." *BMC Health Services Research* 13(516). Accessed August 26, 2019.  
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3904199/pdf/1472-6963-13-516.pdf>.

Canadian Institutes of Health Research. *Strategy for Patient-Oriented Research: Putting Patients First*. 2014. Accessed August 12, 2020. [https://cihr-irsc.gc.ca/e/documents/spor\\_framework-en.pdf](https://cihr-irsc.gc.ca/e/documents/spor_framework-en.pdf).

Saini, V., Garcia-Armesto, S., Klemperer, D., Elshaug, A.G., Brownlee, S., Ioannidis, J. P. A., and E.S. Fisher. 2017. "Drivers of poor medical care." *Lancet* 13(516): 1-13. Accessed August 26, 2019.  
[http://dx.doi.org/10.1016/S0140-6736\(16\)30947-3](http://dx.doi.org/10.1016/S0140-6736(16)30947-3).

Zikhani, R. 2016. "Seven-step pathway for preventing errors in healthcare." *Journal of Healthcare Management* 61(4): 271-281.

**Remembrance Day: November 11, 2021**

**Fall Reading Week: November 8-13, 2021**

## Module 11 – Reforming the Health System, Delivery and Payment (November 15-21, 2021)

In this module we will examine health care reform initiatives, with a focus on organizational, delivery, and payment reform. We will discuss Canadian reforms, as well as examples of reforms from other countries with lessons or implications for Canada's health system.

### REQUIRED READINGS

Fierlbeck, K. 2016. "The politics of regionalization." *Healthcare Papers* 16(2): 58-62.

Rudoler, D., A. Peckham, A. Grudniewicz, and G. Marchildon. 2019. "Coordinating primary care services: A case of policy layering." *Health Policy* 123(2): 215-221.

Devlin, R.A., S. Sarma, and W. Hogg. 2006. "Remunerating primary care physicians: emerging directions and policy options for Canada." *Healthcare Quarterly* 9(3): 34-42.

*Case Studies*: pp. 312-328 (Chapter 13).

## **Module 12 – Health Technology/Innovation in Health (November 22-28, 2021)**

In this module we will cover innovations in biomedicine and information technology and consider their implications for researchers, policy makers and the public.

### REQUIRED READINGS

Alami, H., M-P. Gagnon, and J.-P Fortin. 2017. "Digital health and the challenge of health systems transformation." *mHealth* 3(31): 1-5.

Canada Health Infoway. 2016. *Digital Health Blueprint: Enabling Coordinated and Collaborative Health Care*. Accessed August 23, 2019. <https://www.infoway-inforoute.ca/en/component/edocman/2944-digital-health-blueprint-enabling-coordinated-collaborative-health-care/view-document?Itemid=0> (review the report).

McCabe, C., and D. Husereau. 2014. *Personalized Medicine and Health Care Policy: From Science to Value*. Ottawa, ON: Genome Canada.

### SUPPLEMENTARY READINGS

*Case Studies*: pp. 329-345 (Chapter 14); 488-510 (Chapter 23).

## **Module 13 – Course Wrap-Up (November 29 - December 5, 2021)**

**Note: Healthy Debate Submission due on December 5.**

In this module, we will review the themes identified during the course and consider the future of Canadian health policy.

### REQUIRED READINGS

*Health Care in Canada*: pp. 299-319 (Chapter 12).



Emery, J.C., and R. Kneebone. 2013. "The Challenge of Defining Medicare Coverage in Canada." The School of Public Policy, SRP Research Papers. Volume 6, Issue 21, Available at: <http://www.policyschool.ucalgary.ca/sites/default/files/research/emery-kneebone-medicare.pdf>.

Epps, T. 2011. "Regulation of health care professionals." *Canadian health law and policy*. (4th ed.), edited by: J. Downie, T. Caulfield, & C. M. Flood, 75-114. Markham, ON: LexisNexis Canada.

Fierlbeck, K. 2016. "The Politics of Regionalization." *Healthcare Papers* 16(2): 58-62.

Flood, C., and S. Choudry. 2004. "Strengthening the foundations: Modernizing the Canada Health Act." In *The Governance of Health Care in Canada; The Romanow Papers*, Vol. 3, edited by T. McIntosh, P-G. Forest, and G.P. Marchildon. 346-387. Toronto: University of Toronto Press. Accessed August 26, 2019. [https://qspace.library.queensu.ca/bitstream/1974/6884/28/discussion\\_paper\\_13\\_e.pdf](https://qspace.library.queensu.ca/bitstream/1974/6884/28/discussion_paper_13_e.pdf): pp. iii-24, 29-37.

Florizone, D. 2020. "Long-term care in the era of COVID-19: There is no place like home." Accessed August 12, 2020. <https://www.schoolofpublicpolicy.sk.ca/research/publications/policy-brief/long-term-care-in-the-era-of-covid-19.php>.

Frohlich, K., and L. Potvin. 2008. "The Inequity paradox: The population approach and vulnerable populations." *American Journal of Public Health* 98(2): 216-221.

Gallagher, J. 2019. "Indigenous approaches to health and wellness leadership." *Healthcare Management Forum* 32(1): 5-10.

Health Canada. 2019. *Non-insured health benefits for First Nations and Inuit*. Accessed August 26, 2019. <http://healthycanadians.gc.ca/health-system-systeme-sante/services/non-insured-health-benefits-services-sante-non-assures/index-eng.php>.

International Council of Nurses. 2005. *Guidelines on shaping effective health policy*. Geneva (Switzerland): ICN - International Council of Nurses.

King, M., A. Maltsev, V. Haldane, S. Allin, G. Marchildon, M. Roerig, and C. Camillo. 2020. "North American COVID-19 Policy Response Monitor: Saskatchewan." Toronto, ON: North American Observatory on Health Systems and Policies. Accessed August 11, 2020. [https://ihpme.utoronto.ca/wp-content/uploads/2020/07/SK-COVID19-Response-Monitor\\_20200626.pdf](https://ihpme.utoronto.ca/wp-content/uploads/2020/07/SK-COVID19-Response-Monitor_20200626.pdf).

Leeson, H. 2004. "Constitutional Jurisdiction over health and health services in Canada." In *The Governance of Health Care in Canada; The Romanow Papers*, Vol. 3, edited by T. McIntosh, P-G. Forest, and G.P. Marchildon. 50-82. Accessed August 26, 2019. <http://publications.gc.ca/collections/Collection/CP32-79-12-2002E.pdf>.

Leviton, L.C. and L. Melichar. 2016. "Balancing stakeholder needs in the evaluation of healthcare quality improvement." *BMJ Quality and Safety* 25: 803-807.

Locker, D., J. Maggiriias, and C. Quinonez. 2011. "Income, dental insurance coverage, and financial barriers to dental care among Canadian adults." *Journal of Public Health Dentistry* 71 (2011): 327-334.

Lomas, J., and A.D. Brown. 2009. "Research and advice giving: A functional view of evidence-informed policy advice in a Canadian Ministry of Health." *Milbank Quarterly* 87(4): 903-926.

Marchildon, G., and B. Tholl. 2007. "Addressing Ten Unhelpful Myths about the *Canada Health Act* and Why it Matters." *Health Law in Canada* 37 (2%3): 32-44.

McCabe, C., and D. Husereau. 2014. *Personalized Medicine and Health Care Policy: From Science to Value*. Ottawa, ON: Genome Canada.

Public Health Agency of Canada. 2013. *Population Health Approach: The Organizing Framework*. Accessed August 26, 2019. <https://cbpp-pcpe.phac-aspc.gc.ca/population-health-approach-organizing-framework/> (review the web site).

Raphael, D., and T. Bryant. 2006. "The state's role in promoting population health: Public health concerns in Canada, USA, UK and Sweden." *Health Policy* 78: 39-55.

Ries, N. 2005. "Legal foundations of public health in Canada." In *Public Health Law & Policy in Canada*, edited by T. Bailey, T. Caulfield, and N. Ries, 7-37. Ontario: LexisNexis Butterworths.

Rudoler, D., A. Peckham, A. Grudniewicz, and G. Marchildon. 2019. "Coordinating primary care services: A case of policy layering." *Health Policy* 123(2): 215-221.

Saini, V., Garcia-Armesto, S., Klemperer, D., Elshaug, A.G., Brownlee, S., Ioannidis, J. P. A., and E.S. Fisher. 2017. "Drivers of poor medical care." *Lancet* 13(516): 1-13. Available at: [http://dx.doi.org/10.1016/S0140-6736\(16\)30947-3](http://dx.doi.org/10.1016/S0140-6736(16)30947-3).

The Commonwealth Fund. 2020. *International Profiles of Health Care Systems*. Accessed August 11, 2020. <https://www.commonwealthfund.org/international-health-policy-center/system-profiles>.

Tyssen R., K. Palmer, I. Solberg, E. Voltmer, and E. Frank. 2013. "Physician perceptions of quality of care, professional autonomy, and job satisfaction in Canada, Norway, and the United States." *BMC Health Services Research* 13(516). Available at: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3904199/pdf/1472-6963-13-516.pdf>.

Wendt, C. 2018. "Health System Typologies." In *Health Care Systems and Policies*; edited by Ewout van Ginneken and Reinhard Busse, 1-11. New York: Springer. [https://doi.org/10.1007/978-1-4614-6419-8\\_21-1](https://doi.org/10.1007/978-1-4614-6419-8_21-1)

Wilson, K., and H. Lazar. 2005. "Planning for the Next Pandemic Threat: Defining the Federal Role in Public Health Emergencies." IRPP Policy Matters vol. 6, no. 5. Available online from IRPP Publications: <http://irpp.org/research-studies/policy-matters-vol6-no5/>.

Wranik, D. 2008. "Health human resource planning in Canada: a typology and its application." *Health Policy* 86(1): 27-41.

Zikhani, R. 2016. "Seven-step pathway for preventing errors in healthcare." *Journal of Healthcare Management* 61(4): 271-281.



you could later submit to the Jack Boan Student Essay Competition, if you would like. The essay will be due no later than Sunday, November 7, 2021 at 11:59 p.m. SK time. Additional details regarding this assignment can be found in the marking guide provided to students.

**HEALTHY DEBATE (25%):** You work in and/or are affected by the Canadian health system. You come to this class with insights/experiences/opinions that could lead to positive reforms if argued convincingly. Each student will write a well-researched policy commentary with a well-developed angle for healthydebate.ca, after which you have the choice to submit it for consideration for publication or not. Your debate submission will be due no later than Sunday, December 5, 2020 at 11:59 p.m. SK time. Additional details regarding this assignment can be found in the marking guide provided to students.

## **EVALUATION**

A marking guide for each assignment will be provided to students prior to or during the second week of class.

### **MODULE-SPECIFIC DISCUSSION FORUM ENGAGEMENT (15%)**

### **MODERATION ACTIVITY (20%)**

### **UR COURSES ACTIVITIES (5%)**

### **ESSAY ON CANADA HEALTH ACT PRINCIPLES (35%)**

### **HEALTHY DEBATE (25%)**

## **USE OF VIDEO AND RECORDING OF THE COURSE**

Zoom video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Moodle (UR Courses) after each session. This is done, in part, to ensure that students unable to join the session (due to, for example, issues with their internet connection) can view the session at a later time. This will also provide you the opportunity to review any material discussed at your convenience. As a result, the University of Regina may collect your image, voice, name, personal views and opinions, and course work under the legal authority of The Local Authority Freedom of Information and Protection of Privacy Act.

Students who participate in a Zoom session with their video on or utilize a profile image are consenting to have their video or image recorded (including anything visible in the background). If you have concerns with such recording, be sure to keep your video off and do not use a profile image. Alternatively, you may use an image for a virtual background, when signing into class. Sample images for this purpose are available on the Remote Learning web site <https://www.uregina.ca/remote-learning.html>. Note that this functionality may not be available with older computers, so this may not be an option for all students. In those cases, students should keep their video turned off if they wish to avoid others viewing their background environment or items that may be captured by their webcam.

In addition, students who un-mute their microphone during class and participate orally are consenting to have their voices, and personal views and opinions recorded. If you are unwilling to consent to this

recording, please do not un-mute your microphone during class. If you have any questions about the collection or use of your personal information, please contact your instructor.

Please remember that course recordings belong to your instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session and are protected by copyright. Students may record sessions for their own use (i.e., they are not permitted to distribute the recordings).

## **COPYRIGHT**

Course materials are provided to you based on your registration in a class, and anything created by your professors and instructors is their intellectual property, unless materials are designated as open education resources. This includes exams, PowerPoint/PDF slides and other course notes. Additionally, other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act (see <http://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>).

The use of copyright protected works is a regular part of research, teaching, and learning. The University of Regina and its federated colleges encourage all members of the university community to ensure that in the exercise of their user rights, the rights of creators are also respected in accordance with the Copyright Act. It is the responsibility of each individual to ensure compliance with the Copyright Act as well as university policies, guidelines, and licensing agreements. This website - <https://www.uregina.ca/copyright/> - includes information to support you in that regard. If you have any questions, please contact the University's Copyright and Scholarly Communications Librarian at [christina.winter@uregina.ca](mailto:christina.winter@uregina.ca) for more information and assistance in preparing for the Fall 2021 semester.

## **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances after prior approval. Please contact the instructor as soon as possible before the due date to discuss potential conflicts.

## **ENROLLMENT LIMIT**

Class enrollment will be limited to 30 students.

## **STUDENTS WITH SPECIAL NEEDS**

University of Regina (U of R): Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact the Coordinator of Special Needs Services at (306) 585-4631.

U OF S: Students in this course who, because of a disability, may have a need for accommodations are encouraged to discuss this need with the instructor and to contact Disability Services for Students (DSS) at 966-7273.

## STUDENTS EXPERIENCING STRESS

Regina-based University of Regina (U of R): Students in this course who are experiencing stress can seek assistance from the University of Regina Counselling Services. For more information, please see the document posted to the UR Courses site, visit this website - <http://www.uregina.ca/student/counselling/contact.html> - and/or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday

## ACADEMIC INTEGRITY AND CONDUCT

Understanding and following the principles of academic integrity and 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. The JSGS has developed an Honour Code (see above) that encapsulates these values.

If you have any questions at all about academic integrity in general or about specific issues, contact any faculty member and we can discuss your questions. For more information, please see:

U of R: Academic Misconduct – <https://www.uregina.ca/president/executive-team/ed-governance-univ-secretary/student-appeals/student-behaviour.html>

USask: Guidelines for Academic Conduct – [www.usask.ca/university\\_secretary/council/reports\\_forms/reports/guide\\_conduct.php](http://www.usask.ca/university_secretary/council/reports_forms/reports/guide_conduct.php).

## JSGS GRADE DESCRIPTIONS

### 85+ excellent

*A superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

### 80-85 very good

*An excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

**75-80 good**

*A good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

**70-75 satisfactory**

*A generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material; and
- a moderate ability to examine the material in a critical and analytical manner.