

JSGS 827 – Health Care Organizations and Administration

UNIVERSITY OF REGINA CAMPUS	
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OFFICE LOCATION:	College Ave Campus, University of Regina
TERM:	Fall 2022
ROOM:	N/A - Online
DATE AND TIME:	N/A - Online

*Note: This syllabus remains tentative until the first day of the course.

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 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.

INTELLECTUAL PROPERTY ACKNOWLEDGEMENT

I would like to extend my appreciation to Professor Amy Zarzeczny for sharing her vision and foundations for JSGS 827 and Dr. Gregory Marchildon who developed an earlier version of this course.

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 Honour 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 – i.e., a worldwide pandemic – in which this course is taking place. Since remote teaching and learning context is new to both instructors and students, all participations should interact with empathy, patience and care. Links to online learning resources are provided below.

CALENDAR DESCRIPTION

This course will provide students with an understanding of issues involved in the management and organization of health services. Students will examine issues related to managing health in terms of regional health authorities, health ministries and individual health organizations.

LEARNING OBJECTIVES

- Recognize how healthcare in Canada is structured and delivered, with an emphasis on analyzing the role and impact of regionalization (and de-regionalization) on the organization and administration of healthcare.
- Develop and demonstrate insight into key aspects of healthcare administration, including financial and human resource management, and how they relate to one another and to larger system-level planning.
- Consider the influence of core values including safety, quality and patient-centered care on our approach to healthcare in Canada, and evaluate the role of organizational and administrative factors in furthering these objectives.

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 is divided into modules. Each module focuses on a particular topic and involves a set of readings, content with associated activities, and a discussion forum. Reviewing course materials in a thoughtful, analytical manner is an essential part of this course. Students will be expected to incorporate these materials in their discussion forum participation. Participation in the discussion forums is an important aspect of the course and will be addressed in greater detail below.

This is a graduate level course prepared for professional students. Each of you brings unique expertise and experience to the class which you are encouraged and indeed expected to share. The success of this course and the quality of your experience will depend largely on your own level of engagement. The course is designed to be a joint learning experience for which we all share responsibility.

REQUIRED READINGS

The following book is required for this course: Gregory Marchildon, *Health systems in Transition: Canada 3rd ed* (Toronto: University of Toronto Press, 2021), hereafter referred to as Canada.

This text book is available in hard copy from the UofR Bookstore or other online stores. A free PDF copy is available from the following website:

https://www.researchgate.net/publication/351177869_Health_Systems_in_Transition_Canada_Third_Edition/link/618d68c507be5f31b76b4fd2/download

All other required materials will be available online, either through the University of Regina library or through open access sources.

SUPPLEMENTARY READINGS

Supplementary materials will also be suggested for each module. These materials are not required but will provide additional background and introduce different perspectives on the topics being considered. You are advised to pick and choose which of the supplementary materials to review depending on your areas of interest and/or challenge. This is an extensive reading list and supplementary readings are to support your interests. Please do not feel obligated to review all supplementary materials on this syllabus.

COURSE OUTLINE AND ASSIGNMENTS

Module 1: Introductions & Orientation	Aug. 31 – Sep. 4*
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This first module will facilitate group introductions and include an overview of the course structure, content, expectations and methods of evaluation. It will also present an opportunity for students to become familiar with navigating and using the different features associated with this URCourses site.

There will be a **live webinar** scheduled in this module during which the instructor will review the syllabus and key expectations for the course. It will also be an opportunity for students to seek clarification on any points of confusion. This webinar will be recorded and a link subsequently made available on our URCourses site. Any students who are unable to attend are welcome to send questions to the instructor in advance by email. The date and time for the webinar will be posted in our URCourses site along with access information.

**Please note: this is a short module.*

Module 2: Organization of the Canadian Health Care System	Sep. 6 – Sep. 18*
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*Note: September 5th is a stat holiday and no course work is expected on that date.

This module addresses the organization of the Canadian health system including national, provincial and regional levels. Issues involved with historical factors, governance and operations, and strategic directions will be considered. Particular attention will be paid to different examples of Indigenous Governance models.

Required materials:

- Canada, chapters 1 & 2 (pp. 1-59)
- Marchildon, G. 2016. "Regionalization: What Have We Learned?" *Healthcare Papers* 16(1): 8-14.
- Martin, D., Miller, A., Quesnel-Vallée, A., Caron, N., Vissandjée, B. and Marchildon, G. 2018. "Canada's universal health-care system: achieving its potential." *The Lancet* 391: 1718-1735.
- Lavoie, J., Kornelsen, D., Boyer, Y., Wylie, L. 2016. "Lost in Maps: Regionalization and Indigenous Health Services" *Healthcare Papers* 16(1): 63-73.
- Levesque, A. 2017. "Developing a New First Nations Health Governance System: Creation of an Independent, First Nations Run Organization" *Health Reform Observer* 5(2): Article 4, DOI: <https://doi.org/10.13162/hro-ors.v5i2.3099>.

Supplementary materials:

- D'Angelo, A. 2018. "How globalization challenges and aids the implementation of the Canada Health Act in Canada's northern territories." *Global Health: Annual Review* 3: 18-21.
- Marchildon, Gregory P. 2018. "A Policy Research Agenda for Health Systems in Canada's North." *HealthcarePapers* 17(3) 35-40.
- Lee, G. 2018. "The establishment of Ontario's Local Health Integration Networks: A conflation of regionalization with integration of health services." *Health Reform Observer* 6(2): Article 2.
- Fierlbeck, K. 2016. "The Politics of Regionalization" *Healthcare Papers* 16(1): 58-62.
- Donaldson, C. 2010. "Fire, aim... ready? Alberta's big bang approach to healthcare disintegration." *Healthcare Policy* 6(1): 22-31.
- Quesnel-Vallée, A. and Cartier, R. 2018. "Improving accessibility to services and increasing efficiency through merger and centralization in Quebec." *Health Reform Observer* 6(1): Article 2.
- Toth, F. 2021. "How policy tools evolve in the healthcare sector. Five countries compared." *Policy Studies* 42(3): 232-251.
- Uchimura, Liza, Ana Viana, and Gregory P. Marchildon. 2019. "Managers and clinicians: Perceptions of the impact of regionalization in two regions in Canada." *Healthcare Management Forum* 32(3): 163-166. DOI: 10.1080/01442872.2019.1656182.

- Presentation by Dr. Stephen Duckett. Lessons from Alberta: The Road Less Travelled. May 5, 2011.
<https://www.longwoods.com/audio-video/breakfast-with-the-chiefs/Youtube/5028>

Module 3: Budgeting & Resource Allocation	Sep. 19 – Oct. 2
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This module looks at budget processes and financial considerations at different levels of governance in public health care administration in Canada.

Required materials:

- Canada, ch. 3 (pp. 61-79)
- Dutton, D., Forest, P., Kneebone, R. and Zwicker, J. 2018. "Effect of provincial spending on social services and health care on health outcomes in Canada: an observational longitudinal study." *Canadian Medical Association Journal* 22(190): E66-71.
- Kershaw, P. 2018. "The need for health in all policies in Canada." *Canadian Medical Association Journal* 22(190): E64 – 65. (*Note: This article offers a commentary on the Dutton et al. article listed above.)
- McIntosh, Tom, et al. 2010. "Population Health and Health System Reform: Needs- Based Funding for Health Services in Five Provinces." *Canadian Political Science Review* 4 (1): 42-61.
<http://ojs.unbc.ca/index.php/cpsr/article/view/130/278>
- Seixas, B., Dionne, F. and Mitton, C. 2021. "Practices of decision making in priority setting and resource allocation: a scoping review and narrative synthesis of existing frameworks." *Health Economics Review* 11(1): 1-11.
- Tsisis, P., Agrawal, N. And Guriel, N. 2019. "An embedded systems perspective in conceptualizing Canada's healthcare sustainability." *Sustainability* 11(531): 1 – 11.
https://www.researchgate.net/publication/330537646_An_Embedded_Systems_Perspective_in_Conceptualizing_Canada's_Healthcare_Sustainability

Supplementary materials:

- Maripier, I. and Stabile, M. 2020. "Local inequality and departures from publicly provided health care in Canada." *Health Economics* 29: 1031-1047. <https://doi.org/10.1002/hec.4117>.
- Quentin, W., Geissler, A., Wittenbecher, F., Ballinger, G., Berenson, R., Bloor, K., Forgiione, D., Köpf, P., Kroneman, M., Serden, L., Suarez, R., van Manen, J. and Busse, R. 2018. "Paying hospital specialists: Experiences and lessons from eight high-income countries." *Health Policy* 122: 473-484.
- Smith, N., Mitton, C., Davidson, A., Williams, L. 2014. "A politics of priority setting: Ideas, interests, and institutions in healthcare resource allocation." *Public Policy and Administration* 29(4): 331-347.
- Wiktorowicz, M., Di Pierdomencio, K., Buckley, N., Lurie, S. and Czukar, G. 2020. "Governance of mental healthcare: Fragmented accountability." *Social Science and Medicine* 256: 113007-113007. <https://doi.org/10.1016/j.socscimed.2020.113007>.
- Wranik, Wieslawa, and Susan Haydt. 2018. "Funding models and medical dominance in interdisciplinary primary care teams: qualitative evidence from three Canadian provinces." *Human Resources for Health* 16(38): <https://doi.org/10.1186/s12960-018-0299-3>.

Module 4: Health Workforce Planning & Practice Management
Oct. 3 – Oct. 16*

*Note: October 10 is a stat holiday and no course work is expected on that date.

This module provides an overview of health professions and some of the factors that impact health human resource (HHR) policy and planning (e.g., supply and demand; retention and recruitment; regulation and self-regulation; professional scope of practice). With this background, you are encouraged to think about the implications of health system changes (e.g. inter-professional health teams or electronic health records) that have direct and indirect impacts on healthcare professionals.

Required materials:

- Canada, last section of ch. 4 & ch. 5 (pp. 89-119)
- Bourgeault, Ivy, Sarah Simkin, and Caroline Chamberland-Rowe. 2019. "Poor health workforce planning is costly, risky and inequitable." *Canadian Medical Association Journal* 191(42): E1147-8.
- Cometto, Giorgio, James Buchan, Gilles Dussault. 2020. "Developing the health workforce for universal health coverage." *Bulletin of the World Health Organization* 98(2): 109-116. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6986219/>
- Decter, M. 2008. "Healthcare systems and organizations: Implications for health human resources." *Healthcare Quarterly*, 11(2): 80-84.
- Nelson, Sioban, Jeff Turnbull, Lesley Bainbridge, Timothy Caulfield, Gilles Hudon, Dennis Kendel, David Mowat, Louise Nasmith, Brian Postl, Judith Shamian, and Ingrid Sketris. 2014. *Optimizing Scopes of Practice: New Models of Care for a New Health Care System*. Report of the Expert Panel appointed by the Canadian Academy of Health Sciences.
- <http://www.caahs-acss.ca/wp-content/uploads/2014/08/Optimizing-Scopes-of-Practice-REPORT-English.pdf>; NOTE: although this entire report (including the case studies) is valuable, the following portions are required: pp. 8-15; 19-26; 63-65 (page numbers of the document itself; not the PDF)

Supplementary materials:

- Baumann, Andrea, Mary Crea-Arsenio, Noori Akhtar-Danesh, Bonnie Fleming-Carroll, Mabel Hunsberger, Margaret Keatings, Michael D. Elfassy, and Sarah Kratina. 2016. "Strategic Workforce Planning for Health Human Resources: A Nursing Case Analysis." *Canadian Journal of Nursing Research* 48(3-4) 93-99.
- Gorman, D. 2015. "Developing health care workforces for uncertain futures." *Academic Medicine* 90(4): 400-403.
- O'Brien, P., Aggarwal, M., Rozmovits, L. et al. 2016. *The Teaming Project; Learning from high-functioning interprofessional primary care teams*. Department of Family and Community Medicine, Quality Improvement Program, University of Toronto. <http://www.dfcm.utoronto.ca/sites/default/files/The%20Teaming%20Project%20Report%202016-10-17.pdf>
- Valaitis, R., Meagher-Stewart, D., Martin-Misener, R., Wong, S., MacDonald, M., O'Mara, L. and The Strengthening Primary Health Care through Primary Care and Public Health Collaboration Team. 2018. "Organizational factors influencing successful primary care and public health collaboration." *BMC Health Services Research* 18(420): 1-17.

- Video (5 mins) by Health Council of Canada on “Teams Manage Chronic Disease in Canada” [Twillingate, NL].
<http://www.youtube.com/watch?v=PADGp1I34is>

Module 5: Quality and Safety – Health System Priorities	Oct. 17 – Oct. 30
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The purpose of this module is to explore the health quality movement in Canada, including how it has been influenced by quality movements in other jurisdictions. We will consider provincial health quality efforts and, since patient safety is an integral part of quality, will examine initiatives aimed at improving patient safety and reducing adverse events in clinical settings. Through all of this work, we will take a systems-level perspective whenever possible in order to explore options available to health system leaders seeking to improve quality and safety.

Required materials:

- Canada, p. 134-145
- Laeeque, Hina, Barb Farlow, and Sandi Kossey. 2020. "Patient Safety Never Events: Cross-Canada Checkup" *Healthcare Quarterly* 22(Special Issue): 46-57.
<https://www.longwoods.com/content/26047/healthcare-quarterly/patient-safety-never-events-cross-canada-checkup>
- Baker, R. 2014. “Governance, Policy and System-Level Efforts to Support Safer Healthcare” *Healthcare Quarterly* 17(Special Issue): 21-26.
- Health Quality Ontario. 2017. Patient Safety Learning Systems: A Systematic Review and Qualitative Synthesis. Ontario Health Technology Assessment Series 17(3):1-23.
<https://www.hqontario.ca/Portals/0/documents/evidence/reports/hta-patient-safety-1703-en.pdf>

Supplementary materials:

- Chattergoon, S., Darling, S., Devitt, R., Klassen, W. 2014. “Creating and sustaining value: Building a culture of continuous improvement” *Healthcare Management Forum* 27: 5-9.
- Federal Agency Roundtable. 2014. “National Perspectives on Patient Safety: Ten years later.” *Healthcare Quarterly* 17 (Special issue): 6-13.
- Institute of Health Policy, Management and Evaluation. 2015. *Beyond the Quick Fix: Strategies for Improving Patient Safety*. <http://ihpme.utoronto.ca/wp-content/uploads/2015/11/Beyond-the-Quick-Fix-Baker-2015.pdf>
- Martin, Danielle, et al. 2018. “Canada’s universal health-care system: achieving its potential” *Lancet* 391: 1718-1735.
- Urback, D. 2018. “Improving access to health services in Canada.” *Healthcare Management Forum* 31(6): 256-260.

Module 6: Patient (and Family) -Centred Care – Principles & Implementation	Oct. 31 – Nov. 20*
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***Please note: This module includes one week before and after Fall Break. No course activity is expected during the Fall Break.**

In this module we will consider the movement to patient and family-centred care (PCC) in Canada. We will examine various perspectives on, and definitions of, PCC. We will also discuss PCC initiatives and their implementation at a health systems level.

Required materials:

- Allan, L., Hatala, A., Ijaz, S., Elder Courchene, D. and Elder Bushie, B. 2020. "Indigenous-led health care partnerships in Canada." *Canadian Medical Association Journal* 192(9): E208-16.
- Born, K., Lupacis, A. 2012. "Public Engagement in Ontario's Hospitals: Opportunities and Challenges." *Healthcare Quarterly* 15 (Special Issue): 16-20.
- British Columbia Ministry of Health. 2015. *The British Columbia Patient-Centered care Framework*. Government of British Columbia.
http://www.health.gov.bc.ca/library/publications/year/2015_a/pt-centred-care-framework.pdf
- Health Canada. 2015. "Patient partnership, public empowerment." *Unleashing Innovation: Excellent Healthcare for Canada*. Chapter 5: 47-56.
<http://healthycanadians.gc.ca/publications/health-system-systeme-sante/report-healthcare-innovation-rapport-soins/alt/report-healthcare-innovation-rapport-soins-eng.pdf>
- Abraham M, Ginn Moretz J, 2012. "Implementing Patient-and Family-Centered Care: Part I – Understanding the Challenges." *Pediatric Nursing* 38(1): 44-47.
- Ginn Moretz J, Abraham M, 2012. "Implementing Patient-and Family-Centered Care: Part II – Strategies and Resources for Success." *Pediatric Nursing* 38(2): 106-109.

Supplementary materials:

- Anderson, J., Williams, L., Karmali, A., Beesley, L., Tanel, N., Doyle-Thomas, K., Sheps, G. and Chauon, T. on behalf of the Research Family Engagement Committee. 2017. "Client and family engagement in rehabilitation research: a framework for health care organizations." *Disability and Rehabilitation*. 40(7): 859-863.
- Brunoro-Kadash, C., Kadash, N. 2013. "Time to care: a patient-centered quality improvement strategy." *Leadership in Health Services* 26(3): 220-231.
- Health Council of Canada. 2010. *Beyond the Basics: The Importance of Patient-Provider Interactions in Chronic Illness Care*. Toronto: Health Council of Canada, 1-14.
https://healthcouncilcanada.ca/files/2.16-HCC_CHCM_FINAL_ENGLISH.pdf
- McBrien, K., Ivers, N., Barnieh, L., Bailey, J., Lorenzetti, D., Nicholas, D., Tonelli, M., Hemmelgarn, B., Lweanczuk, R., Edwards, A., Braun, T. and Manns, B. 2018. "Patient navigators for people with chronic disease: A systematic review." *PLoS One*. 13(2): 1-33.
<https://www.ncbi.nlm.nih.gov/pubmed/29462179>
- The Honourable Dustin Duncan. 2015. *Patient First Review Update; The journey so far and the path forward*. <https://www.saskatchewan.ca/government/health-care-administration-and-provider-resources/saskatchewan-health-initiatives/patient-first-review>

Module 7: Performance Assessment, Planning and Accountability	Nov. 21 – Dec. 4
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The purpose of this module is to use your knowledge of the organization and administration of health care in Canada to consider how to effectively measure performance, improve outcomes and manage change. This module's content will be a useful resource for your Health Reform Analysis assignment.

Required materials:

- Canada, ch. 7 (pp. 129-148)
- Forster, A. van Walraven, C. 2012. "The use of quality indicators to promote accountability in health care: the good, the bad, and the ugly." *Open Medicine* 6(2):75-78.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3659217/>
- Leeb, K. 2018. "Does health system performance reporting stimulate change?" *Healthcare Management Forum* 31(6): 235-238.
- Mannion, R., Braithwaite, J. 2012. "Unintended consequences of performance measurement in healthcare: 20 salutary lessons from the English National Health Service." *Internal Medicine Journal* 42(5): 569-574.
- Petersen, S., Dhalla, I. and Hellsten, E. 2019. "Pushing the envelope: Advancing Canadian healthcare payment models through evaluation." *Healthcare Management Forum* 32(6): 299-302.

Supplementary materials:

- Contandriopoulos, D., F. Champagne and J. Denis. 2014. "The Multiple Causal Pathways Between Performance Measures' Use and Effects." *Medical Care Research and Review* 71(1): 3-20.
- Health Council of Canada. 2012. *Measuring and Reporting on Health System Performance in Canada: Opportunities for Improvement*.
http://www.healthcouncilcanada.ca/rpt_det.php?id=370
- Jeyaraman, M., Qadar, S., Wierzbowski, A., Farshidfar, F., Lys, J., Dickson, G., Grimes, K., Phillips, L., Mitchell, J., van Aerde, J., Johnson, D., Krupka, F., Zarychanski, R. and Abou-Setta, A. 2018. "Return on investment in healthcare leadership development programs." *Leadership in Health Services* 31(1): 77-97.
- Presentation by John Wright, Kevin Smith and Kelly Isfan: Indicators, Analytics and Dashboards. May 16, 2012, video runtime: 58 minutes.
<https://www.youtube.com/watch?v=l0QE3bL16RU>

ASSIGNMENTS**➤ DISCUSSION FORUM ENGAGEMENT (20% – ONGOING)**

Active, meaningful participation is essential to success in an online course, particularly at the graduate level. The discussion forums are where students are expected to engage critically with the course material and to contribute their own thoughts, insights and questions. They also provide an opportunity for students to exchange ideas as well as share personal experiences and expertise. Although the discussion forums will be closely monitored by the instructor they are intended to primarily be an **opportunity for peer-to-peer discussion** and debate. Details on expectations for participation can be found below, following the descriptions of the forums.

There are 2 discussion forums in this course. Students are expected to regularly participate in the "module-specific discussion forum" and occasionally participate in the "current events" forum. The quality and frequency of posting in these two forums will contribute towards this assignment grade.

Module-Specific Discussion Forum

Each module will include a discussion forum which is intended to play the role of live discussions in a seminar-style course. The discussion forum is where students are expected to engage critically with the material and to contribute their own thoughts and questions. It will also provide an opportunity for students to exchange ideas as well as share their personal experiences and expertise. Discussion forums will be available only when a given module is running (see dates in the course outline, and note that modules open at 8 a.m. and close at midnight). It is important to be timely with your participation and be active on the site throughout the module. The class will be divided into groups for the discussion forums to facilitate a more coherent discussion after module two.

Current Events Discussion Forum

The “Current Events” Forum presents an opportunity for us to engage with one another in discussions about current developments and issues relevant to health system organization and administration. I will post links to relevant news stories as they occur and encourage students to do the same, and to share reactions/thoughts/ideas. Connecting current events to the course content is encouraged.

Expectations & Evaluation Criteria:

Criteria for evaluation (20%) includes:

- *Frequency of participation:* Students are required to contribute to the discussion for every module in this course. Ideally, students will contribute a minimum of three module specific posts on different days throughout each module and a few current event specific posts throughout the semester. Timely posts throughout the module help contribute to better conversations.
- *Level of engagement:* To what extent do the contributions reflect thoughtful, respectful engagement with the ideas of others, and reflect efforts to engage in a discussion as opposed to postings of isolated individual thoughts? The entire discussion group is responsible for continuing the discussion. You are encouraged to ask thought provoking or clarification questions to your discussion group.
- *Quality of content contributions:* To what extent do the contributions demonstrate an accurate understanding of the content and an analytical/critical approach? How does the content contribute to building the discussion?
- *References and support:* The discussions must be evidence-based. To what extent are the ideas presented appropriately supported or justified with reference to course materials and/or other relevant sources (vs. consisting solely of an individual’s own opinion or experiences)?

Throughout the course we will engage with a large volume of material and associated discussions, so it is important to keep postings concise and on-point. **Please limit each posting to no more than 200 words.**

➤ **MODULE INTRODUCTION ASSIGNMENT (5% - AS ASSIGNED)**

Each student will be required to provide an introductory post for an assigned module. The module introduction assignments will be made available in Module 2 and will take effect in Module 3. Students

are free to switch modules with one another as long as notice of the change is provided to the instructor in advance of the start of the module.

For this assignment:

1. Prepare and post a brief evidence-based introduction to the module topic and at least one initial discussion question to their group for the module.
2. Ongoing moderation of the discussion is not the role of the student introducing the topic. Every group member must take responsibility to continue the discussion.

**** Note:** Your assigned module introduction post must be submitted on a word document with the initial discussion question(s) using the assignment submission tool. Please follow the file naming approach outlined in the syllabus and make sure your name is on the submission. This submission is due by noon (SK time) the day after your module closes but it may be submitted at any point after the first day of the module.

Evaluation criteria:

- Originality
- Quality of content
- Applicability to module content
- Quality of writing
- Use of evidence

Please note: In some cases, there may be more than one student assigned per group to introduce the module. In that case, each student must provide separate and independent posts. Students who are assigned to the same module are encouraged to communicate with one another and work together to minimize overlap and promote complementary approaches.

➤ **BRIEFING NOTE (20% – DUE MONDAY, OCTOBER 10, 2022, 8:00 A.M., SK TIME)**

Each student must prepare a short briefing note (max 2 pages, 12-point font, normal spacing). Details on the topic will be provided at the start of the course on the course homepage. Formatting is important because a briefing note should be easy to read and digest quickly. It is often advisable to avoid dense blocks of text, ensure sufficient white space, and use headings effectively. Using bullet points is acceptable. There are many different ways to prepare a briefing note. For the purpose of this assignment, the briefing note must contain the following elements:

Topic, addressee & author information: The briefing note should clearly indicate the topic, the audience and the author.

Issue: 1-2 sentences setting out the policy issue addressed in the briefing note. Issue statements are often framed as a question (e.g., Whether and how to).

Background: Provide only the essential context and history. Try not to be longer than 1 paragraph but 2 paragraphs should be the maximum (note: bullet points are acceptable and often preferred). Exercise good judgment about what your target audience needs to understand in order to make the best (most evidence-based) decision possible. The information presented in this section should be factual and objective.

Analysis: Analyze key considerations (e.g., economic, political, social, etc.) and present important risks, opportunities and trade-offs.

Options/Alternatives: Provide 2-3 alternative responses to the issue outlined above. Each must be viable and feasible, and should present the decision-maker with legitimate points of comparison. Each option should be accompanied by a brief (1-3 sentences) summary of its key implications.

Recommendation: Identify the recommended option and provide a brief additional justification if needed.

Briefing Note & Referencing: Please note that in the professional sphere, briefing notes may not always contain references. However, in an academic environment, academic integrity is essential and sources must be credited appropriately. For the purpose of this assignment, students are expected to reference any material, data, ideas, etc., taken from other sources. In addition to promoting academic integrity, effective referencing also serves to strengthen the final product by enhancing transparency and reproducibility, and by enabling readers to evaluate the strength of the conclusions based on the quality of the data/information sources. For the purpose of this assignment, you may use either the Chicago Manual of Style's footnote, endnote or its in-text, author-date referencing styles. It is the student's choice which type of Chicago Manual Style referencing to use. More information will be available on the course homepage.

➤ **LETTER TO DECTER (20% – DUE MONDAY, OCTOBER 31, 2022, 8:00 A.M. SK TIME)**

In 2008, Michael B. Decter made 10 predictions about the future state of health and human resources in Ontario and Canada in the article from your assigned reading list:

Decter, M. 2008. "Healthcare systems and organizations: Implications for health human resources." *Healthcare Quarterly*, 11(2): 80-84.

Select one of his ten predictions outlined in the conclusion for your assignment. The assignment will be an evidence-based letter to Michael B. Decter that either confirms his prediction was accurate or inaccurate, as justified by your own research and analysis. This assignment will be a maximum of two pages, 12 point font, normal spacing) and more details will be provided on the course homepage. Chicago Manual Style author-date referencing is required.

➤ **HEALTH REFORM ANALYSIS (35% – DUE MONDAY, DECEMBER 5, 2022, 8:00 A.M. SK TIME)**

This assignment will provide students with an opportunity to apply the knowledge and skills practiced in this course including, though not limited to, rigorous analysis of complex health system issues as well as effective writing. Strong assignments will demonstrate students' success with regard to the learning objectives set out at the beginning of this syllabus. With that in mind, students are encouraged to give careful thought to their section of topic. Students who have any uncertainty about their topic selection should discuss it with the Professor well in advance of the due date. More information will be provided on the course homepage.

A few key points to note:

- Choose a specific health reform with an acceptable level of publicly available evidence to support the paper. Very new concepts or reforms are difficult for this assignment because there may not be enough evidence to support the analysis.
- The piece should be written in a style that is accessible to both academics and decision-makers.

- It must include:
 - Title Page
 - Introduction (1/2 – 1 page)
 - History of the reform (maximum 2 pages)
 - Current state of the reform (maximum 2 pages)
 - SWOT or PESTLE analysis (must fit on 1 page)
 - Conclusion (1/2 – 1 page)
 - Author-date Chicago Manual Style References
- It should be a **maximum** of 7 pages (12 point font, normal spacing); does not include title page or references.

EVALUATION

Assignment	% of Total Course Grade	Time-frame/Due Date
Discussion Forum Engagement	20%	Ongoing
Moderation Assignment	5%	As assigned
Briefing Note	20%	October 10, 2022 (8:00 a.m. SK time)
Letter to Decter	20%	October 31, 2022 (8:00 a.m. SK time)
Health Reform Analysis	35%	December 5, 2022 (8:00 a.m. SK time)

Submitting Assignments: All assignments must be submitted using the Assignments upload tool in our URCourses site. Marks and feedback will be returned using the same tool. Please ensure you keep a copy of all work submitted for evaluation in this course, at minimum until you have received your final grade.

**Please note that URCourses operates on Saskatchewan time, and Saskatchewan does not observe daylight savings. You will need to adjust accordingly for submission deadlines.

Turnitin: This course uses a version of Turnitin that is integrated into URCourses. There are a few specific things to note about our use of Turnitin:

- Turnitin is a tool for online submission and grading and that will be its primary function in this course. It also offers an originality checking function which can provide an opportunity for students to improve their assignments (e.g., by making sure citations are complete and accurate, etc.) before a final submission.
- Students can choose to view an “originality report” for their assignment. Originality reports are not designed to identify plagiarism but identify high degrees of similarity. Similarities can occur for a variety of reasons (e.g., improperly formatted citations, common phrases or expressions,

etc.). If, for example, your originality report identifies improperly formatted citations, you can fix the problem with your assignment and resubmit any time before the due date.

- Student papers will NOT be stored on Turnitin.
- Students are NOT required to create or use a personal Turnitin account. All assignment submissions and viewing of marks and feedback are accessed through our URCourses site.

Naming of Assignment Documents: Please use the following format when naming your assignments (i.e. for the file name when you save the document before uploading it):

-
- Last name_assignment name
- For example: Bojkovsky_briefing note

Referencing: As discussed further below, Academic Integrity is of paramount importance and is taken very seriously. Anytime you use material (e.g., ideas, data, etc) from someone or somewhere else, you **must** reference your source. A wide variety of citation styles exist. For consistency, the Johnson Shoyama Graduate School of Public Policy uses the Chicago Manual of Style's in-text, author date system. Please note the in-text, author date system does not use footnotes or endnotes. There is a quick referencing guide that provides helpful examples of this referencing style available on our URCourses homepage. Students can also access the full online version of the Chicago Manual of Style through the University of Regina library.

LATE ASSIGNMENTS

Late assignment will be deducted 5% per day, subject to extensions granted in exceptional circumstances which are generally unanticipated and outside the student's control (e.g., illness, family emergency). If such a situation should arise, please contact the Professor as soon as possible.

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.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are strongly encouraged to attend all the Zoom webinars for this course. If you are unable to attend the live webinar, you are expected to review the recording at a later date.

Active participation in class discussion is expected by all students.

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:

Academic Integrity – <https://www.uregina.ca/gradstudies/current-students/academic-integrity/index.html>

COPYRIGHT

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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>).

University of Regina Copyright information: <https://www.uregina.ca/copyright/guidelines/fair-dealing.html>

STUDENT RESOURCES

Remote learning information page for students. This resource engages students in learning about the skills associated with remote learning success.

<https://www.uregina.ca/remote-learning/>

RIGHTS & RESPONSIBILITIES OF GRADUATE STUDENTS

<https://www.uregina.ca/gradstudies/current-students/Rights%20/index.html>

STUDENTS WITH SPECIAL NEEDS

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 one of the following:

Centre for Student Accessibility – accessibility@uregina.ca or 306-585-4631.
<https://www.uregina.ca/student/accessibility/index.html>

STUDENTS EXPERIENCING STRESS

Counselling Services – <http://www.uregina.ca/student/counselling/contact.html> or call (306) 585-4491 between 8:30 a.m. to 4:30 p.m. Saskatchewan time Monday to Friday.

USE OF VIDEO AND RECORDING OF THE COURSE

Video conference sessions in this course, including your participation, will be recorded and made available only to students in the course for viewing via Canvas 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 later. This will also provide students with the opportunity to review any material discussed. Students may also record sessions for their own use, but they are not permitted to distribute the recordings (see below).

Please remember that course recordings belong to the instructor, the University, and/or others (like a guest lecturer) depending on the circumstance of each session, and are protected by copyright. Do not download, copy, or share recordings without the explicit permission of the instructor.

For questions about recording and use of sessions in which you have participated, including any concerns related to your privacy, please contact your instructor.

ADDITIONAL EVALUATION INFORMATION

More information on the Academic Courses Policy on course delivery, examinations and assessment of student learning can be found at: <https://www.uregina.ca/student/registrar/resources-for-students/academic-calendars-and-schedule/undergraduate-calendar/assets/pdf/2019-2020/Academic-Regulations.pdf>