

HSOC 311
Health Services and Health Systems

Instructor:

Dr. Angie Wong
Community Health Sciences
Email: angwong@ucalgary.ca

Office Hours:

Office hours by virtual or in-person appointment

Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.

Time and Location:

Wednesdays 3:00pm-5:45pm
Location: See D2L

Prerequisite/Co-Requisite:

Health and Society 201 or consent of the instructor

Course Description:

Introduction to the Canadian health system, the health policy process, institutions and providers in the health system, health care insurance, *financing* and delivery of health care, population and public health, a systems approach to health in a national and international perspective.

Overarching Theme

This course introduces students to structures and processes of the Canadian health care system and health services with a focus on healthcare in Alberta and Indigenous Health. Students will gain an understanding of Alberta's provincial healthcare system, including its history with Indigenous Health, disease response/prevention, gendered health disparities, and the different structures, processes, and outcomes of a consolidated provincial health care system.

This course is seminar-style and will combine instructor lectures, guest lectures, class discussion, group presentations, and documentary content to offer a breadth of perspective. The assessments are intended to introduce students to tools, resources, and literature requirements for synthesizing evidence and defining health systems, service delivery, operations, and policy.

Course Learning Outcomes

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

1. Describe how Canadian health services and systems are structured, operationalized, and evaluated, including its historical and ongoing influence on Indigenous Health
2. Understand Alberta-specific health care system, operations, and policy, including key institutions and people
3. Identify health and health care challenges and solutions

4. Analyze dynamic health services, policy, and evaluation and measurement literature
5. Communicate effectively about health services and systems, both verbally and in writing
6. Cite properly peer-reviewed health sciences literature and resources

Transferable Skill Development:

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

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

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

Learning Resources

Required text:

Church, J., & Smith, N. (2022). *Alberta: a health system profile*. University of Toronto Press. (available online through U of C library; available for purchase at <https://utorontopress.com/9781487525163/alberta/>)

All additional weekly required readings and course resources are provided on D2L and outlined in the weekly reading schedule below (page 11).

Recommended Textbooks/Readings

Additional readings and resources, including recommended, secondary, and/or tertiary resources will be provided on D2L based on student interest and class discussion of current events.

A Note regarding readings

A list of required readings will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Instructors will proceed in class on the assumption that students have read completely the assigned readings. Students

should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Learning Technology Requirements

Brightspace (by D2L) is located on the University of Calgary server and will be used extensively for communication with students. It is the student's responsibility to ensure that they receive all posted communications and documents, and are regularly checking your @ucalgary.ca account. Only your @ucalgary.ca email address may be linked to D2L.

A laptop, desktop, tablet or mobile device is required for D2L access. If you need help accessing or using D2L, please visit the Desire2Learn resource page for students: <http://elearn.ucalgary.ca/d2l-student/>.

Evaluation

The University policy on grading and related matters is described in section F of the 2023-2024 Calendar.

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

Assignment	Percentage	Due Date	Brief Description	Learning Objectives
Participation	20%	All		All
Healthy Debate x 4	20% (4x5%)	Jan 24 Feb 7 Feb 14 Mar 6	Five debates will be held during the five listed due dates; these compare differing opinions/perspectives related to the topics of class that day. Debate questions are presented in class prior to the debate; students will be given 2 min. to choose a side to debate, then an additional 10 min. to acquire evidence and support; finally, each side will lead their debate and discussion.	All
Health Equity Research Paper	15% (5% proposal; 10% paper)	Jan 31- proposal Feb 28- paper	Submit a 3-page proposal, followed by an 5-7-page research paper on a health equity initiative in Alberta that is led by women, Indigenous or Two-Spirit individuals/organizations, or racialized people. Summarize the initiative and find evidence in scholarship to argue for its effectiveness and limitations.	2, 3, 4, 5,6
Presentations	20%	Mar 27 Apr 3	In partners, students present a 10–12-minute presentation on a 20 th or 21 st century disease that affected Canadian healthcare systems (federally or provincially); overview of disease and impact, health system response, evaluation, measurement, long-term changes.	1, 3, 4, 5, 6

Assignment	Percentage	Due Date	Brief Description	Learning Objectives
Final Assignment	25%	Apr 3	Students may submit a final assignment as either 1) an 8-10-page research essay or 2) a creative alternative assignment. Both options must use evidence-based peer-reviewed research and focus on Canada.	All

**Students who do not complete the Presentation or the Final Assignment will be considered as not passing the course.

A Note regarding Writing Assignments:

Writing skills are important to academic study in all disciplines. In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2023-24 Calendar), writing is emphasized, and the grading thereof in determining a student's mark in this course. The Bachelor of Health Sciences values excellence in writing. Competence in writing entails skills in crafting logical, clear, coherent, non-redundant sentences, paragraphs and broader arguments, as well as skills with the mechanics of writing (grammar, spelling, punctuation). Sources used in research papers must be properly documented. The University of Calgary offers instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Grading Scheme:

Letter Grade	Description	Percentage
A+	Outstanding performance	96-100
A	Excellent performance	90-95.99
A-	Approaching excellent performance	85-89
B+	Exceeding good performance	80-84
B	Good performance	75-79
B-	Approaching good performance	70-74
C+	Exceeding satisfactory performance	65-69
C	Satisfactory performance	60-64
C-	Approaching satisfactory performance	57-59
D+	Marginal pass	54-56
D	Minimal pass	50-53
F	Does not meet course requirements	0-49

Missed Components of Term Work:

Late assignments will lose 5% per day late past the deadline for all assignments. In this case, assignments will **NOT** be accepted more than 72 hours after the posted deadline and students failing to submit any assignment within this time frame will receive a mark of zero.

Extensions will only be granted in circumstances in keeping with the University Calendar (debilitating illness, religious conviction, or severe domestic affliction) that are received in writing and with

supporting documentation. Please email your instructor in advance. Students who are absent are responsible for contacting their instructor to discuss the impact of their missed assessment.

As per University Calendar Section G.1.2, students who are absent from in-class assessments without proper communication will receive a mark of zero on the missed component. Traffic jams and late or full buses are common events in Calgary and are NOT acceptable reasons for late arrivals to class, meetings and examinations. The instructor may ask for supporting documentation to confirm an absence. Alternative opportunities for completing missed assessments or shifting of the assessment weight may be possible but are not guaranteed. Students who are identified as falsifying information related to missed assessments will be subject to investigation for academic misconduct.

Course Evaluations and Student Feedback

Student feedback will be sought at the end of the course through the Universal Student Rating of Instruction (USRI) and a qualitative student evaluation. Students are welcome to discuss the process and content of the course at any time with the instructor. Students may also address any concerns they may have with Dr. Fabiola Aparicio-Ting, Associate Dean (Undergraduate Health and Science Education) in the Cumming School of Medicine (feapartic@ucalgary.ca).

Attendance

Attendance is an important component of your participation grade and is gained through in-class participation and generally, any overall effort on your part to demonstrate that you have completed the readings, are prepared for lecture, and engaged with the course materials. It is important to make a strong effort to attend seminar.

Conduct During Lectures

The classroom should be respected as a safe place to share ideas without judgement - a community in which we can all learn from one another. Students are expected to frame their comments and questions to lecturers in respectful and appropriate language, always maintaining sensitivity towards the topic. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

As members of the University community, students, employees and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at <https://www.ucalgary.ca/student-services/student-conduct/policy>.

Students are expected to take notes during class and should not rely solely on material supplied by the instructors. Assessment guidelines are covered in detail in lecture. The professor will cover concepts or examples in class that may not be posted to D2L but may be assessed.

Use of Internet and Electronic Communication Devices in Class

The Bachelor of Health Sciences program aims to create a supportive and respectful learning environment for all students. The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. However, research studies have found that inappropriate/off-topic use of electronic devices in the classroom negatively affects the learning of others during class time.

Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf>.

Use of Artificial Intelligence Tools

The use of generative artificial intelligence tools and apps is **strictly prohibited** in all course assignments. This includes ChatGPT and other AI writing and coding assistants. Use of generative AI in this course may be considered use of an unauthorized aid, which is a form of cheating and a breach of academic integrity subject to Academic Misconduct procedures. Written assignments and presentations, including debates, must be solely your own work. Generative Artificial Intelligence (AI), and specifically foundational models that can create writing, computer code, and /or images using minimal human prompting includes not only GPT-4 (and its siblings ChatGPT and Bing), but many writing assistants that are built on this or similar AI technologies.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Copyright

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the Copyright Act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks, etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

Instructor Intellectual Property

Course materials created by instructors (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. **The posting of course materials to third party websites such as note-sharing sites without permission is prohibited.** Sharing of extracts of these course materials with other students enrolled in the course **at the same time** may be allowed under fair dealing.

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>). SAS will process the request and issue letters of accommodations to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to Dr. Fabiola Aparicio-Ting (feaparc@ucalgary.ca), Associate Dean, Undergraduate Health and Science Education.

Academic Misconduct

The University of Calgary is committed to the highest standards of academic integrity and honesty. The University of Calgary has created rules to govern all its members regarding the creation of knowledge and the demonstration of knowledge having been learned.

Academic Misconduct refers to student behaviour that compromises proper assessment of a student's academic activities and includes (but is not limited to): cheating, fabrication, falsification, plagiarism, unauthorized assistance, failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses, and failure to comply with exam regulations applied by the Registrar. **It also includes using of third party websites/services to access past/current course material, essay/assignment writing services, or real-time assistance in completing assessments, seeking answers to assessment questions and similar, whether paid, bartered or unpaid.**

For information of the Student Academic Misconduct Policy and Procedures, please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>.

Additional information is available on the Academic Integrity website at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

APA Citation Format: <https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/23/apa-7th-ed%20updated.pdf>

Recording of Lectures

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

Freedom of Information and Protection of Privacy Act

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and may contact the Student Ombuds' Office (<http://www.ucalgary.ca/student-services/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct. Students should be aware that concerns about graded term work may only be initiated **within 10 business days** of first being notified of the grade. <https://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain

circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-and-Gender-Based-Violence-Policy.pdf>.

Resources for Support of Student Learning, Success, Safety and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>
Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>
Student Advocacy and Wellness Hub (CSM)
<https://cumming.ucalgary.ca/mdprogram/current-students/student-advising-wellness>
Distress Centre <http://www.distresscentre.com/>
Library Resources <http://library.ucalgary.ca>

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the UCalgary Wellness Centre (<https://www.ucalgary.ca/wellness-services/services/mental-health-services>) and the Campus Mental Health Strategy (<http://www.ucalgary.ca/mentalhealth/>).

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/student-services/ombuds/ or email ombuds@ucalgary.ca

BHSc Student Faculty Liaison Committee (SFLC)

The BHSc SFLC, with elected representatives from all majors, serves to raise issues of interest to BHSc students to the program administration, including items pertaining to curriculum, scheduling and events. A list of current representatives can be found on the BHSc website.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep1@su.ucalgary.ca or medrep2@su.ucalgary.ca.

Student Success Centre

The Student Success Centre provides services and programs to ensure students can make the most of their time at the University of Calgary. Our advisors, learning support staff, and writing support staff assist students in enhancing their skills and achieving their academic goals. They provide tailored learning support and advising programs, as well as one-on-one services, free of charge to all undergraduate and graduate students. For more information visit: <https://www.ucalgary.ca/student-services/student-success>

Emergency Evacuation/Assembly Points

As part of the University of Calgary Emergency Evacuation plan, students, faculty, and staff should locate the closest Assembly Point in case of Fire Alarm. Safety signage is posted throughout the campus showing the locations and the possible route to these locations. All students, faculty, and staff are expected to promptly make their way to the nearest Assembly Point if the Fire Alarm is activated. No one is to return into campus facilities until an all clear is given to the warden in charge of the Assembly

Area. For more information, see <https://www.ucalgary.ca/emergencyplan/building-evacuation/assembly-points>

Safewalk

Campus security will escort individuals, day or night, anywhere on campus (including McMahon Stadium, Health Sciences Centre, Student Family Housing, the Alberta Children's Hospital and the University LRT station). Call 403-220-5333 or visit <http://www.ucalgary.ca/security/safewalk>. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths. Please ensure your personal safety by taking advantage of this service.

Weekly Class Schedule

The following is a list of topics for class, associated readings, and assignment / exam due dates. Please note that unforeseen circumstances may cause changes to the schedule with respect to the timing of topics and readings.

Date	Topics	Guest Lecturers	Readings	Assignments & Due Dates
First day of classes: Monday January 8				
Week 1: Jan 10	Welcome to the course		No readings	
Week 2: Jan 17	Equity and Discrimination in Canadian Health Care Part 1		<p>Bryant, T. (2020). "Overview of the Canadian Health Care System." <i>Health Policy in Canada: Everything Matters</i>. Second Edition. 161-200.</p> <p>Allen, D.I. (2003). "Ghosts of Africville." <i>Alternatives Journal</i>. 29 (1), 1-4.</p> <p>Vecsey, C. (1987). "Grassy Narrows Reserve: Mercury Pollution, Social Disruption, and Natural Resources: A Question of Autonomy," <i>American Indian Quarterly</i> 11 (4), 287-314.</p> <p>Lai, D. (1979) "A 'Prison' for Chinese immigrants." <i>The Asianadian: An Asian Canadian Magazine</i>. 2 (4), 16-19.</p>	
Week 3: Jan 24	Canada's Healthcare Setting: Colonial History of Medicine	Dr. Travis Hay (Assistant Professor, History/Indigenous Studies, Mount Royal University)	<p>Lux, M.K. (2010). Care for the 'Racially Careless': Indian Hospitals in the Canadian West, 1920–1950s. <i>The Canadian Historical Review</i> 91(3), 407-434.</p> <p>Hay, T. (2021). "Studied to Death: Chief Medical Officers and the Scientization of Federal Indian</p>	Healthy Debate 1

Date	Topics	Guest Lecturers	Readings	Assignments & Due Dates
			<p>Policy.” <i>Inventing the thrifty gene: the science of settler colonialism.</i> University of Manitoba Press.</p> <p><i>Recommended Reading:</i> McCallum, M.J.L. (2017). Starvation, Experimentation, Segregation, and Trauma: Words for Reading Indigenous Health History. <i>The Canadian Historical Review</i> 98(1), 96-113.</p>	
Week 4: Jan 31	Indigenous Health & Canadian Settler Colonialism	Kienan William (Program Lead, Indigenous Wellness Core, Alberta Health Services)	<p>“Jordan River Anderson, The Messenger” (2019) Dir. Alanis Obomsawin.</p> <p>Razack, S. (2011). “The Space of Difference and Law: Inquests into Aboriginal Deaths in Custody,” <i>Somatechnics</i> 1 (1), 87-123.</p>	Proposal due for Health Equity Research Paper
Week 5: Feb 7	Alberta Health Care: System, Service, Policy		Church & Smith, <i>Alberta: a health system profile</i> , chapters 1-4 (inclusive)	Healthy Debate 2
Week 6: Feb 14	Alberta Health Care: System, Service, Policy cont’d		Church & Smith, <i>Alberta: a health system profile</i> , chapters 5- conclusion	Healthy Debate 3
Week 7: Winter term break: February 18-24, 2024 (no classes; no assignments due)				
Week 8: Feb 28	Pandemic Preparedness: Response, Impact, Crisis Management	Dr. Andrea Bombak (Associate Professor, Sociology, University of New Brunswick)	<p>Schiff, J.W., & Lane, A. (2016) “Understanding Pandemic Preparedness by Homelessness Services in the Context of an Influenza Outbreak: The Calgary Response.” <i>Pandemic Preparedness & Homelessness: Lessons from H1N1 in Canada.</i> 99-126.</p> <p>Bombak, A., Wong, A., Balcom, S., & Parker, B. (2023). Risky Others: Covid-19 Reconstitutions of Risk, Governance, and Stigmatization of Bodies. <i>Studies in Social Justice</i>, 17(3), 495–514.</p> <p><i>Recommended Reading:</i></p>	Health Equity Research Paper due

Date	Topics	Guest Lecturers	Readings	Assignments & Due Dates
			Thistle, J. (2017) "The Definition: The 12 Dimensions of Indigenous Homelessness." <i>Indigenous Definition of Homelessness in Canada</i> . Canadian Observatory on Homelessness Press.	
Week 9: Mar 6	Equity Discrimination in Canadian Health Care Part 2		Scott, C. M., Home, T., & Thurston, W. E. (2019). "The Differential Impact of Health Care Privatization on Women in Alberta." In <i>Exposing Privatization</i> (pp. 253–286). University of Toronto Press. Ilyniak, N. (2014). Mercury Poisoning in Grassy Narrows: Environmental Injustice, Colonialism, and Capitalist Expansion in Canada. <i>McGill Sociological Review</i> , 4, 43–66.	Healthy Debate 4
Week 10: Mar 13	Gender Disparity	Dr. Erin Brennand (Dept. Head, Obstetrics & Gynecology, U of C, AHS)	Chaikof, M., Cundiff, G. W., Mohtashami, F., Millman, A., Larouche, M., Pierce, M., Brennand, E. A., & McDermott, C. (2023). Surgical sexism in Canada: structural bias in reimbursement of surgical care for women. <i>Canadian Journal of Surgery</i> , 66(4), E341–E347. "Joyce's Principal." Council of the Atikamekw of Manawan and the Council de la Nation Atikamekw presented to the Government of Canada and the Government of Quebec. (November 2020)	
Week 11: Mar 20	Child & Youth Service Delivery	Katie Richardson (Manager, Maternal Newborn Child & Youth Strategic Clinical Network, AHS)	Yiu, V., Belanger, F., & Todd, K. (2019). Alberta's Strategic Clinical Networks: Enabling health system innovation and improvement. <i>Canadian Medical Association Journal (CMAJ)</i> , 191(Suppl), S1–S3. "Strategic Clinical Networks and Integrated Provincial Programs:	

Date	Topics	Guest Lecturers	Readings	Assignments & Due Dates
			Transformational Roadmap Summaries.”	
Week 12: Mar 27	Presentations			Presentations
Good Friday: March 29, 2024 (no classes) Easter Monday: April 1, 2024 (no classes)				
Week 13: Apr 3	Presentations			Presentations Final Assignment
Last day of classes: Tuesday, April 9 Registrar-scheduled final exam period: April 12-23, 2024				