

KINE 4763 NT - Introduction to the Canadian Healthcare System

Syllabus

Description

During the course students will develop an understanding of the key issues and features present in the Canadian health care system. The course will begin with a general overview of the history and development of the different aspects that make up the Canadian health system, then go on to explore current and future issues facing the system. Traditionally most people view the health system as being made up of primarily physicians, nurses and hospitals. In reality, the Canadian health system is complex, dynamic and made up of many different components, with different funding mechanisms. Each sector is faced with its own issues and challenges. The continual evolution of health care in Canada is influenced and shaped by a vibrant public and political debate. Changing public expectations, increasing demand for services as our population ages, developments in biomedical technology and rising proportion of provincial government budget spent on health care present challenges and opportunities for improving the quality of services provided to the public.

Throughout the course, students are expected to develop analytical and critical insights regarding past, present and future health policies and programs in Canada. Particular emphasis will be devoted to the roles of various members of the health care system, from frontline care providers, to health administrators, to government officials. Themes include health services research and evidence-informed decision-making, changing health professional roles, health innovations, and provincial/territorial

comparisons. The course is designed as an introduction to those planning to work or those who are working in the health care system, therefore, lessons and assignments are directed toward development of a self-directed learning focus and values appropriate for making a substantive contribution to the Canadian health care system.

Key Concepts:

- History, legislation, federalism, government roles, Canadian values underlying health care
- Financing options and challenges, funding/payment methods and options
- Health professions, planning, regulation
- Disease prevention, health promotion, public health, community health assessment, community development
- Primary health care and community development, self-support and mutual aid, marginalized populations, social determinants of health
- Acute care, home care, long term care, pharmaceuticals, quality and patient safety, clinical treatment guidelines, outcomes assessment
- Population-based planning/regional model of health care delivery, integration of health services, continuity of care, population health
- Health services research, evidence-informed decision-making, health innovations, databases and information sources
- Self-directed learning and self-evaluation
- Values and ethics, appreciating perspectives of others

Instructor

Hello, I am Janna Wentzell and it is my pleasure to be your professor for this Open Acadia course. As an educator for over 17 years I have been a faculty member in Kinesiology at Acadia University for the past 12. I am a certified Athletic Trainer and worked in the health care system in the United States as well as in Canada. I am currently pursuing a Doctorate in Social Science from Royal Roads University focusing on health leadership with the desire to create a fundamental shift in the Canadian Health Care system from a disease and illness care treatment model to that of a prevention of disease and illness model. I hold a Bachelor of Physical Education from Acadia University as well as a Master of Science in Kinesiology from Indiana University, in

addition to completing numerous courses in the Masters of Health Administration program at Dalhousie University. I enjoy a number of outdoor physical activities, including downhill skiing, water sports, running, and biking with my husband and daughter. We live in and are actively involved in the town of Wolfville. I readily available via email/Skype to answer any questions you may have and I do appreciate your feedback as you move through the units. Thank you, and I hope you enjoy the course.



Janna Wentzell

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Objectives

Following this course, students should be able to:

- Synthesize the major issues in the historical development of Canada's health care system;
- Identify the strengths and weaknesses of Canadian health care;
- Appraise recommended reforms and future directions, utilizing a range of literature and perspectives;
- Describe Canadian health care using empirical evidence (i.e., observations, quantitative and qualitative evidence, research findings, expert opinion) rather than simply subjective impressions, anecdotes, and hearsay;
- Integrate information from various sources to support and/or refute statements being made;
- Appreciate the viewpoints of various stakeholders and interests, for example acute care; community-based care; administrators of health regions, provincial and national governments; politicians; health care providers; unions; professional associations, regulatory agencies, community health providers; health services researchers; independent think tanks and policy organizations; health professional training programs; taxpayers, patients, consumer groups/disease groups; and your own mind set; and
- Demonstrate oral presentation, and written skills required by exemplary health care professionals.

Materials

- 1) Rachlis M (2004) Prescription for Excellence: How Innovation is saving Canada's Health Care System. Toronto, Harper Collins (available online at <http://www.michaelrachlis.com/product.pfe.php>).
- 2) Marchildon G (2013). Health Systems in Transition: Canada. (Available online at http://www.euro.who.int/__data/assets/pdf_file/0011/181955/e96759.pdf)

To access Library Articles and Journals from off-campus use [VPN](#) web service link for direct access.

Assessment

1. Biography

You will prepare a 500-750 personal biography as to why you are interested in a career in the health care system, precisely what role you plan to play, where you intend to work, and previous experience with the health care system (as a patient, or otherwise).

2. Unit assignments

During particular units (5 total) you will answer questions specific to the issues being presented. These can be researched using a variety of sources (literature, government documents, research foundations, etc.) and sources must be cited. You will prepare a 3-5 page overview and summary description of current issues and health reform strategies being proposed or underway in the province of your choosing. These will need to be submitted prior to moving on to the next unit. Please make sure that all assignments are completed in proper APA formatting including title page with header, reference page, and in text referencing.

3. Executive paper

The topic for the executive paper is a current Canadian health system related issue of your choice. The instructor must approve topic in advance.

The paper should be in a format that will meet the needs for an executive board briefing in that the purpose, rationale, scope, limitations, conclusions and recommendations are easy to identify. The executive paper should therefore be well researched, clearly written and concise. The topics should deal with a Canadian health care system or provincial systems issue rather than a specific management issue. Besides a description of the problem, students should discuss why the problem exists and options for resolving the problem. The paper should aim to consider organizational, financial, economic, ethical, legal, political, cultural and social implications. At the end of the paper, the student should draw conclusions, and make practical, achievable recommendations.

The maximum length of the paper is 3000 words, excluding references and executive summary. Use APA format for referencing. An executive summary is required that gives a clear, explicit and complete overview of the paper. The paper should demonstrate an understanding of a current Canadian health issue, and be written in an academic, but readable, style. The paper should include a clear statement of the problem being addressed and the context and present realistic options to solve the problem

including a critique of the options based on evidence. A grading rubric for this paper will be provided.

4. Executive paper oral presentation

Students are expected to deliver an 8-10 minute presentation on their executive paper topic via a recorded video uploaded to your YouTube channel. If you do not have a Youtube channel you will find many helpful videos on using Youtube here - <https://www.youtube.com/user/YouTubeHelp/>. When you do upload your video we recommend you mark it as "unlisted". If you have privacy concerns please contact your instructor for submission alternatives. Use of Powerpoint/Prezi is encouraged and a rubric for assessment is provided in the corresponding drop box.

Evaluation

This is an open entry online course. Please do not leave all of your course work until a few weeks before your completion date.

Assignment	Detail	Due	% of Final Grade
1) Introductory Bio		Unit 1	10%
2) Unit Summaries	History and Organization of Health Care	Unit 1	50%
	Financing Health Care	Unit 2	
	Systems Issues and Health Reform	Unit 4	
	Regionalization and Governance	Unit 8	
	International Health Comparison	Unit 10	
3) Executive Paper		Unit 11	25%
4) Executive Paper Oral Presentation		Unit 11	15%
Total			100%

The assignments are delivered to the instructor via assignment drop-boxes. Please remember to put your name, student number, course number, and assignment number on the assignment and keep a copy in the event the original is lost.

Note files must be readable by MS Office.

Student Handbook

You are responsible for becoming familiar with the contents of the Student Handbook. It contains important information about scheduling examinations (if applicable), applying for extensions, withdrawing from your course, ordering books, and computer and library services available to you. If you have questions about the policies outlined in [the handbook](#), contact:

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Academic Integrity

Academic integrity demands responsible use of the work of other scholars. It is compromised by academic dishonesty such as cheating and plagiarism. A student who is uncertain whether or not a course of action might constitute cheating or plagiarism should seek in advance the advice of the instructor involved.

- Cheating is copying or the use of unauthorized aids or the intentional falsification or invention of information in any academic exercise
- Plagiarism is the act of presenting the ideas or words of another as one's own. Students are required to acknowledge and document the sources of ideas that they use in their written work.
- Self plagiarism is also a form of plagiarism. It is the presentation of the same work in more than one course without the permission of the instructors involved.
- A student who knowingly helps another to commit an act of academic dishonesty is equally guilty.
- Penalties are levied in relation to the degree of the relevant infraction. They range from requiring the student to re-do the piece of work, through failure on that piece of work, to failure in the course, and to dismissal from the university.