

McMaster University
Department of Health, Aging and Society
AGING AND HEALTH CARE SYSTEMS: HLTH AGE 2F03

Term: Winter 2018
Time: Thurs/Fri 11:30-12:20pm
Location: CNH B107

Instructor: Young Jung
Office: KTH 233
Office Hours: Thursdays, 12:30-1:30 PM
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Aging and Health Care Systems

NB:When contacting any members of the teaching team by way of email, please start your subject line with the course code (e.g., "**Subject: HLTH AGE 2F03:.....**").

COURSE DESCRIPTION:

This course will examine the health care systems in the era of aging population. Focusing predominantly on Canada, we will explore social, political, ethical, and economic dilemmas faced by the health care system and analyze the interpersonal relations in the context of health care system. Using various theoretical approaches, we will critically examine access to care, ageism in health care system, ethical dilemmas faced by health care providers, and challenges faced by formal and informal caregivers. We will also analyze the impact of medicalization and pharmaceutical industry on older adults' health care needs and behaviours. We will finish the course addressing some of the policy issues related to palliative and end-of-life care.

REQUIRED TEXTS AND MATERIALS:

Textbook: A combination of two books

- Maioni, Antonia (2015) Health Care in Canada, Oxford University Press
- Laura Funk (2016) Sociological Perspectives on Aging, Oxford University Press. The ISBN for the package is 9780199024476

COURSE EVALUATION:

You are required to read the assigned material prior to attending lectures. In the lectures we will use the readings to develop our critical thinking skills. For the assigned readings, please consult the weekly schedule.

- Participation: 10%, for attending tutorials.
- Assignments: 30%, one assignment at the end of each module, 10% each assignment. Assignments are individual.
- Midterm: 20% (Feb 15th)
- Final: 40%. The final exam will be two hours in length, with the date and time to be determined by the Office of the Registrar.

Avenue to Learn (<http://avenue.mcmaster.ca/>)

Course information will be available through the Avenue to Learn. Class announcements, marks and power point slides used in lectures will be posted there.

Tutorial Attendance and Participation (10%)

The tutorial sessions will help you to better understand the material learned in class. Your TAs are responsible for marking your written assignments and for evaluating your tutorial attendance and participation.

Midterm Exam (20%) (Feb 15th)

The midterm exam will consist of 40 multiple choice questions and will assess your knowledge of the reading material and the material covered in lectures.

Written Assignments (30%):

The goal of this assignment is to evaluate your ability to analyze and evaluate the material learned in class.

Final Exam (40%) (Scheduled by the Registrar):

The final exam will be based on the material covered in lectures and weekly readings. It will consist of 70 multiple choice questions.

LATE ASSIGNMENTS AND ABSENCES:

All excuses for illness, injury and family emergency must be addressed through the office of the Associate Dean of Social Sciences who will notify the instructor of your absence.

We are committed to accommodate the students observing religious holidays. Please make sure to discuss the arrangements individually with your teaching assistant or the instructor as soon as possible.

REVIEW OF THE MARKS:

We will be diligent in marking all assignments fairly and accurately. Occasionally, however, students disagree with the marks they receive for their assignments and exams. To have your assignment reviewed, please adhere to the following procedure:

Write a 1-page memo describing in detail the nature of the review. Submit the memo (hard copy) with your marked assignment to your Teaching Assistant. Please make sure to submit your assignment for the review no later than one month after receiving your mark. Keep in mind that when a mark is reviewed, the new mark may be lower than the original.

If after this review you continue to dispute the mark, you may submit an appeal to the instructor. Please make sure to submit the one-page memo explaining the nature of your disagreement, the original assignment and the written feedback provided by your TA.

STUDENTS WITH DISABILITIES:

We are committed to working with students with disabilities to make individualized accommodations according to your specific needs. Such arrangements must be made through the Students Accessibility Services. Please feel free to discuss your needs with your instructor and/or teaching assistant any time.

CLASS COMMUNICATION:

The instructor has regular office hours. You do not need to book an appointment. You can also contact the instructor via email or via avenue email. When you write your email, please make sure to include in your message your name, student number, and the title of the course you are attending. You can expect the response to your email within 24 hours **excluding weekends**.

EMAIL COMMUNICATION:

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

ACADEMIC DISHONESTY:

Academic dishonesty consists of misrepresentation by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3, located at <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students assignments will be automatically forwarded to Turnitin.com to be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must notify the instructor **prior** to submitting their paper. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to www.mcmaster.ca/academicintegrity

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

INSTRUCTIONS FOR WRITING THE ASSIGNMENT:

General instructions:

- ✓ Submit an electronic copy of your assignment to the Avenue dropbox.
- ✓ Make sure to submit a hard copy of your assignment to your TA, **if requested**
- ✓ Make sure to keep the copy of the assignment for your records.
- ✓ Late submissions will be penalized 5% per day.
- ✓ Use 2 or 1.5 line spacing and font Times New Roman 12 or Arial 10-11.
- ✓ The assignment should have a title page with your name and student number.
- ✓ Use headings and subheadings; APA style referencing.

WEEKLY SCHEDULE:

Module 1: The (Canadian) Health Care System.

Intended Learning Outcome: Students will be able to explain how health care is financed, funded, delivered and regulated in Canada.

Week 1: January 4-12 (No Tutorial).

Topics: **Introduction to the course (organization), introduction to health systems, and financing options**

Readings:

- Textbook: Antonia Maioni, chapter 1, pages 21 to 30 and chapter 2, pages 31 to 35
- Gregory Marchildon, *Health in Transition, Canada 2013*, Toronto University Press (available online at http://www.euro.who.int/__data/assets/pdf_file/0011/181955/e96759.pdf): chapter 3, pages 61 to 63 (included), 67 to 72 (from section 3.2, included to 3.3.3, excluded), and 75 (starting at section 3.4) to 77.

Week 2: January 15-19 (No Tutorial).

Topics: **Funding and delivering of health care services.**

Readings:

- Gregory Marchildon, *Health in Transition, Canada 2013*, Toronto University Press (available online at http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf): chapter 3, pages 78 to 80, chapter 4: pages 89 to 99, and chapter 5.

Videos:

- Kahn Academy on paying doctors: <https://www.youtube.com/watch?v=4J-dRA3MGc8>

Week 3: January 22-26 (Tutorial January 23).

Topics: **Regulation and governance; Main reforms in Canada; Information sources on the Canadian health system; Public Health and Public Health Policy**

Readings:

- Textbook: Antonia Maioni, chapter 2, pages 36-42 and 43-46;
- Gregory Marchildon, *Health in Transition, Canada 2013*, Toronto University Press (available online at http://www.euro.who.int/_data/assets/pdf_file/0011/181955/e96759.pdf): chapter 2, pages 29-42, chapter 5 and chapter 6, pages 121-129.

Assignment #1: TBD

Module 2: Population aging.

Intended Learning Outcome: Students will be able to explain the causes and consequences on health (including obesity and frailty) of population aging in Canada.

Week 4: January 29- Feb 2 (Tutorial January 30)

Topics: **The age pyramid; factors of population aging: The baby-boom/baby-bust sequence and increased longevity**

Readings:

- Textbook: Laura Funk, chapter 2, pages 28-33
- Bélanger, A. et al. (2005) *Population Projections for Canada, Provinces and Territories, 2005-2031*, Statistics Canada, Demography Division (can be downloaded at the following address: <http://www.statcan.gc.ca/pub/91-520-x/91-520-x2010001-eng.pdf>). Highlights only, pages 16 and 17.

Videos:

- Animated pyramids at Statistics Canada website (<http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/pyramid-pyramide/his/index-eng.cfm>)
- Hans Rosling on world population (<https://www.youtube.com/watch?v=Vog3uZ47O8>).

Week 5: February 5-9 (Tutorial February 6)

Topics: **Age and death: rectangularization of the survival curve and broken limits to longevity (how old is the oldest person on earth?); The epidemiological transition: from infectious to chronic diseases and multi-morbidity; Compression or expansion of morbidity?**

Readings:

- Textbook, Laura Funk, chapter 4, pages 74-78
- Laurent Martel, Mortality Overview, 2010-11, Statistics Canada (<http://www.statcan.gc.ca/pub/91-209-x/2013001/article/11867-eng.htm>)

Week 6: February 12-16 (Tutorial February 13).

Topics: **Threats to healthy aging: Obesity; Threats to healthy aging: Frailty.**

Readings:

- Cristel Le Petit and Jean-Marie Berthelot, “Obesity, a growing issue”, *Health Reports* 17(3), 2006: 43-50
- Katherine Flegal et al., “Association of All-cause Mortality with Overweight and Obesity Using Standard Body Mass Index Categories”, *JAMA*, 309(1), 2013: 71-84
- Bergman et al. “Developing a Working Framework for Understanding Frailty” (2004) Will be available on Avenue to Learn.

Assignment #2: TBD

Midterm Thursday, February 15, 11:30am to 12:20pm

Reading week: February 19-25.

Module 3: *Aging and Spending* (Financing health care in an aging population).

Intended Learning Outcomes: Students will be able to a) explain why increased longevity reduces the impact of population aging on the health care system and b) assess the sources of longevity gains and the role of health care in increased longevity and the medicalization of life.

Week 7: February 26-March 2 (No Tutorial)

Topics: **The Demographic Scenario; Time to death as a major driver of health care spending; consequences of increased longevity on health care spending.**

Readings:

- Textbook, Laura Funk, chapter 2, pages 33-36.
- Zhou Yang et al. Longevity and Health Care Expenditures: The Real Reasons Old People Spend More, *Journal of Gerontology – Social Sciences*, 58B(1), 2003: S1-S10

Week 8: March 5-9 (Tutorial March 6)

Topic: **Where to find information on health care spending (Canada and international) – CIHI and OECD Health.**

Week 9: March 12-16 (Tutorial March 13)

Topics: **Health care as a source of quality and quantity of life.**

Readings:

- Textbook, Laura Funk, chapter 3, pages 64-73

Videos:

- Aubrey de Grey, Ted Talk at http://www.ted.com/talks/aubrey_de_grey_says_we_can_avoid_aging?language=en

Assignment #3: TBD

Module 4: *Aging and Delivery (Formal and Informal Caregiving).*

Intended Learning Outcome: Students will be able to use the concept of the disablement process to map components of “integrated care” models into the requirements of the disablement, and to weigh the pros and cons of end-of-life care.

Week 10: March 19-23 (Tutorial March 20)

Topics: **The disablement process; the “Wagner” model of integrated care.**

Readings:

- Textbook, Laura Funk: chapter 3, pages 51-64

Videos:

- Global News clip on managing multiple chronic conditions (<http://globalnews.ca/video/1221869/managing-multiple-chronic-conditions/>)
- “10 common mistakes” (https://www.youtube.com/watch?v=JBh0_e7DJb4)
- Interview of Edward Wagner (<https://www.youtube.com/watch?v=K-z6HjRkKSc>)

Week 11: March 26-30 (Tutorial March 27) Topics:

Caregiving and long-term care, End of Life Care

Readings:

- Textbook Laura Funk, chapter 4, pages 80-98;
- Joshua Tepper, “Why we need better care for the dying”, Canadian Healthcare Network, posted December 18, 2014
- Andreas Laupacis, “The changing face of end of life care”, HealthyDebate, posted December 3, 2014

Week 12: April 2– April 6 (Tutorial April 3)

Topic: **Where to find information on the delivery of health care (Canada and international) as well as policy/reforms And Exam Review**

Grading Scheme:

Grade	Point		
A+	12	90-100	Exceptional work of the highest quality that fully meets the assignment requirements. Where it is a written, such work will at a level that could be submitted for publication (with minor modifications) in a newsletter or minor non-refereed journal. Where the work is not written it will be of a comparable level of excellence to such publishable work
A	11	85-89	Exceptional work that fully meets assignment requirements. Such work will contain characteristics such as high levels of creativity, originality of thought, sophisticated levels of interpretation and argument, highly developed critiques, an outstanding ability to connect ideas and issues, and/or other characteristics relevant to the assignment
A-	10	80-84	Exceptional work that fully meets the assignment requirements. Such work will contain characteristics such as creativity, originality of thought, sophisticated levels of interpretation and argument, well developed critiques a good ability to connect ideas and issues, and/or other characteristics relevant to the assignment
B+	09	77-79	Very good work that fully meets all the assignment requirements and contains some characteristics such as creativity, originality of thought, good levels of interpretation and argument, well developed critiques a good ability to connect ideas and issues, and/or other characteristics relevant to the assignment
B	08	73-76	Very good work that meets all the assignment requirements
B-	07	70-72	Good work that meets all the assignment requirements
C+	06	67-69	Satisfactory work that meets the assignment requirements
C	05	63-66	Satisfactory work that largely meets the assignment requirements
C-	04	60-62	Less satisfactory work but it largely meets the assignment requirements
D+	03	57-59	Weak work which meets assignment requirements
D	02	53-56	Weak work which marginally meets assignment requirements
D-	01	50-52	Weak work which marginally meets assignment requirements and is barely adequate for a pass
Fail	0	0-49	Very weak work which does not meet the standards for a pass