

HLTHAGE 2F03: AGING AND HEALTH CARE SYSTEMS Winter 2022

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Lecture: Mon/Wed 11:30-12:20; Fri
1:30-2:20*
Location: BSB B135
Office: TBD
Office Hours: By Appointment

Note: Most weeks, I will only use
Monday and Wednesday slots for
lecture, however Fridays will be on hold
as I may use these slots for review or
material that needs extra time.

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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 health care systems in the context of an aging population. Focusing predominantly on Canada, we will explore the social, political, and economic dilemmas faced by the health care system when the population is aging. The course is divided into four modules of three weeks. The first half of the course will be about understanding health care systems (module 1) and population aging (module 2). We will then discuss how the two are inter-related: the effect of an aging population on public health care expenditures (with an introduction to the concept of age as time-to-death) and the effect of medical care on longevity and quality of life (module 3), the effect of an aging population on the organization of health care delivery (module 4).

Course Objectives

By the end of the course students should be able to:

1. Explain how health care is financed, funded, delivered and regulated in Canada.
2. Explain the causes and consequences on health (including obesity and frailty) of population aging in Canada.
3. Explain the role of proximity to death in health care costs, and why increased longevity reduces the impact of population aging on health care spending.
4. Assess the sources of longevity gains and the role of health care in increased longevity.
5. Use the concept of the disablement process to map components of “integrated care” models into the requirements of elderly patients and end-of-life care.

Required Materials and Texts

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

Courseware: All the readings in the Courseware are available through McMaster Library Electronic Database. In order to have off-campus access to electronic library materials, you must use a LibAccess account.

Class Format

While the course is meant to be delivered in person, the evolving COVID-19 situation and McMaster University protocols may necessitate a mixed or hybrid format. Please make sure to check Avenue to Learn daily for course-related announcements.

Course Evaluation – Overview

- **Participation:** 20%, for attending tutorials and active participation.
- **Assignments:** 30%, one assignment at the end of each module, 7.5% each assignment.
- **Midterm:** 25%. The midterm will be a short take-home, open-book exam covering module 1 and 2 of the course, due March 15. Midterm is individual.
- **Final:** 25% and will cover module 3 and 4 of the course. Exact date to be determined and posted on Avenue. The final is individual.

Weekly Course Schedule and Required Readings

Module 1: Health Care Systems

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

Week 1: January 10th-14th (no tutorial)

Topics: Introduction to the course (organization), definition of health system, preparation for tutorial #1

Readings:

- Textbook: Antonia Maioni, chapter 1, pages 21 to 30 and chapter 2, pages 31 to 35

Week 2: January 17th- 21st

Topics: How health systems work (financing, funding, delivering and governance)

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 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. G

- 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.
- 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 to 42
- Textbook: Antonia Maioni, chapter 2, pages 36 to 42

Videos:

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

Week 3: January 24th-28th

Topic: Regulation and governance; Main reforms in Canada; Information sources on the Canadian health system.

Readings:

- Textbook: Antonia Maioni, chapter 2, pages 43-46 and chapter 5, pages 82-90
- 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 6, pages 121-129.

Assignment #1: Health System Comparison, based on Maioni chapter 5; due February 9th at 11:59pm.

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 31st - February 4th

Topic: What is population aging and how did it happen in Canada?

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:

- Hans Rosling on world population ([Hans Rosling at Skoll World Forum 2012 - YouTube](#))
- Animated pyramids at Statistics Canada website (<http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/pyramid-pyramide/his/index-eng.cfm>)

Week 5: February 7th - 11th

Topic: Age and Death; The epidemiological transition

Readings:

- Textbook, Laura Funk, chapter 4, pages 74-78
- Laurent Martel, Mortality Overview, 2010-11, Statistics Canada <https://www150.statcan.gc.ca/n1/pub/91-209-x/2013001/article/11867-eng.pdf>

Week 6: February 14th – 18th

Topic: The future of healthy aging and threats to healthy aging

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. Due March 2nd.

Midterm due Monday March 14 at 11:59pm.

Week 7: February 21st – February 25th

Reading Week (No Classes)

Module 3: Aging and Spending

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

Week 8: February 28th – March 4th

Topic: Information on health care spending by age and policy debates (apocalyptic demography)

Websites:

- CIHI
- OECD Health

Readings:

Ubel, P. A., & Goold, S. D. (1998). 'Rationing' health care: Not all definitions are created equal. *Archives of Internal Medicine*, 158, 209–214.

Week 9: March 7th – March 11th

Topic: How much will aging cost the health care system? Demographic scenario and time-to-death

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

Videos:

- Stephen Duckett <https://www.youtube.com/watch?v=8D72mJNDiE4>

Week 10: March 14th – March 18th

Topic: Health care as a source of quantity and quality 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. Due March 30th.

Week 11: March 21th – March 25th

Buffer week

Module 4: Aging and the organization of health care

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 elderly patients and end-of-life care

Week 12: March 28th – April 1st

Topic: The disablement process and 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 13: April 4th - April 8th

Topic: Caregiving and long-term 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

Assignment #4: TBD. Due April 13th.

Week 14: April 11th REVIEW SESSION

Course Policies

Submission of Assignments

At the end of each module, you will complete an assignment (with a due date two weeks after the end of the module). Assignments are to be submitted electronically on the Avenue to Learn Dropbox. The assignment should have a title page with your name and student number, use headings and subheadings and APA style referencing. Upload your assignments as PDF (not word processing format) to avoid formatting issues.

Late Assignments

Late submissions will be penalized 5% per day.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any 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.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour 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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware

that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

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.