

## HLTHAGE 2F03: AGING AND HEALTH CARE SYSTEMS Winter 2023

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**Lecture: Tue/Wed/Fri 9:30-10:20**  
(Fridays will be on hold as these slots are for review or material that needs extra time.)  
**Location:** Hamilton Hall 109

**Office:** TBD  
**Office Hours:** By appointment  
**Tutorials**  
T01: Thu 8:30-9:20AM BSB 105  
T02: Wed 11:30-12:20PM UH 101  
T03: Mon 10:30-11:20AM UH 101  
T04: Mon 1:30-2:20PM UH B126G

### Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts .....	3
Class Format.....	3
Course Evaluation – Overview .....	3
Course Evaluation – Details .....	4
Weekly Course Schedule and Required Readings .....	4
Week 1: Jan 10 <sup>th</sup> , Jan 11 <sup>th</sup> (No tutorial) .....	5
Week 2: Jan 17 <sup>th</sup> , Jan 18 <sup>th</sup> (Tutorial #1).....	5
Week 3: Jan 24 <sup>th</sup> , Jan 25 <sup>th</sup> (Tutorial #2).....	5
Week 4: Jan 31 <sup>st</sup> , Feb 1 <sup>st</sup> (Tutorial #3).....	5
Week 5: Feb 7 <sup>th</sup> , Feb 8 <sup>th</sup> (Tutorial #4).....	6
Week 6: Feb 14 <sup>th</sup> , Feb 15 <sup>th</sup> .....	6
Week 7: Feb 21 <sup>st</sup> , Feb 22 <sup>nd</sup> .....	6
Week 8: Feb 28 <sup>th</sup> , Mar 1 <sup>st</sup> (Tutorial #5) .....	6
Week 9: Mar 7 <sup>th</sup> , Mar 8 <sup>th</sup> (Tutorial #6).....	7
Week 10: Mar 14 <sup>th</sup> , Mar 15 <sup>th</sup> (Tutorial #7).....	7
Week 11: Mar 21 <sup>st</sup> , Mar 22 <sup>nd</sup> (Tutorial #8) .....	7
Week 12: Mar 28 <sup>th</sup> , Mar 29 <sup>th</sup> (Tutorial #9) .....	8
Week 13: Apr 4 <sup>th</sup> , Apr 5 <sup>th</sup> (Tutorial #10).....	8
Week 14: Apr 11 <sup>th</sup> , Apr 12 <sup>nd</sup> – Review session .....	8
Course Policies .....	8
Submission of Assignments.....	8
Grades.....	8

Course Modification .....	9
University Policies .....	9
Academic Integrity .....	9
Authenticity / Plagiarism Detection .....	9
Courses with an On-line Element .....	10
Online Proctoring.....	10
Conduct Expectations.....	10
Academic Accommodation of Students With Disabilities .....	10
Requests For Relief For Missed Academic Term Work.....	11
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO) .....	11
Copyright And Recording.....	11
Extreme Circumstances.....	11
Faculty of Social Sciences E-mail Communication Policy .....	11

## **Course Description**

This course will examine **health care systems** in the context of **an aging population**. 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 five modules of three weeks. The first half of the course will be about understanding basic concepts of health care systems (module 1 and module 2). We will discuss how to compare health care systems across countries and current health care reforms (module 3). We will then learn population aging (module 4) and long term care (module 5).

## **Course Objectives**

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

1. Explain the basic concepts of universal healthcare, the right to health, and healthcare system
2. Explain how health care is financed, funded, delivered and regulated in Canada.
3. Explain the causes and consequences on health (including obesity and frailty) of population aging in Canada.
4. Explain how long term care is delivered and regulated.

## **Required Materials and Texts**

Textbook: A combination of two books and articles

- Maioni, Antonia (2015) Health Care in Canada, Oxford University Press
- Laura Funk (2016) Sociological Perspectives on Aging, Oxford University Press.
- Required/recommended articles for each week (see the articles below for each week, will be updated at A2L)

The ISBN for the package is 97801990244762.2.

Courseware: All the readings in the Courseware are available through McMaster Library Electronic Database. In order for you 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**

- **Tutorial Participation: 20%**, for attending tutorials and active participation (2% each tutorial X 10 tutorials)
- **Assignments: 30%**, one assignment at the end of each module, 7.5% each assignment.

- **Midterm: 25%**, The midterm will cover module 1 - 3 of the course. Midterm is individual.
- **Final: 25%** and will cover module 4 and 5 of the course. Exact date to be determined and posted on Avenue. The final is individual.

## **Course Evaluation – Details**

### **Tutorial participation (20%): 2% each tutorial X 10 tutorials**

Full attendance and full participation will be required to obtain your 10%. At each tutorial your TA will take attendance. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion based on your assignments, and taking part in tutorial exercises. If you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all of these requests due to tutorial enrolment, room size, and fire code regulations.

### **Assignments (30%)**

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. 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 and APA style referencing. Upload your assignments as PDF to avoid formatting issues.

- Assignment 1 (7.5%), due February 10th at 11:59pm
- Assignment 2 (7.5%), due March 3rd at 11:59PM
- Assignment 3 (7.5%), due March 24th at 11:59PM
- Assignment 4 (7.5%), due April 12th at 11:59PM

### **Midterm test – Wednesday 15<sup>th</sup> Feb, class time (25%)**

The midterm test will be based on the material covered in lectures and weekly readings of **module 1 - 3** and it will consist of 30 multiple choice questions. The test will consist of multiple-choice questions that will test your knowledge of the required readings and additional course material.

### **Final exam – scheduled by registrar (25%)**

The final exam will be based on the material covered in lectures and weekly readings of **module 4 - 5** and it will consist of 30 multiple choice questions. The test will consist of multiple-choice questions that will test your knowledge of the required

## **Weekly Course Schedule and Required Readings**

### **Module 1: Introduction**

**Intended Learning Outcomes:** Students will be able to explain the definitions of the right to health, universal health coverage, healthcare systems

**Week 1: Jan 10<sup>th</sup>, Jan 11<sup>th</sup> (No tutorial)**

**Topics** - Introduction to the course (organization); the right to health; Universal Health Coverage (UHC); definition of health system; preparation for tutorial #1

**Module 2: Health Care Systems: concepts and Canadian contexts**

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

**Week 2: Jan 17<sup>th</sup>, Jan 18<sup>th</sup> (Tutorial #1)**

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

**Readings:**

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

**Tutorial #1:** Healthcare systems (Discussion of Maioni, chapters 1 and 2)

**Week 3: Jan 24<sup>th</sup>, Jan 25<sup>th</sup> (Tutorial #2)**

**Topics** - Regulation and governance; Main reforms and current challenges in Canada

**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](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; chapter 3, pages 78 to 80, chapter 4: pages 89 to 99, and chapter 5; chapter 2, pages 29 to 42; chapter 6, pages 121-129.

**Tutorial #2:** Financing, Funding, Delivery and governance (Discussion of HiT paper, Gregory Marchildon, Health in Transition, Canada 2013)

**Module 3: “Comparative” health care system**

**Intended Learning Outcomes:** Students will be able to explain current issues and challenges of healthcare systems across countries.

**Week 4: Jan 31<sup>st</sup>, Feb 1<sup>st</sup> (Tutorial #3)**

**Topics** – Main reform abroad (US)

**Readings:**

- Textbook: Antonia Maioni, chapter 4 “Why No national Insurance in the United States?”

**Tutorial #3:** Main reforms in Canada (Discussion of Maioni chapter 4)

**Week 5: Feb 7<sup>th</sup>, Feb 8<sup>th</sup> (Tutorial #4)**

**Topics** – Main reform abroad (European countries)

**Readings:**

- Textbook: Antonia Maioni, chapter 5 “Comparing Canada and Europe.”

**Tutorial #4:** International comparison (Discussion of Maioni chapter 5)

**Week 6: Feb 14<sup>th</sup>, Feb 15<sup>th</sup>**

**Topics** – Current trends of health reform in healthcare payment and delivery system

**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

**Week 7: Feb 21<sup>st</sup>, Feb 22<sup>nd</sup>**

**Reading Week (No classes)**

## **Module 4: Population Aging**

**Intended Learning Outcomes:** Students will be able to explain causes and consequences on health (including obesity and frailty) of population.

**Week 8: Feb 28<sup>th</sup>, Mar 1<sup>st</sup> (Tutorial #5)**

**Topics** - What is population aging and how did it happen in Canada?

**Readings:**

- Textbook: Laura Funk, chapter 2, pages 28-33

**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>)

**Tutorial #5:** Mechanisms of population aging (Discussion of Laura Funk, pages 28-33, Bélanger, A. et al. (2005))

**Week 9: Mar 7<sup>th</sup>, Mar 8<sup>th</sup> (Tutorial #6)**

**Topics** – 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>

**Tutorial #6:** Video and Discussion (Hans Rosling and Statistics Canada)

**Week 10: Mar 14<sup>th</sup>, Mar 15<sup>th</sup> (Tutorial #7)**

**Topics** – The future of healthy aging and threats to healthy aging

**Readings:**

- Textbook, Laura Funk, chapter 3, pages 64-73
- Aubrey de Grey, Ted Talk at  
[http://www.ted.com/talks/aubrey\\_de\\_grey\\_says\\_we\\_can\\_avoid\\_aging?language=en](http://www.ted.com/talks/aubrey_de_grey_says_we_can_avoid_aging?language=en)

**Tutorial #7** Mortality and Morbidity (Discussion of Laura Funk, 74-78 and Martel (2013))

**Week 11: Mar 21<sup>st</sup>, Mar 22<sup>nd</sup> (Tutorial #8)**

**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)

**Tutorial #8:** Healthy aging (discussion of Aubrey de Grey and Laura Funk, 64-73)

**Module 5: Long-Term Care and Care Economy**

**Intended Learning Outcomes:** Students will be able to explain the concept and characteristics of long-term care and current issues of care economy

**Week 12: Mar 28<sup>th</sup>, Mar 29<sup>th</sup> (Tutorial #9)**

**Topics** – Caregiving, long term care, and care economy

**Readings:**

- 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

**Tutorial #9:** Frailty & Obesity (discussion of Cristel Le Petit et al (2006) Katherine Flegal et al. (2013) and Bergman et al (2004))

**Week 13: Apr 4<sup>th</sup>, Apr 5<sup>th</sup> (Tutorial #10)**

**Topics** – Homecare and Community care, integrated care

**Readings:** TBD

**Tutorial #10: end of life care** (discussion of Joshua Tepper (2014) and Andreas Laupacis (2014))

**Week 14: Apr 11<sup>th</sup>, Apr 12<sup>nd</sup> – Review session**

**Course Policies**

**Submission of Assignments**

**Grades**

Grades will be based on the McMaster University grading scale:

<b>MARK</b>	<b>GRADE</b>
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



<b>MARK</b>	<b>GRADE</b>
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](http://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](mailto: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**

In the event of an absence for medical or other reasons, students should review and follow the [Policy on 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.