

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

Term: Winter 2017

Instructor: Michel Grignon

Time: The course is offered mostly online, meaning that there is no required in person attendance to lectures (note: attendance to tutorials is mandatory) and students can watch the material online at their own time. I will use a classroom (TBA) for in person review sessions on the following dates: Friday Jan 13, Feb 3, March 3, March 10, and March 31, 10:30 to 11:20am.

Tutorials:

T01: Monday 1:30pm, CNH 102

T02: Monday 4:30pm, KTH 109

T03: Monday 11:30am, HH 102

T04: Monday 9:30am, KTH 109

Office Hours: Wednesday, 12:30 to 1:20.

Office: KTH 232.

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Aging and Health Care Systems

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).

Intended Learning Outcomes:

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 TEXTS AND MATERIALS:

Textbook: A combination of two books, available as a package from the bookstore to a cost of \$54.95 (if purchased as a package.)

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 for you to have off-campus access to electronic library materials, you must use a LibAccess account. To set up an account, visit <http://library.mcmaster.ca/libaccess>. You should do this right away, if you have not already done so.

COURSE EVALUATION:

- Participation: 10%, for attending tutorials.
- Assignments: 20%, one assignment at the end of each module, 5% each assignment. Assignments are individual.
- Quizzes: 10%, one quiz at the end of each module, 2.5% each quiz.
- Midterm: 30%, 30 MCQ (5 per week, week 1 to 6).
- Final: 30%, 30 MCQ (5 per week, week 7 to 12). The final exam will be two hours in length, with the date and time to be determined by the Office of the Registrar.

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.

COURSE ORGANIZATION:

The course is delivered online, with:

- in-person weekly tutorials that will allow you to review the material, ask questions to the assistants, and answer questions on readings as well as perform hands-on activities to get a more intuitive understanding of the concepts discussed in the material,
- five in-person review sessions that will allow you to ask questions to the instructor and review the material (see below for the times and dates of these sessions).

In between sessions, you are assigned material to watch, read, or listen to. You will find what is assigned each week on the course calendar/check-list on Avenue to Learn.

The assigned material will be comprised of the following:

- Short videos (7 to 20 minutes long) in which I explain the content using slides and screencasts. Slides will be made available on Avenue to Learn.
- External videos of talks or lectures illustrating points developed in the slides.
- Web pages offering tools necessary to complete quizzes or practice questions.
- Written academic material (papers, working papers, and reports)
- Media material (for illustrative purposes).

The material will NOT be presented during tutorials or review sessions. **It is your responsibility to**

watch, listen, and read the assigned material in preparation for tutorials or review sessions. Use these tutorials and sessions to ask clarification questions on and/or challenge the material. Each module will end with an online quiz, as practice for the midterm and final exams.

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.

In this course we will be using Avenue to Learn. Students should be aware that, when they access electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

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 4-10 (Tutorial January 9).

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 11-17 (Tutorial January 16, in-person review session January 13).

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 18-24 (Tutorial January 23).

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

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 and chapter 6, pages 121-129.

Assignment #1: write a two-page description of the English National Health System and compare to the Canadian case, based on Maioni chapter 5 pages 79-90; due February 1.

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 25-31 (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 1-7 (Tutorial February 6, in-person review session February 3)

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 8-14 (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: short (2 pages) essay on age and long-distance running, due February 28.

Midterm Friday February 17, 10:30-11:20am.

Reading week: February 20-26.

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 15-28 (Tutorial February 27)

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 1-7 (Tutorial March 6, in-person review session March 3)

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

Week 9: March 8-14 (Tutorial March 13, in-person review session March 10)

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: Write an open-editorial to explain why increased longevity will save dollars to the Canadian health care system. Due March 22.

Module 4: *Aging and Delivery* (Funding and delivering care in an aging population).

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 15-21 (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 22-28 (Tutorial March 27)

Topics: **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: Where do Canadians die and where do they want to die? Due March 28.

Week 12: March 29 – April 4 (Tutorial April 3, in-person review session March 31)

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

COURSE MODIFICATION WARNING

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 students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACADEMIC DISHONESTY

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. 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.

It is your responsibility to understand what constitutes academic dishonesty. For information please refer the Academic Integrity Policy, specifically Appendix 3, available at

http://www.mcmaster.ca/senate/academic/ac_integrity.htm

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.

STUDENTS WITH DISABILITIES

We are committed to working with students with disabilities to make individualized accommodations according to your specific needs. Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#). Please feel free to discuss your needs with your instructor and/or teaching assistant any time.

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905.525.9140 ext. 27227 or hasdept@mcmaster.ca.

CLASS COMMUNICATION

You can 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.

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.

Email Forwarding in MUGSI: <http://www.mcmaster.ca/uts/support/email/emailforward.html>

*Forwarding will take effect 24-hours after students complete the process at the above link