

HEALTH, AGING & SOCIETY 703
Social Systems, Services & Policy

Seminar Times: Wednesday, 11:30 - 2:20
Location: Wilson Hall (LRW) Room 1056
Instructor: Chelsea Gabel, Department of Health, Aging & Society
Indigenous Studies Program
Office: Kenneth Taylor Hall - Room 235

Office Hours: Wednesday, 10:30 - 11:30 or by appointment
E-mail: gabelc@mcmaster.ca
Students should put "703" in the subject line of messages regarding this course.

Course Content and Objectives:

This course provides an overview of systems, services and policies that exist in affluent, industrialized societies to protect the health and well-being of people over the life course, from infancy to late life. It adopts a political economy perspective and also adopts a population health, or social determinants of health approach. By the end of the course, students should be familiar with concepts and topics such as the welfare state; welfare state restructuring; life course approaches; the social determinants of health; the policy formation process; delivery and institutions; early learning and healthy child development policy; Indigenous health policy; income security policies; public health systems and policies; and policies related to housing and the built environment and their relationship to health and aging. By way of skills, students in the course will gain skills in reading critically, oral presentation, writing policy briefs and papers.

Upon completion of this course, students will be able to:

- Identify and describe various policies, systems, and services in Canada designed to facilitate healthy aging across the life course
- Understand the policy-making process and how to formulate and write about policy problems
- Appraise the impacts of Canada's health, care, & social systems, policies and services on population health outcomes and inequities in health
- Identify and describe important policy problems in Canada that contribute to unhealthy aging or population health inequities, and propose policy-relevant strategies to overcome this problem

Course Format:

This course will be run entirely in seminar format. Participation in class discussion, after careful reading of and reflection of course material, is therefore indispensable for your success. Students are expected to attend every class prepared to discuss the required readings for that session, and

to share what they know in discussion with other students. Out of a total of 25% of the final grade, 15% is for participation in class discussions and 10% is for leading a class seminar.

Readings:

Required readings will be available through McMaster's e-journal portal and on Avenue to Learn in the readings section. You will need your McMaster username and password: <http://library.mcmaster.ca/ejournals>. Please note that additional required readings not included in this outline may occasionally be announced on Avenue to Learn.

Course Evaluation:

25% - Class Participation and Critical Commentary

10% - Paper Proposal - February 14th

25% - Policy Brief Presentation & Policy Brief - February 28th/March 7th

40% - Final Paper Presentation & Final Paper - March 28th/April 4th

Class Participation

Class participation grades are difficult to document. In this course they will be based upon (1) the quality of the discussion each week; (2) observed mastery of the required readings assigned each week; (3) observed ability to engage other students in discussion relevant to the course; (4) consistency of participation in the course. I will make allowances for differences in personal style.

Critical Commentary

From the second class onwards, students leading the seminar for the week will provide a one page written critical commentary on assigned weekly readings. Critical commentaries should be posted on Avenue to Learn by 6pm on Monday night. Keep in mind that the central purpose of the critical commentary is to develop your critical-thinking skills. I am not looking for summaries of readings, but for a critical evaluation of the claims of the readings.

It is useful to briefly identify a list of key concepts and terms, a summary statement of no more than four sentences written in your own words and three or four issues or questions in the reading that are important and require some discussion that you would like to see addressed. Commentaries may also highlight points of agreements and disagreements among multiple readings and draw out implications. Sign-up sheets will be provided in class.

Policy Brief

Each student will be responsible for preparing a short policy brief on a timely Canadian or non-Canadian policy problem, at any level of government, and will present their policy brief to the class.

Paper Proposal & Final Research Paper

Students will complete a paper proposal in order to allow for feedback early in the process. Students will then write a final research paper which explores a health policy topic. In addition, students will present their final research papers at an end of year potluck. Research papers should cover central research questions, policy problems, key literature, theoretical framework(s), and methodology. Students are expected to work on their research papers throughout the course.

Course Management Policies:

Class Communication:

You can reach me by email at gabelc@mcmaster.ca. Please include the course code in the subject line, and your full name and student number in the body of the email. I will endeavour to respond within 24 hours (**excluding weekends and holidays**). If your question is of a general nature, you might try posting it in the discussion section of Avenue to Learn.

In the context of a university course, email is a mode of professional communication. Please keep the conventions of professional communication in mind when composing messages (e.g. use full sentences with proper punctuation, be polite, and refrain from using informal abbreviations).

A note about e-mail: If you have a complicated question, it is often easier and more productive to discuss the question in person during office hours or after class rather than by email. I have weekly office hours, and am happy to meet at other times.

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.

Students with Disabilities:

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: <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

Alternate/Accessible Format for Course Outlines

If you require this information in an alternate/accessible format, please contact the Department of Health, Aging & Society at 905-525-9140 ext. 27227 | e-mail: hasdept@mcmaster.ca

McMaster Policy on Academic Dishonesty:

Note that I am strict about matters of academic dishonesty. If you engage in it, you will be reported to the university's Office of 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.

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 on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at www.mcmaster.ca/academicintegrity.

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.

Grading Rubric for all Written Work

A range. Between excellent and exceptional work that combines the following characteristics in differing degrees: a superior grasp of course material, both conceptual and substantive; a strong analytic reading of written materials used; some original insights and generally very thoughtful; and exceptional writing skills.

B range. Strong, good work that combines the following characteristics in differing degrees: a firm grasp of course material, by and large, though there are some minor errors or misunderstandings; a competent analytic reading of written materials used; not especially original but well considered; and competent writing skills.

C range. Average work that displays the following characteristics in differing degrees: perhaps shaky but passable understanding of course material; largely reiterative or summative (rather than analytic) reading of written material; displays a moderate effort to think through issues; shaky but intelligible writing skills.

D range. Poor work that displays the following characteristics in differing degrees: Student appears to have made little to no effort to tackle seminar or reading materials; misunderstands them fairly seriously; and has poor writing skills.

F. No work or insulting work. Student either did not turn in work or what was turned in showed no serious effort to keep up with or tackle course material, took no care with readings, and was sloppily presented.

Writing skills: At the very least, your writing should demonstrate correct spelling and grammar. I strongly urge you to visit the university's writing lab if you know you have problems in this area.

* I reserve the right to adjust final marks by up to 5% of the total earned by the student in order to account for unusually good or unusually poor classroom participation and conduct

Contesting Grades

If you wish to contest the grade assigned, you will need to indicate why in writing. Using the grading rubric described above, support your argument with examples from your paper of how you believe you satisfied the criteria better than your grade reflected.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the 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.

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. Please check the website at least once a week for announcements.

Format for Written Assignments

Assignments should be submitted via dropbox in Avenue to Learn. Please do not submit assignments by email or in hard copy; they will not be accepted in this form. Be sure to use 12-point font, one-inch margins, and double spacing.

Deadlines and Extensions

Assignments are to be submitted during the class period on the due date. Late submissions will be penalized at 3% per day up to one week past the due date, after which time late submissions will not be accepted unless an extension has been granted.

***WEEKLY TOPICS** (Required readings, assignments and notes about other preparation will be available on Avenue To Learn)*

Week 1

January 10th

Course Introduction - Our first class will be devoted to discussing students' research goals, interests, objectives and expectations. This part of the class will be devoted to providing an overview of the course and reviewing assignments and readings, we will have an open class discussion on what you see as the strengths and weaknesses of our current health system, how health policy is handled at the provincial and federal levels of government, what roles our various institutions play, and why legislators take on some topics while avoiding others.

Week 2

January 17th - Two Guest Talks Today

Guest Talk - 11:30 - 12:45 - In the first part of this class, Dr. Andrea Rowe will provide a training workshop on policy brief writing skills. The goal of the workshop is to provide you with the tools to write your policy briefs and policy ideas in a concise, coherent, and convincing fashion.

Room: Regular class location

Guest Talk - 1:00 - 2:20 - In the second part of class, Dr. Robert Henry (Assistant Professor, University of Calgary) will be speaking on “Re "image" ining Indigenous Gang Involvement: Utilizing Photovoice Methods in Street Gang Research”.

Room: Indigenous Studies, Ceremonial Room, Wilson Building, Suite 1811

NO READINGS FOR TODAY, JUST SHOW UP! FOOD PROVIDED

Week 3

January 24th - Unpacking the Policy Process: Key Concepts

What is public policy?

Deborah Stone, “Causal Stories and the Formation of Policy Agendas,” *Political Science Quarterly*, Vol. 104, No. 2. (Summer, 1989), pp. 281-300

Leslie Pal. 2010. *Beyond Policy Analysis. Public Issue Management in Turbulent Times* (4th ed.). Toronto: Thomson, pp. 1-44.

Kingdon, J. W. (1995) *Agendas, Alternatives and Public Policies*. New York: Longman, pp. 196-208.

Graefe, Peter. “Political Economy and Canadian Public Policy”. In Michael Orsini and Miriam Smith (Eds.), *Critical Policy Studies* (pp. 19- 40). Toronto: UBC Press.

Week 4

January 31 - Development of the Canadian Health Care System and Institutions of Provision

MacAdam, M. (2000). Home Care: It's Time for a Canadian Model. *HealthcarePapers*, 1 (4): 9-36.

Morgan, S. and Willison, D. (2004). Post-Romanow Pharmacare: Last-Dollar First ... First-Dollar Lost? *HealthcarePapers*, 4 (3): 10-20.

<http://www.cbc.ca/news/canada/toronto/ontario-s-new-pharmacare-plan-a-tough-pill-to-swallow-say-critics-1.4467933>

* Documentary: *The High Cost of Pharmaceuticals : Canada's Drug Problem* - the fifth estate

Week 5

February 7th - Indigenous Health and Aging in Canada: Colonial and Post-Colonial Perspectives

Gabel, Chelsea, Demaio, P., Powell, A. Towards Healthier Indigenous Health Policies? Navigating the Labyrinth for Answers. *Journal of Indigenous Well-Being*. Volume 2, Issue 1, 47-59. <https://journalindigenousewellbeing.com/media/2017/06/66.55.Towards-healthier-Indigenous-health-policies-Navigating-the-labyrinth-for-answers.pdf>

Jacklin, K., Pace J.E., & Warry, W (2015) Informal Dementia Caregiving among Indigenous Communities in Ontario, Canada. *Care Management Journals* 16(2):106-120.

Guest Talk - 1:00 - 2:00 - Dr. Kristen Jacklin (Associate Professor, University of Minnesota) - "Exploring Appropriate Approaches to Dementia Care for Indigenous Communities in Canada" LRW 1003

Week 6

February 14th - Health Care Providers and 'Who Pays' for Health Care

Marchildon, G. (2004). The Public/Private Debate in the Funding, Administration and Delivery of Healthcare in Canada. *HealthcarePapers*, 4 (4): 61-8

Hutchison, B. et al. (2001) Primary Care in Canada: So Much Innovation, So Little Change. *Health Affairs*, 20 (3): 116-31.

Deber, R. and Gamble, B. (2007). What's In, What's Out: Stakeholders' Views About the Boundaries of Medicare. *Healthcare Quarterly*, 10 (4): 97-105.

Evans, R.G. (2010). Medicare is sustainable, for-profit care is not: Briefing note. Canadian Health Coalition - <http://www.ontariohealthcoalition.ca/wp-content/uploads/Briefing-Notes-May-14-20041.pdf>

Week 7 - February 21st - Reading Week (No Class)

Week 8 - February 28th - Policy Brief Presentations

Week 9

March 7th - Public Health in Canada: New recognition, major challenges

Tilson, H. and Berkowitz, B. (2006). The public health enterprise: Examining our twenty-First-Century Policy Challenges. *Health Affairs*, 25(4): 900-910.

Health Canada. (2003). Learning From SARS: Renewal of Public Health in Canada. Ottawa: Health Canada. (known as the "Naylor report"), Executive Summary and Chapter 3

Colgrove, J. (2006). "The Ethics and Politics of Compulsory HPV Vaccination." *New England Journal of Medicine* 355(23): 2389-2391.

MacNeil, J. and B. Pauly (2010). "Impact: a case study examining the closure of a large urban fixed site needle exchange in Canada." *Harm Reduction Journal*

Week 10

March 14th - Healthy aging across the life course: policies for early learning & care

McCain, M. and Mustard, J.F. (1999). The Early Years Report: Reversing the Real Brain Drain. Toronto: Founder's Network. (Preface and Summary)

UNICEF. (2008). The Child Care Transition. A League Table of Early Childhood Education and Care in Economically Advanced Countries. Innocenti Research Centre Report Card 8.

Browne, G., Roulston, J., Ewart, B., Schuster, M., Edward, J. and Boily, L. (2001). Investments in comprehensive programming: Services for children and single-parent mothers on welfare pay

for themselves within one year. In: Cleveland, G. and Krashinsky, M. (eds.) *Our Children's Future: Child Care Policy in Canada*.

Kershaw P, Anderson L, Warburton B, Hertzman C. *15 by 15: A Comprehensive Policy Framework for Early Human Capital Investment in BC*. Vancouver: Human Early Learning Partnership, 2009. <http://www.earlylearning.ubc.ca/documents/2009/15by15-Executive-Summary.pdf>

Week 11

March 21st - Policies for Housing and the Built Environment: Impacts on Health & Aging

Dunn, J.R., Hayes, M.V., Hulchanski, D., Hwang, S.W. and Potvin, L. (2004) Housing as a socioeconomic determinant of health: A Canadian research framework. In: Howden-Chapman, P. and Carroll, P. (eds.) *Housing & Health: Research, Policy and Innovation*. Wellington, New Zealand: Steele Roberts. pp. 12-39

Belanger, Yale (2013). Can an Emergency Response Translate into Practicable Policy? In *Canada: The State of the Federation 2013: Aboriginal Multilevel Governance*, eds. Martin Paillon and André Juneau, Montreal: McGill-Queen's University Press, p. 259 - 279.

Wernham, A. and S.M. Teustch. (2015). Health in all policies for big cities. *J Public Health Management Practice*, 21(1 Supp), S56–S65 Stergiopoulos, V., O'Campo, P., Hwang, S.,

Gozdzik, A., Jeyaratnam, J., Misir, V., Nisenbaum, R., Zenger, S. & M. Kirst (2014). *At Home/ Chez Soi Project: Toronto Site Final Report*. Calgary, AB: Mental Health Commission of Canada.

* Documentary: *The People of the Kattawapiskak River* exposes the housing crisis faced by 1,700 Cree in Attawapiskat, a northern Ontario First Nation.

Week 12

March 28 - Final Research Paper Presentations and Potluck

Week 13

April 4 - No Class - Students will submit their final research papers via dropbox

* Throughout the semester we may adapt the above schedule if guest speakers become available, and/or if we find a large number of students in the course have a strong wish to focus more elaborately on one of the theme areas described above.