

Winter 2025

MPA 836: Health and Public Policy in Canada

Classroom: Contact mpa.coordinator@queensu.ca

Schedule: Contact mpa.coordinator@queensu.ca

Instructors: Wenjue L. Knutsen, PhD, co-teach with Samatha Buttemer, M.D.

Office: Robert Sutherland Hall, Room 315

Office Hours: Thursdays: 2:30pm-3:30pm or by appointment

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[This syllabus is in a draft form and content is subject to change.]

IMPORTANT NOTICE

This syllabus is only for MPA students who is enrolled in the MPA 836. This course is co-listed with EPID 862. However, only 50% of the content is co-taught. If you are a student that is enrolled in EPID 862, from the Public Health Program, please check the other syllabus that is prepared just for MPH students from Professor Samatha Buttemer.

The MPH students will join the MPA students for four policy analysis classes after the midterm exam, taught by Professor Knutsen. Both MPA and MPH students will share the guest speaker classes (likely 2 weeks). Professor Knutsen does not evaluate MPH students, neither does Professor Buttemer evaluate MPA students.

COURSE DESCRIPTION

Welcome to MPA 836. This is an elective course offered to full-time MPA students at the School of Policy. This course is a comprehensive course that introduces students to healthcare and healthcare policy in Canada. Students will learn some foundational knowledge including how healthcare is governed, funded, and delivered in Canada. Then students will comprehend, critically, the current healthcare policy in Canada. With a comparative perspective, students will also learn healthcare policy in some other countries. Students will conduct hands-on policy analysis by adopting various analytical tools and theoretical lens. Students also will have opportunities to listen to and carry conversations with the professional practitioners in the field of healthcare.

LEARNING OUTCOMES

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

1. Describe how healthcare is governed, funded, and delivered in Canada.
2. Compare Canada's healthcare with some other healthcare systems in the world.
3. Understand current challenges, trends in health policy, and potential healthcare reforms.
4. Apply the stages of health policy development process; and
5. Describe and apply health policy analysis tools in examining health policy issues.
6. Reflect and engage with current ongoing healthcare policy-related discussions.

COURSE EXPECTATIONS

1. This course has a reasonable workload for a graduate level course but may be heavier than your other courses. Choose this course only if you are committed to work hard at a graduate level.
2. Expect to read graduate and introductory level reading materials. Therefore, the assigned readings can be dense and theoretical at times; while
3. Expect to read news materials, cases, and practical reports that provide the course with practical backgrounds.
4. Expect to engage and make contributions during class discussions. The class offers a combination of lecturing and discussion/working together.
5. Expect new computer technologies will be used during classes to foster an interactive online teaching environment, such as polling, multi-media cases, and online breakout groups.

REQUIRED READINGS

[I am working with the library to explore options of putting reading materials on reservations; so students do not have to pay full price of books.]

Why buy books?

Substantive amount of reading materials will be extracted from the following four books in addition to other available materials. Publishers of books do not permit me to provide you with more than one book chapter from any book. Because multiple chapters of each book will be used; therefore, I have to ask you to obtain the following books for your learning. However, no book will be used in its entirety.

- Old editions are acceptable. However, if the copies are too old, it may jeopardize your learning. If you decide to purchase an older edition, you are responsible to ensure the consistency of the content, such as checking with a friend who has a newer edition. Always follow in-class PPT slides for guidance of learning.
- Do check the library for copies of the books. I will try to put some of the following books on reserve if the library has a copy.
- All books are available in digital format, which can be cheaper than hardcopies.

Most of our students do not have background in health policy. These books provide the best way to learn, because they provide well-thought, peer-reviewed, systematically presented and the most comprehensive knowledge.

Other materials such as academic articles, news articles serve other purposes and functions of teaching and learning and will also be used in this course.

Required textbooks:

1. Bryant, T. (2016). 2nd edition. *Health Policy in Canada*. Canadian Scholar's Press Inc. Toronto.
2. Fierlbeck, K. (2011) *Healthcare in Canada*. University of Toronto Press Incorporated.
3. Pal, Auld, and Mallett (2020). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Nelson Education. [This book is also used in other MPA courses]
4. Bardach, E. & Patashnik, E. M. (2024). 7th edition. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Sage Publications.

Book purchasing information:

- All books have been adopted via campus bookstore. You can check with the campus bookstore for likely older, used, or new copies.
- Check the Stauffer Library to see if any books are reserved for you to read.
- Digital copy purchasing information:
 - (1) Bryant, T. (2016). 2nd edition. *Health Policy in Canada*. Canadian Scholar's Press Inc. Toronto. [Available at RedShelf.com or other platforms]
 - (2) Fierlbeck, K. (2011) *Healthcare in Canada*. University of Toronto Press Incorporated. [Available at Vitalsource.com or other platforms]
 - (3) Bardach, E. & Patashnik, E. M. (2024). 7th edition. *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Sage Publications. [Available at Vitalsource.com or other platforms]
 - (4) Pal, Auld, and Mallett (2020). *Beyond Policy Analysis: Public Issue Management in Turbulent Times*. Nelson Education. [Available at Tophat.com, see the information below]

- Available at: <https://tophat.com/catalog>
- Click on Get eText
- Select Student: Purchase this eText or redeem using access key
- Follow sign up instructions
- After sign up is completed select Redeem Access Key or
- Checkout With Credit Card.

The cost of the textbook is \$62.00 (plus tax) and will be applied at check out when signing up. Or you can apply a Bookstore Key that you have purchased from the bookstore.

Your Top Hat eText lets you digest material through text, video, audio, and interactive figures. With Top Hat's highlighting tool, you can select important keywords and sentences to save and store in your Top Hat notebook. Bonus questions have been placed throughout the textbook to give you the chance to gauge your understanding of the material. For more information visit this support article.

Should you require assistance with Top Hat at any time please contact their Support Team directly by way of email (support@tophat.com), the in-app support button, or by calling **1-888-663-5491**. Their technical support team may require specific user information when troubleshooting issues.

ASSESSMENT [TENTATIVE]

	Deliverables	Format	Weight	Submission Deadline
1	Four sets of question submissions (with and without answers)	Individual	10% (2.5%*4)	Jan. 22; Feb. 16; Mar. 12; Mar. 26
2	In-class group study and presentations	Group	20% (5%*4)	Class #2, #3, #4, and #5
3	Midterm exam	Individual	20%	TBD
4	Final group in-class presentation: health policy analysis	Group	20%	April 3
5	Group final project: explore a topic that has not been taught but utilizing learned framework to conduct a policy analysis. (Briefing note + PPT slides)	Group	20%	TBD: During Final Exam Period
6	Attendance and Participation (10% attendance and 10% engagement via peer evaluation)	Individual	10%	Throughout the semester.

LATE SUBMISSION POLICY

Usually, a late submission will entail a deduction of 5% a day (both weekdays and weekends) as a penalty (with a maximal penalty of 25%). Late submission of coursework due to medical reasons must be supported by written documentation. For other special circumstances, you are responsible to communicate with me in advance if alternative arrangement needs to be made.

COURSE OUTLINE AND READING ASSIGNMENTS

[TENTATIVE]

- The instructor reserves the right to make reasonable changes according to the progress of teaching and learning.

#	Dates	Topics and Assigned Readings	Notes and Reminders
1	Jan. 9	<p>1. Introduction of the course.</p> <p>2. Introduction: Health and Public Policy in Canada</p> <ul style="list-style-type: none"> • Bryant (2016): Chapter 1 and Chapter 6 • Government of Canada: <u>Canada Health Act – Myth Busters.</u> • Government of Canada: <u>About Canada’s health care system.</u> • Kathleen O’Grady and Noralou Roos, “<u>Five things most people get wrong about Canada’s healthcare system</u>” • Pluralism: Bryand (2016): section in Chapter 3 	<ul style="list-style-type: none"> • Before class: no assigned readings. • After class: review the syllabus, all readings and instructor’s PPS slide deck.
2	Jan. 16	<p>1. Funding Health Care:</p> <ul style="list-style-type: none"> • Fierlbeck (2011). Chapter 1 • Kimberly Amadeo, “What Is Universal Health Care?” The Balance: Online (Dec. 6, 2022). [Access here] <p>2. Intergovernmental Relations</p> <ul style="list-style-type: none"> • Fierlbeck (2011). Chapter 2 • OSOT: <u>Healthcare in Canada – the role of federal and provincial governments</u> • Jane Philpott, Queen’s Policy Talk: “Do we still need the Canada Health Act?” [Access here] <p>Today’s in-class content/group presentation:</p> <ul style="list-style-type: none"> • <u>Three pathways for federal health-care funding in Canada.</u> • <u>National health expenditure trends.</u> • <u>The disingenuous demands of Canada’s premiers for \$28 billion in health-care funding.</u> <p>You must read the above readings, so you will be able to work on the following questions in class:</p> <ol style="list-style-type: none"> (1) What are some major current challenges of Canada’s healthcare funding? (2) What are some proposed policy alternatives? (3) How do we evaluate these policy alternatives? 	
First Set of Question Submission Due: Jan. 22			
3	Jan. 23	<p>Health Care Administration and Governance</p> <ul style="list-style-type: none"> • Fierlbeck (2011). Chapter 3 	

		<ul style="list-style-type: none"> • <u>Canada’s healthcare system</u>: Chapter 2, starting from section 2.2. Organization. <p>Today’s in-class content/group presentation: The establishment of LHIN and its history and rationales.</p> <ol style="list-style-type: none"> (1) <u>Establishment of LHIN.</u> (2) <u>Understanding LHIN.</u> (3) <u>Ontario government starts merging health agencies.</u> (4) <u>Losing LHINs could reduce local power over health services.</u> <p>You must read/skim the above readings, so you will be able to work on the following questions in class:</p> <ol style="list-style-type: none"> (1) What are some major challenges in administration and governance of Ontario’s healthcare? (2) What are the drivers led to LHIN’s various changes in the past? (3) How do we evaluate LHIN’s effectiveness?
4	Jan. 30	<p>Health Care Reform in Canada (Jeffery Hall, 118)</p> <ul style="list-style-type: none"> • Bryant (2016). Chapter 7 and 8 • Fierlbeck (2012), Chapter 11 (optional) • Canadian Medical Association. Understanding public and private health care in Canada. [Access here] • <u>Shoo K. Lee, Brian H. Rowe & Sukhy K. Mahl, “Increased Private Healthcare for Canada: Is That the Right Solution?”</u> (2021) 16 Healthcare Policy 30. • “The Coming Earthquake: <i>Canada Health Act</i> transformed medicare 38 years ago and now it’s failing us” Financial Post (Nov. 28, 2022). [access here] • Commission on the future of health care in Canada, Building on values: the future of health care in Canada: Final Report. (Canadas: November, 2002) [the “Romanow Report”] i) Executive Summary xxiii – xxxiv ii) Conclusion 247 – 254 • Geoff Russ, “Number of Canadians who died waiting for medical procedures reaches five-year high” (thehub.ca) (Dec. 20, 2023). • Kelly Grant, “What the rest of the country can learn from Ontario’s family doctor payment model” Globe and Mail (Jan. 3, 2023). <p>You must read/skim the above readings, so you will be able to work on the following questions in class:</p> <ol style="list-style-type: none"> (1) What are some major challenges driving Canada’ healthcare reforms? (2) What are some policy options to reform Canada’s healthcare system involving the market? (3) Is market the solution?
5	Feb. 6	<p>Comparative Healthcare</p> <ul style="list-style-type: none"> • Fierlbeck (2011). Chapter 9, and 10 • Laura Santhanam, “How Canada Got Universal Health Care and what the U.S. could learn” PBS News Hour (Aug. 31, 2020). [access here]

		<ul style="list-style-type: none"> • Lee Tunstall, “Making Sense of the U.S. Health Care System: A Primer” (evidencenetwork.ca) [access here] • Chris Selley, “Canadians are discovering there are even scarier health-care futures than ‘American-style’” National Post (Dec. 18, 2023). <p>Social Determinants of Health and Its Policy Implications</p> <ul style="list-style-type: none"> • UN: The right to health framework [access here] • WHO: World Health Organization. (2008). Closing the Gap in a Generation: Health Equity through Action on the Social Determinants of Health. Geneva: WHO [access here] • Social Determinants of Health: Canadian Facts [access here] <p>We will be working on the following questions in class:</p> <p>(1) What can we learn from the other healthcare systems? (2) Why might they be helpful to Canada? (3) How do you make your arguments convincing?</p>	
6	Feb. 13	<ul style="list-style-type: none"> • Speaker series 	Guest speaker #1
Second Set of Question Submission Due: Feb. 16			
No class: Feb. 17: Family Day Reading Week: Feb. 17-21.			
Midterm Exam			
7	Feb. 27	<p>Policy Analysis #1: Problem identification and assemble some evidence (Jeffery Hall, 118)</p> <ul style="list-style-type: none"> • Pal, Auld, and Mallett (2020): <ul style="list-style-type: none"> ○ Chapter 1, Chapter 3 • Patashnik, E. & Bardach, E. (2019): <ul style="list-style-type: none"> ○ Part I. “Defining the problem” and “Assemble some evidence”. ○ Part III. First three sections. 	<p>No pre-class reading requirements. Read after the class is fine.</p> <p>Distribution of the case for Final Group Presentation.</p>
8	Mar. 6	<p>Policy Analysis #2: Policy options and evaluative criteria (Jeffery Hall, 118)</p> <ul style="list-style-type: none"> • Patashnik, E. & Bardach, E. (2019): <ul style="list-style-type: none"> ○ Part I. “Construct the alternatives” and “Select the criteria” ○ Part III. The 4th and 5th sections • Pal, Auld, and Mallett (2020). Chapter 4 	<p>No pre-class reading requirements. Read after the class is fine.</p> <p>Conduct case analysis with your group utilizing learned materials.</p>
Third Set of Question Submission Due: March 12			
9	Mar. 13	<p>Policy Analysis #3: Policy implementation (Robert Sutherland Hall, 202)</p> <ul style="list-style-type: none"> • Patashnik, E. & Bardach, E. (2019): <ul style="list-style-type: none"> ○ Part I. “Project the outcomes” and “confront the trade-offs” and skim the last two steps 	<p>No pre-class reading requirements. Read after the class is fine.</p>

		<ul style="list-style-type: none"> ○ Part III. Last three sections and skim the rest ● Pal, Auld, and Mallett (2020). Chapter 5 	Conduct case analysis with your group utilizing learned materials.
10	Mar. 20	Policy Analysis #4: Policy communication and evaluation: <ul style="list-style-type: none"> ○ Pal, Auld, and Mallett (2020). Chapter 8, Chapter 9 (Table 9.1) ○ Pal, Auld, and Mallett (2020). Chapter 7 	No pre-class reading requirements. Read after the class is fine. Conduct case analysis with your group utilizing learned materials.
Fourth Set of Question Submission Due: March. 26			
11	Mar. 27	Guest speaker #2 (Jeffery Hall, 118)	Indigenous health (?)
12	Apr. 3	Final Group Case Analysis Presentation	

APPENDIX

ACADEMIC INTEGRITY:

Academic Integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <https://academicintegrity.org/>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities <https://www.queensu.ca/secretariat/senate/reports-received-senate/report-principles-and-priorities>).

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment or the failure of a course to the rescinding of a degree.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES:

Students with physical and learning disabilities must contact the instructor as soon as possible for accommodations/modifications for course expectations to be made.

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <https://www.queensu.ca/studentwellness/accessibility-services>

COPYRIGHT:

The link below provides copyright guidelines for students to familiarize themselves with the Copyright Act of Canada: <https://library.queensu.ca/help-services/copyright-fair-dealing/copyright-guidelines-students-and-users-library>

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