

LAKEHEAD UNIVERSITY
Department of Political Science

Political Science 3339 WA (Comparative Health Policy) - Fall 2018

Time & Location: Thursdays - 7:00 - 10:00 p.m. ATAC 1007

Instructor: Dr. Mary Ellen Hill
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Lakehead University, Balmoral Street Centre, Rm HS1003
(Balmoral & Beverly Intersection)
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NB. If you have any questions or want to discuss assignments, please contact me through email at any time, using your LU email address only (I will not respond to emails sent from other addresses) . If you put PS3339 in the subject line, I will try to respond within 48 hours.

Course Description, Focus & Objectives:

Over the past 100 years, citizens advocating for health policies have had significant impacts on the well-being of populations all over the world. With a view to introducing students to the politics surrounding global health issues, this lecture course presents a comparative perspective, examining the development of health policies in advanced industrial and modernizing societies, with emphasis on issues of access, cost and quality of care.

Beginning with the Canadian health care system, the course will explore global health trends, determinants of health, policy responses, societal impacts and proposed reforms, using comparative case studies. Special attention will be paid to policy responses to equity and social justice issues, associated with age, gender, and Indigeneity. Other topics of interest, including social media, climate change, and addiction, also will be explored.

Lectures, required readings, and classroom discussions represent core content for the course, along with supplementary handouts, videos and presentations. You also will have “hands on” opportunities to build your knowledge about comparative policy approaches through course assignments, by participating in group presentations and individual a policy memo, a term paper and an open-book final exam.

Student Evaluation

20%	Group Presentation on Health Policy Issue (Dates assigned by topic)
15%	Policy Memorandum (November 1 st)
25%	Written Term Paper (December 3rd)
40%	Final Exam (Open book, date TBA)

All written assignments are due in class, with 1% per day, including weekends and holidays, deducted for lateness, unless PRIOR approval for deadline extension received from the instructor.

Classroom Guidelines

Accommodations:

- Lakehead University is committed to achieving full accessibilities for persons with both temporary and permanent disabilities. Part of this commitment includes arranging academic accommodations for students ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) directly and register as early as possible. Website: <http://studentaccessibility.lakeheadu.ca>.

Student Health & Wellness:

- Lakehead University Student Health and Wellness provides confidential and student-centred health services by a highly trained team of physicians, nurses and counsellors. For appointments, please call 343-8361 or visit Student Health in the Prettie Residence.

Classroom Discussions:

- While people who study politics, as a rule, tend to have strong opinions, please respect the opinions, expressions and life experiences shared by your classmates.
- Listening to others' contributions to discussions and understanding how they see health issues and solutions are an important part of learning about policies and processes.
- If you have a question or would like further explanation of concepts in class, don't be shy, please ask: both answering and asking questions are important ways of learning.

Technology:

- To ensure that your classmates have the opportunity to engage in learning without distractions, please turn off or silence all phones and do not call or text during class.
- Laptops and tablets are permitted for note-taking only; if you want to try something different, experiment with taking notes by hand. Research shows that "the pen is mightier than the laptop": listening, processing, and reframing concepts in your own words promotes more effective learning.

Plagiarism:

As outlined in the calendar, the University takes a most serious view of offences against academic honesty, including plagiarism:

- Of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit given through referencing or footnoting or end noting.
- Of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or end noting is given.
- Of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or end noting is given.

The following rules shall govern the treatment of candidates who have been found guilty of attempting to obtain academic credit dishonestly:

- The minimum penalty for a candidate found guilty of plagiarism, or of cheating on any part of a course will be zero for the work concerned.
- A candidate found guilty of cheating on a formal examination or a test, or of serious or repeated plagiarism, or of unofficially obtaining a copy of an examination paper before the examination is scheduled to be written, will receive zero for the course and may be expelled from the University.

LECTURE TOPICS & REQUIRED READINGS

All of the required readings can be obtained through the LU Library e-journals, open access formats. Note: Some PDF format publications may not open properly in your browser; if this occurs, download and save a copy to your computer, then open.

Week #1 – September 6 – Welcome, Introduction & Course Overview

- No readings required

Week #2 – September 13 - Health Policy Analysis – Comparative Approaches

- Abou Zahr C, Adjei S, Kanchanachitra C. (2007). From data to policy: good practices and cautionary tales. *Lancet*. Mar 24;369 (9566):1039-46.
- Collins T. (2005). Health policy analysis: a simple tool for policy makers. *Public Health*. Mar;119(3):192-6.

Wk #3 – September 20 - Policy Development – The Canadian System

- Garrett L, Chowdhury AM, Pablos-Mendez A. (2009). All for universal health care coverage. *Lancet* 10;374(9697):1294-9. Epub 2009 Aug 19.
- Strumpf E, Levesque JF, Coyle N, Hutchison B, Barnes M, Wedel RJ. (2012). Innovative and diverse strategies toward primary health care reform: lessons learned from the Canadian experience. *J Am Board Fam Med*. 2012 Mar;25 Suppl 1:S27-33. doi: 10.3122/jabfm.2012.02.110215.

Wk#4 – September 27 – Health Trends – How Globalization Affects Health

- Labonté R, Mohindra K, Schrecker T. (2011). The growing impact of globalization for health and public health practice. *Annu Rev Public Health*. 32:263-83. doi: 10.1146/annurev-publhealth-031210-101225.
- Baggott R, Lambie G. (2018). "Enticing case study" or "celebrated anomaly"? Policy learning from the Cuban health system. *Int J Health Plann Manage*. Jan;33(1):212-224. doi: 10.1002/hpm.2451. Epub 2017 Sep 6.

Wk #5 – October 4 - Health Equity – Understanding Social Determinants of Health

- Marmot M. (2007). Achieving health equity: from root causes to fair outcomes: Commission on Social Determinants of Health. *Lancet*. Sep 29;370(9593):1153-63
- Lucyk K, McLaren L. (2017). Taking stock of the social determinants of health: A scoping review. *PLoS ONE*, 12(5), e0177306. <http://doi.org/10.1371/journal.pone.0177306>.

Wk# 6 – October 8 – 12 – Thanksgiving Holiday and Fall Break (No classes)

Wk#7 – October 18 – Case Studies - Indigenous Peoples' Health (Group Presentations)

- Richmond CAM, Cook C. (2016). Creating conditions for Canadian aboriginal health equity: the promise of healthy public policy. *Public Health Reviews*, 37, 2. <http://doi.org/10.1186/s40985-016-0016-5>
- Lavoie JG, Kornelsen D, Wylie L, Mignone J, Dwyer J, Boyer Y, ... O'Donnell, K (2016). Responding to health inequities: Indigenous health system innovations. *Global Health, Epidemiology and Genomics*, 1, e14. <http://doi.org/10.1017/gh.2016.12>

Wk#8 – October 25 – Case Studies – Children's Health (Group Presentations)

- Brown H. Who cares for baby? *BMJ*. 2007 Oct 20;335(7624):798-800.
- Bennett CM, Friel S. (2014). Impact of Climate Change on Inequities in Child Health. *Children (Basel)*. 2014 Dec 3;1(3):461-73. <http://doi: 10.3390/children1030461>.

Wk #9 - November 1 –Case Studies - Gender and Health (Group Presentations)

- Hankivsky O , Doyal L , Einstein G, Kelly U, Shim J, Weber L, Repta R. (2017). The odd couple: using biomedical and intersectional approaches to address health inequities. *Global Health Action*, 10(sup2), 1326686. <http://doi.org/10.1080/16549716.2017.1326686>
- Pega F, Veale JF. (2015). The Case for the World Health Organization's Commission on Social Determinants of Health to Address Gender Identity. *American Journal of Public Health*, 105(3), e58–e62. <http://doi.org/10.2105/AJPH.2014.302373>

Wk# 10 – November 8 – Emerging Issues - Social Media and Health (Group Presentations)

- Yeung D. (2018). Social media as a catalyst for policy action and social change for health and well-being: viewpoint. *Journal of Medical Internet Research*, 20(3), e94. <http://doi.org/10.2196/jmir.8508>
- Thackery R, Neiger BL, Smith AK, Van Wagenen SB. (2012). Adoption and use of social media among public health departments. *BMC Public Health*. Mar 26;12:242.

Wk #11 – November 15 - Emerging Issues - Addiction Policies (Group Presentations)

- Parker AM, Strunk D, Fiellin DA. (2018). State Responses to the Opioid Crisis. *The Journal of Law, Medicine & Ethics*, 46(2), 367–381. <https://doi.org/10.1177/1073110518782946>
- Barry CL (2018). Fentanyl and the Evolving Opioid Epidemic: What Strategies Should Policy Makers Consider? *Psychiatr Serv*. Jan 1;69(1):100-103. doi: 10.1176/appi.ps.201700235. Epub 2017 Oct 2.

Wk #12 – November 22 – New Voices - Citizen Engagement (Group Presentations)

- Woolf SH, Dekker MM, Byrne FR, Miller WD. (2011). Citizen-centered health promotion: building collaborations to facilitate healthy living. *American Journal of Preventive Medicine*. 40(1), S38-S47.
- Krinks R, Kendall E, Whitty JA, Scuffham PA. (2016). Do consumer voices in health-care citizens' juries matter? *Health Expectations : An International Journal of Public Participation in Health Care and Health Policy*, 19(5), 1015–1022. <http://doi.org/10.1111/hex.12397>

Wk #13 – November 29 – Review

Assignments

GROUP PRESENTATIONS (20%)

Working Groups:

- During the first week of class, based on interests, you will be assigned to a working group of 5-7 students, so you can work collaboratively on in-class assignments and group presentations.
- Working groups should exchange email addresses and/or other contact information during the first week of class, so they can be prepared to work together on group presentations.
- By the second week of class, group should have nominated one student for initiating and sustaining email communication with the rest of the group, another for organizing meetings and/or discussions, another with keeping the group on task when deadlines are approaching.

Tasks (Suggested Deadlines):

- Choose a presentation topic from the list below. Email instructor with title of group presentation, chosen topic, and membership of group (September 20th).
- Identify least two different policy options created by national governments. Email group and instructor with brief description of options identified (September 27th).
- Work collaboratively with your group to create an in-class presentation (20 minutes) on the topic chosen. Be creative, you can support your presentation with a poster, chart, handouts, power point, multimedia, role playing, or AV presentation (projector will be available). (October 18th).
- Formulate two discussion questions for your classmates around the challenges countries face in developing new policies to address the issue.
- Your presentation will be graded on content (material covered), clarity (how well organized), thoughtfulness (linking the material to the issues discussed in class), interest (ability to engage your classmates in discussion) and conciseness (covering material in time allotted).
- Your group presentation grade will come from an evaluation of the presentation by the instructor (10%), plus individual peer evaluation from your working group (5%) and classmates (5%), who will be asked to fill out an evaluation form at the end of the presentation.

Presentation Dates and Suggested Topics:

- Wk#7 – October 18 - Indigenous Peoples (Topics: Diabetes, Cultural Safety, Wellness)
- Wk#8 – October 25 – Children (Topics: Infectious Disease, Malnutrition, Mental Health)
- Wk#9 – November 1 – Gender (Topics: Substance Abuse, HIV/AIDs)
- Wk#10 – November 8 – Social Media (Topics: Youth Health, Tobacco Control)
- Wk#11 – November 15 – Addiction (Topics: Harm Reduction, Workplace Policies)
- Wk#12 – November 22 – Citizen Engagement (Topics: Food Security, Disaster Preparation)

POLICY MEMORANDUM (15%)

- Choose a topic from the list of suggested policy issues attached or choose another health policy topic. (If you choose another topic, please email instructor for approval before you start writing).
- Create a title for your policy memo and prepare a brief description of the problem and policy options that you wish to explore in your paper. (Title and Problem/Policy Statement, 1-2 pages, email to Instructor by October 4th) (5%)
- Locate a minimum of 5 references (from academic journals and/or government publications) that explore the health issue and alternative policy options. Prepare annotated bibliography, listing the 5 references and two or three sentences describing the issue, policy options and recommendations explored in each article. (Annotated bibliography, 1 page, email to Instructor by October 18th). (5%)
- Prepare a brief “policy memo” (e.g., a memorandum to a government leader on why they should choose a particular policy option to resolve the problem). Back up your argument with the references selected. (2-3 page policy memo, email to Instructor by November 1st). (5%)
- For guidance on writing policy memos, see Duke University Writing Centre:
<https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/policy-memo.original.pdf>

TERM PAPER (25%)

N.B. To make best use of your time and resources, you can choose the same topic for both your policy memorandum assignment and term paper. (See Topic List)

With a focus on a particular health issue and policy options developed in at least two industrialized and/or modernizing nations, the paper should include information on:

- a. Health issues that both policies are designed to address (type of disease/ disorder/condition ? health focus/prevention/treatment, numbers of people affected ? global scope of the problem?);
 - b. Compare and contrast the policy options developed in each nation (what is the nature of the policy? what solutions do the options support? how would the policy be delivered);
 - c. what are the costs of introducing the policy into existing health care systems? (what new types of organizations? providers? programs needed to support the policy? economic and social costs?)
 - d. evidence on comparative success of the policy options (where else has they been tried? what has worked or not worked? why not?)
 - e. based on the evidence available, would you recommend or not recommend that this option be implemented in Canada? in less industrialized nations? (would the policy work equally well in large cities and isolated rural areas? why or why not?)
 - f. based on the evidence available, what would you see as the potential advantages/disadvantages of implementing this policy in Canada, looking 10 years in the future? (access to care, cost, quality).
- Your term paper will be evaluated on your description of the health issue and policy options, your review of evidence regarding the options, and rationale for recommending a particular option. Your final version of the paper should conform to the following standards: 2.5 cm margins and 12 point font, 10-12 pages (double spaced - 2,500 - 3,000 words) in length, not including the title page, endnote and reference list.
 - References should be “endnotes” (10-15) numbered in the text and listed at end of the paper, using consistent format (e.g. APA, Chicago, Vancouver, MLA, whichever one you are familiar with).
 - Submit hard copy version to the Instructor before 4 pm on Monday, December 3rd. (keep back up copy.)
 - Practical suggestions on researching and writing term papers, bibliographies, referencing, or other technical assistance can be found in the resources published by the Purdue University Online Writing Lab (https://owl.purdue.edu/owl/purdue_owl.html)

Topics for Policy Memos & Term Papers

Choose only one example from those listed. In order to keep your research manageable, it is suggested that you try to narrow down your topic even further - look just at one aspect of a policy, or one population group affected by and take a global focus, comparing the policy options for the issue.

1. Is nationalized health insurance the most effective way to deliver health care to citizens? (If not, would private insurance and/or "private pay" options improve access and quality of care? Cost of delivery?)
2. What policies can be put in place to remedy the "medical brain drain" of migrating health professionals across the globe? (e.g., what can be done to ensure that modernizing nations can retain physicians, nurses, pharmacists or other health care workers)
3. Does "medical tourism" represent an advantage or disadvantage to governments who are trying to develop comprehensive health care policies for their citizens? (e.g. Canadian citizens going "abroad" to obtain specialized surgery, citizens of other countries seeking care in Canada as a "private pay" option?)
4. What are the most effective policies for reducing the incidence of chronic diseases among younger and older citizens? (e.g., diabetes, cancer, or heart disease)
5. Which policies most effective in limiting the spread of infectious illnesses in rural and urban populations? (e.g., tuberculosis, influenza, HIV/AIDS or HPV?)
6. Are regulatory policies an effective means of reducing environmentally induced illness? (e.g., clean water, air and pollution control)
7. Are health promotion and prevention policies effective in reducing adolescent substance abuse? (e.g., alcohol, tobacco, prescription drugs, opioid abuse, cannabis)
8. What types of policies are most effective in reducing maternal and child mortality? (e.g., access to reproductive health technology, nutrition, prenatal care)
9. What types of policies are more effective in promoting healthy lifestyles among specific age groups? (e.g., nutrition and exercise for children, teens, young adults, older adults)
10. What types of policies are effective in promoting better access to health care for Indigenous peoples or other minority populations? (e.g., Indigenous peoples, immigrants, refugees)

Final Exam (TBA) (40%)

- Final exam will be given as an open-book test (short-answer questions and one longer essay question).
- All materials covered in the course, including lectures, presentations, videos, and classroom discussions may be included in the final exam.
- Only printed material (notes, copies of readings, etc.) may be brought into the room during the exam. (Laptops, tablets or cell phones will not be allowed)