CANADORE
college

COURSE NAME:	HCA103 Health Care Policy

Credit Value:	3
Total Course Hours:	42
Prerequisite Course(s):	None
Corequisite Course(s):	None

COURSE DESCRIPTION

This course is intended to give students a basic understanding of the economic, political, social, legal, ethical and historical underpinnings of the Canadian health care system and the key issues behind current policy debates in Canada and Ontario. The course will help students make sense of the factors that drive the evolution of the system and new policy directions. Students will examine past and present policies and reforms and how they shape the way in which heath care services are funded, organized and delivered. Short and long term impacts on access, service utilization and overall health outcomes will be explored.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Describe the main features of the Canadian health care system and the key issues underpinning current and contemporary health policy debates in Canada.

    1.1 1.1 Define Historical Context of healthcare Policy.

    1.2 1.2 Describe the characteristics and features that define Canadian health care policy.

    1.3 1.3 Review the geographic, demographic, political and economic context in health care.

2.0 Discuss the meaning of heath care in Canada, examining the values that shaped our system.

    2.1 2.1 Review historical decisions that have been implemented in the Country and Provinces.

    2.2 2.2 Explore key concepts of health, wellness, illness and disease.

    2.3 2.3 Examine the changing perceptions of health by examining the Psychology of health behaviour.

3.0 Explore the links between national identity and health insurance Canada.

    3.1 3.1 Compare and discuss different models of health care in Canada.

3.2 3.2 Explore health care funding by Provincial and Federal programs.

3.3 3.3 Review the context of health cares' being a "right" of all Canadians.

4.0 Identify and discuss key federal and provincial health care reports and commissions that shaped our system.

    4.1 4.1 Describe the basic objectives and responsibilities of Health Canada.

    4.2 4.2 Explore the organizations and responsibilities of Health Canada at the Ministry level.

5.0 Explore and analyze historical and contemporary health care issues and debates about health care and policies related to health economics, financing, supply and demand, politics, ethics, law, quality, effectiveness, public health and other global matters that impact the health care sector in Canada.

    5.1 5.1 Explore the various federal and provincial jurisdictional frameworks.

    5.2 5.2 Describe the laws used in healthcare laws and policies.

6.0 Compare and contrast various service delivery structures and models in health care in

Canada including the different levels of prevention (primary, secondary, tertiary and quaternary), population health, the social determinants of health approach, health promotion and disease prevention strategies.

   6.1 6.1 Explore the different categories of Health Care Practitioners in Canada.

   6.2 6.2 Describe various practice settings that exist throughout Canada.

   6.3 6.3 Describe the Concept of Primary healthcare Reform.

7.0 Explore and discuss issues of equity and disparity in health care policy and practice and how they impact access to care, health outcomes while paying particular attention to vulnerable populations.

   7.1 7.1 Compare how these factors impact access to care and health outcomes.

   7.2 7.2 Understand the state of mental health and mental health services in Canada.

   7.3 7.3 Describe the challenges in managing health care for an aging population.

8.0 Critically appraise the facts, rationale and evidence that support a change in policy.

   8.1 8.1 Compare current issues and trends in health care policy.

   8.2 8.2 Review current challenges such as shortages of human resources and it's impact on health care policy.

9.0 Plan and anticipate the risks and benefits of implementing new policy directions.

   9.1 9.1 Describe the process for evaluating criteria for new policy development.

   9.2 9.2 Review the recent implemented health care policies and their impact.

10.0 Analyze the views and concerns of impacted stakeholders including advocacy and special interest groups when policy options are being debated and implemented.

   10.1 10.1 Understand the history and importance of policy framework.

   10.2 10.2 Describe the key concepts in policy development and their connection to context, process and issue.

   10.3 10.3 Illustrate by completing a health care policy taking into account concerns of the public and health care workers.

11.0 Explore how health care sector managers and their teams can constructively influence health policies.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved program learning outcomes (PLO):

Health Care Administration

1. Address the needs of a variety of cultures and behaviours and respond to a diverse number of situations and environments using best patient practices to ensure positive health care operations.

2. Apply key principles and core concepts of quality and patient safety improvement to achieve enhanced patient outcomes and experiences in the healthcare setting.

3. Apply professional leadership concepts as a member of a multi-disciplinary health care team to meet the needs of patients with a culturally competent approach.

5. Practice within the legal, ethical and professional scope of practice in the province of Ontario as a member of the health care team.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication

4. Apply a systematic approach to solve problems

5. Use a variety of thinking skills to anticipate and solve problems

8. Show respect for the diverse opinions, values, belief systems, and contributions of others

9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

10. Manage the use of time and other resources to complete projects.

11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Initial Essay/ Review 25% of Final Grade

In class Assignments (at home if online) 20% (X2) of the Final Grade

Final Policy Development Project 35% of Final Grade

PROGRAM SPECIFIC GRADING

An overall grade of 60% is required to pass

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F- Repeat Course, included in GPA
								FS- Failure Supplemental
								FR- Repeat course, excluded from GPA

*For a complete chart of grades and descriptions, please see the Grading Policy.

LEARNING RESOURCES

Other Resources:

TBA

Resources listed on the course outline support the achievement of learning outcomes, and may be

used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, Class readings, Policy seminars, Policy analysis case scenarios, Briefing notes, Class discussion and problem solving, Media videos, Content expert presentations.

DELIVERY MODE

This course may be delivered, in whole or in part, in a number of modalities, including in class, online, hybrid, in a synchronous or asynchronous manner or a combination thereof, as per accreditation and/or regulatory standards where appropriate.

ACADEMIC POLICIES

Canadore College is committed to the highest standards of academic integrity, and expects students to adhere to these standards as part of the learning process in all environments. The College's Academic Integrity policy seeks to ensure that all students understand their rights and responsibilities in upholding academic integrity and that students receive an accurate and fair assessment of their work. Please review the Academic Integrity policy (A-18) and other academic policies found on our website: https://www.canadorecollege.ca/about/policies.

COLLEGE POLICIES

• Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES - Your Success Matters!

Student Success Services provides student-focused services to facilitate students' success in their studies. Staff provide support by reducing and/or removing educational–related barriers through individualized accommodations and supports to students with disabilities.

Please visit our webpage to learn more: https://www.canadorecollege.ca/support/student-success-services or look for our events on social media.

To connect with Student Success Services email studentsuccessnow@canadorecollege.ca or call 705.474.7600 ext 5205.

FIRST PEOPLES' CENTRE:

A culturally safe environment offering CONFIDENTIAL student focused services, drop in or make an appointment to access:

- One on one counselling
- Elder in residence program
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Learning Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

https://www.canadorecollege.ca/experience/indigenous-student-experience

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.