



Health Studies Program

HST 410H – Case Studies in Health Policy

COURSE SYLLABUS

Fall 2021

COURSE CONTACTS

Instructor: Raisa B. Deber, PhD
Professor, Institute of Health Policy, Management & Evaluation (IHPME)

Class location: **on-line (or UC 163 if conditions improve)**

Office Location: Health Sciences Building, 155 College Street, Room 472

Office Phone: 416-978-8366 (but please use email instead)

E-mail: raisa.deber@utoronto.ca

Office hours: Tuesdays 1-2, or by appointment

Topic Expert and Joint Discussion Facilitator:

Valerie Rackow, MHSc
Adjunct Professor, IHPME
E-mail: valerie.rackow@utoronto.ca

HEALTH STUDIES PROGRAM CONTACTS

Health Studies Director:
Michael J. Widener
Website: <http://www.uc.utoronto.ca/healthstudies>

COURSE DESCRIPTION

This course analyzes the formation and implementation of public policy through the use of case studies, each focused around important theoretical concepts. Using case studies, students will develop the ability to understand and analyze the processes by which public policies are formed, and the ability to perform comparisons of policy alternatives.

With the exception of the introductory lecture, this class relies on facilitated class discussions, largely student-led. The facilitators will also be expected to present appropriate 'theory bits'. The cases to be analyzed will be selected by the class members from the textbook; with the permission of the Instructor, new cases may be added. Each student will decide which case they wish to present, with whom, and when. The teams will meet with the Instructor at a mutually agreed time before class, to review their proposed agenda..

All students are expected to have read and thought about each case that will be discussed in each session before class. Accordingly, students are expected to be able to participate in the on-line sessions in real time, since it is important to facilitate class discussion, even if the course must be delivered on line this year.

Because the course is based on in-class discussions, it is not compatible with the requirements to protect students from COVID-19 (including masking and social distancing) in the assigned classroom. Accordingly, it will initially be taught on-line, although if conditions change, it can be moved to the classroom.

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Hardware requirements

All students will be required to have access to a computer that can support Zoom. This implies that they will need to have a webcam and microphone capability on their computer so that they can participate in the class discussions. If they have any problems in downloading (free) Zoom on their computers, please check with the Health Studies Program Assistant, or with the Instructor.

COURSE OBJECTIVES

Upon completion of the course you will be able to:

1. Understand key concepts for policy analysis.
2. Analyze the processes by which public policies are formed and implemented.
3. Formulate the key questions arising from the policy case.
4. Compare and contrast among policy alternatives.
5. Work (alone or with your team) to design and facilitate a case analysis seminar.
6. Have confidence in your ability to discuss, analyse and articulate your ideas in a group setting drawing on your knowledge and expertise.
7. Write a case analysis using background literature and relevant theoretical concepts.

LECTURE AND TUTORIALS

Course dates: September 14 – December 7, 2021

Class hours: Tuesdays, 10 am – 1 pm

Class location:

Timetable:

Sept 14	Session 1: Introductory class. Review syllabus, preliminary case selection and determination of who will facilitate each case. Overview. Chapter 1: Concepts for the policy analyst. Presenter: Raisa Deber
Sept 21	Session 2: Finalize case selection, facilitators, and timetable for sessions 3-10. Case: Chapter 3: Making Canadians Healthier: Where Do We Start? Facilitators: Raisa Deber and Valerie Rackow
Sept 28	Session 3: 2 cases (to be determined)
Oct 5:	Session 4 2 cases (to be determined)
Oct 12	Session 5: 2 cases (to be determined)
Oct 19	Session 6: 2 cases (to be determined)
Oct 26	Session 7: 2 cases (to be determined)
Nov 2	Session 8: In-class test (based on Chapter 1) and review/discussion.
Nov 9	November study break (no class)
Nov 16	Session 9 2 cases (to be determined)
Nov 23	Session 10: 2 cases (to be determined)

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Nov 30 Session 11: 2 cases (to be determined)
Dec 7 Session 12: Review

Last date to drop course without academic penalty: November, 9 2020

REQUIRED TEXTBOOK

Deber, Raisa (ed). *Case Studies in Canadian Health Policy and Management*. 2nd edition. (Toronto: University of Toronto Press, 2014).

Teaching notes are available from <https://utorontopress.com/9781442609969/case-studies-in-canadian-health-policy-and-management-second-edition/> (under Extra content)

QUERCUS

This course uses Quercus; course materials, including course syllabus, assignments, and other supplementary materials related to the cases being presented will be made available on Quercus as appropriate. Students should check the course site regularly. Emails will also be sent out through Quercus; students must regularly check their utoronto email accounts.

GRADING SCHEME

Title	Due date	Type	% Grade
In-class test	November 2	Individual	15%
Presentation of case study in class	to be determined; sign up by September 21	Individual or Team	25%
Written case analysis	December 7	Individual	45%
Class participation	Weekly	Individual	15%

In-class test

All students are expected to read and understand Chapter 1: Concepts for the Policy Analyst. This material will be discussed in detail in session 1 and referred to in the various cases where those topics arise; questions can also be directed to the case facilitator(s) and instructor. The in-class test on November 2 will be based on material from Chapters 1 and 3 of the text, and will test the ability to understand and apply key concepts from this material.

Presentation of case study in class

Each student will be responsible, alone or in a small team, for preparing and leading the class discussion for one case. Which cases will be presented, when, and by whom will depend upon the preferences of the class as to which cases they wish to discuss.

Written case analysis

In addition, all students must submit an individual written assignment in both hard copy and electronically. There are two options for the written assignment:

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- a. Written analysis of an existing case, or
- b. Preparation of new case or revision of an existing case; for this option, feedback from the Instructor is available, and encouraged. Note that all cases consist of a case, and a teaching note.

It is expected that most students will select option a) and perform a written analysis of an existing case (usually, the one that they presented). It is expected that the analysis will build upon the policy concepts that the student has already reviewed in order to facilitate that case. Ideally, these written analyses will select a minimum of 3 policy concepts from Chapter 1 of the text that apply to that case, and apply relevant literature relating to them (which will at minimum incorporate references from the text, case, and its teaching note, but may also include material not referenced in the text). It is accordingly expected that the analysis will go beyond just repeating the analysis in the teaching note and will demonstrate an understanding of these concepts, and an ability to apply them. (If appropriate, the analysis may be applied to variants of the case that reflect current issues/developments in that area.)

The written assignment is to be double spaced, written using a minimum 12 pt font. Ensure that your name appears in a header or footer on each assignment page, and that each page is numbered. Written assignments are expected to be 10-20 pages in length. You must acknowledge information sources in your paper using either APA or Vancouver referencing format.

All assignments will be evaluated based on the ability of the learner:

- a. To concisely describe the issue(s) or problem(s) under review.
- b. To summarize and explain how the selected theory and conceptual frameworks, as reviewed by the student in preparation for the class facilitation, are useful in understanding the issue(s) or problem(s).
- c. To present main points, arguments and examples clearly and logically.

Class participation

All class members are expected to attend each class, and to have read and be ready to discuss each session's cases.

GRADING POLICY

Meaning of Grades

Grade Scale

The following grading scheme is in place for all undergraduate courses at the University of Toronto:



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Grade Meanings	Refined letter grade scale	Numerical scale of Marks	Grade point value
Excellent	A+	90-100%	4.0
	A	85-89%	4.0
	A-	80-84%	3.7
Good	B+	77-79%	3.3
	B	73-76%	3.0
	B-	70-72%	2.7
Adequate	C+	67-69%	2.3
	C	63-66%	2.0
	C-	60-62%	1.7
Marginal	D+	57-59%	1.3
	D	53-56%	1.0
	D-	50-52%	0.7
Inadequate	F	0-49%	0.0

COURSE POLICIES

Student and Faculty Expectations

Course Participation and Attendance

Full attendance, preparation and participation are required for all in class sessions. You will be required to read the case studies being presented in advance of the class, come to class prepared to participate in the discussion and make an oral presentation (alone or with a team) on one case of your choice. In the case of illness or other exceptional circumstances, you are required to contact the course Instructor and the program director in advance of the class to advise them of the reason for your non-attendance. In addition we ask that students endeavour to be on time for all classes, as late attendance can be perceived as disrespectful and is also very disruptive to ongoing in-class activities.

Late work

For group oral presentations and participation, no extensions can be given. Written individual work is expected to be submitted by the due date; there will be a penalty of 10% per day for late assignments.

Statement regarding Academic Integrity and Plagiarism

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. The University of Toronto's *Code of Behavior on Academic Matters*

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/P>)



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[DF/ppjun011995.pdfouncil.utoronto.ca/policies/behaveac.htm](https://ppjun011995.pdfouncil.utoronto.ca/policies/behaveac.htm)) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement
- Submitting the same work in more than one course
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignments

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behavior on Academic Matters*. If you have any questions or concerns about with regard to this issue, please consult your Instructor.

E-mail/telephone response time to student inquiries.

We will seek to ensure that all e-mail and/or telephone enquiries will be answered within 48 hours.