

HLTH3104 (Fall 2026)

Regulatory Issues and Human Health (Tentative)

We, the people of the Faculty of Science at Carleton University, acknowledge that our campus is located on the traditional, unceded territories of the Algonquin Anishinabeg people. Miigwetch for your hospitality and stewardship of this territory and the teachings that come from it. We are grateful for this land, the air that we breathe, and the water that sustains us all as well as for the animals, plants and other living beings: these enable us to research, teach, mentor, support, study, and learn. We recognize our responsibility to our natural environment and to reconciliation with Indigenous peoples.

Course Instructor: Martha A. Healey

How to address me: Professor Healey

Gender Pronouns: she/her/hers

Email:

Note: If you have questions or would like to speak with me, you can send me an email, set up an appointment with me or approach me after class.

Best Ways to be in Touch: in class, via email, or by appointment

Student Hours: By appointment

Class Location:

Class Times:

Prerequisites: HLTH3104

Department/Unit: HEALTH SCIENCES

A. WEEKLY TOPICS, READINGS AND LEARNING OUTCOMES

Instructor's Perspective

Change. We are seeing enormous change in Canada (and in the world) these days – including advances in technology, increased complexity of research and development in the health/healthcare sectors and ever-changing social, political and economic conditions. Regulatory authorities in Canada are looking to keep up with these changes and ensure that Canada's laws, regulations and policies continue to reflect the current and future goals and needs of all sectors of Canadian society.

One of the key learning objectives for HLTH3104 is to develop an understanding of the basics of the regulation of health/healthcare in Canada as well as the underpinnings of Canadian healthcare policy. We will also be considering the role that scientific analysis plays in the regulatory process.

Today's issues as well as Canada's future needs are important drivers of change. An awareness of the current challenges and issues facing Canada is critical to understanding how Canada's health policy and regulation might evolve.

It is my hope that this class serves as a forum for open and wide-ranging discussions about the important regulatory and policy issues we will be discussing throughout the course. One of the key goals of this course is to connect what we discuss in class to the real national/real world issues you see facing us these days.

Course Description

Health/healthcare are highly regulated sectors in Canada. At all sectors of this broad industry – one or more levels of government have a hand in the functioning of the sector. An understanding of the regulation of health/healthcare industries – and the policies and regulatory objectives that underlie such regulation – is essential to an understanding of how the health/healthcare industries in Canada function and adapt to changing needs.

Changing technologies, increased health/healthcare regulation, scientific discovery and innovation, food security and sustainability as well as emergency planning and ever more complicated economic and trade issues are among the issues that have fundamentally altered current thinking in the health/healthcare sectors. This course focuses on a number of these key issues with a view to exploring current health/healthcare regulatory and policy issues

The general principles of health regulatory policies in Canada. The role of scientific evidence in developing legislation and regulations at different levels, including probable levels of risk, standards of evidence, cost-benefit analysis, ethical considerations, psychosocial factors influencing risk management and compliance, and evolving technologies are all included in the scope of this wide-ranging course.

Weekly Topics and Readings (Tentative)

#	DATE	TOPIC	READINGS – Additional readings may be assigned
1	September 14	Course Introduction and Overview of Student Assignments, Evaluation and Resources Canadian regulation and division of powers – the role of federal and provincial governments in the healthcare sector	1. <u>Case Studies in Canadian Health Policy and Management</u> : pages 1-11 (the end of section 2.2.1) and pages 101-112
2	September 21	Canadian health regulations and regulators/agencies (including the Health Canada, Canadian Food Inspection Agency, Public Health Agency of Canada, provincial health authorities and other governing bodies in the health care sector) – Part 1	2. “Premiers warn against Ottawa encroaching on provincial jurisdiction”, Globe and Mail, April 19, 2024, available with student sign-in online through MacOdrum Library: https://www.proquest.com/canadiannews/docview/3041516949/CFCE9E9261924787PQ/1?accountid=9894&sourcetype=Blogs,%20Podcasts,%20%20Websites 3. <u>Case Studies in Canadian Health Policy and Management</u> : pages 17 (3.3) – 28 (end of section 3.6.4)
3	September 28	Canadian health regulations and regulators/agencies (including the Health Canada, Canadian Food Inspection Agency, Public Health Agency of Canada, provincial health authorities and other governing bodies in the health care sector) – Part 2	4. <u>Case Studies in Canadian Health Policy and Management</u> : pages 46- 52 (beginning at section 6.3 and ending just before the beginning of section 7.1) 5. Bill S-212: An Act respecting a national strategy for children and youth in Canada: https://www.parl.ca/DocumentViewer/en/45-1/bill/S-212/first-reading
4	October 5 ¹	Canadian health care system (Canada Health Act, public/private payor system), regulation of drugs, devices, therapeutic products, controlled drugs, cosmetics and natural health products	6. <u>Case Studies in Canadian Health Policy and Management</u> : pages 41-46 (section 6.1 to the end of section 6.2) and pages 52 – 59 (section 7.1 to the end of section 7.2)
5	October 19		7. The Canada Health Act: An Overview: https://lop.parl.ca/sites/PublicWebsite/default/en_CA/ResearchPublications/201954E
	October 26	No Class – Fall Break	No Class – Fall Break

¹ No class on October 12 – Statutory Holiday – University closed

#	DATE	TOPIC	READINGS – Additional readings may be assigned
6	November 2	Focus on Canadian Food/Food Regulation and Food Safety	8. <i>Food Law and Policy in Canada: Heather McLeod-Kilmurray, Angela Lee and Nathalie Chalifour eds</i> : Chapter 9: Food Safety, Kiri A. Latuskie & Jaco J. Shelley, pages 175 – 199 (available in ARES)
7	November 9	Adverse Drug Reactions and Health Crisis Management	9. “Canada becomes first country to required health warnings on individual cigarettes”, Health Canada News Release, May 31, 2023, online: https://www.canada.ca/en/health-canada/news/2023/05/canada-to-become-first-country-in-the-world-to-require-health-warnings-on-individual-cigarettes.html 10. “Quebec woman’s death warns of dangers of cosmetic surgery abroad”, CTV News July 16, 2024, online: https://www.ctvnews.ca/montreal/article/quebec-womans-death-warns-of-dangers-of-cosmetic-surgery-abroad/ 11. How this woman’s tragic death exposes a glaring hole in Ontario’s oversight of med spas and beauty clinics”, Toronto Star, January 18, 2026: https://www.proquest.com/canadiannews/docview/3294376962/1B35EE20308F4414PQ/1?accountid=9894&sourcetype=Blogs,%20Podcasts,%20%20Websites
8	November 16	Regulation of Health Care Professionals – Part 1	12. <i>Case Studies in Canadian Health Policy and Management</i> : pages 59 – 60 (section 7.3) 13. Public Inquiry into the Safety and Security of Residents in the Long-Term Care Homes System Report, Volume 1: Executive Summary, pages 1 -6, online: https://www.ontario.ca/files/2022-02/mag-ltci-final-report-volume-1-en-2022-02-24.pdf (pages referenced are the pages of the actual report) 14. Public Inquiry into the Safety and Security of Residents in the Long-Term Care Homes System Report, Volume 2: Chapter 13, pages 566 – 571, pages 576-580, pages 612 – 647 and Recommendations – pages 648-654, online: https://www.ontario.ca/files/2022-02/mag-ltci-final-report-volume-2-en-2022-02-24.pdf (pages referenced are the pages of the actual report)
9	November 23	Regulation of Health Care Professionals – Part 2	15. College of Physicians and Surgeons of Ontario: Essentials of Medical Professionalism: https://www.cpsso.on.ca/getmedia/399589f2-fd5c-45f1-9cff-8ce43ce29e4f/Essentials_of_Medical_Professionalism.pdf 16. “Shannon Sargent: Jail cell death “stunned” nurse who expected woman to be admitted to hospital”, Ottawa Sun, May 31 2023, online: https://www.proquest.com/canadiannews/docview/2821430177/22118B609C1

#	DATE	TOPIC	READINGS – Additional readings may be assigned
			E4161PQ/9?accountid=9894&sourcetype=Blogs,%20Podcasts,%20&%20Websites
10	November 30	Human Health Research Regulation and Privacy	17. Circle of Care: Sharing Personal Health Information for Health-Care Purposes, Information and Privacy Commissioner of Ontario, online: https://www.ipc.on.ca/en/resources-and-decisions/circle-care-sharing-personal-health-information-health-care-purposes (free .pdf download)
11	December 7	Marketing/advertising and regulatory modernization in the food/health care sectors, cross-border regulatory cooperation, role of “celebrity” in health regulation and modernization	18. <u>Health Matters: Evidence, Critical Social Science, and Health Care in Canada</u> , Chapter 8, pages 155 – 171 (Cigarette-Packaging Legislation in Canada and the Smoking Subject) (available in ARES) 19. <u>Case Studies in Canadian Health Policy and Management</u> : pages 318 - 331 20. An Act to amend the Food and Drugs Act (prohibiting food and beverage marketing directed at children) Bill C-252, online: https://www.parl.ca/DocumentViewer/en/44-1/bill/C-252/third-reading 21. Bill S-202: An Act to amend the Food and Drugs Act (warning label on alcoholic beverages), online: https://www.parl.ca/DocumentViewer/en/45-1/bill/S-202/first-reading 22. Bill S-203: An Act to prohibit the promotion of alcoholic beverages: https://www.parl.ca/DocumentViewer/en/45-1/bill/S-203/first-reading
12	December 11	The role of psychosocial factors in developing policies, regulations and compliance and enforcement mechanisms	23. A Framework for the Application of Precaution in Science-Based Decision Making About Risk, online: https://publications.gc.ca/collections/Collection/CP22-70-2003E.pdf 24. Department of Health – CDSA – Notice to interested parties – non-prescription availability of low-dose codeine products: http://www.gazette.gc.ca/rp-pr/p1/2017/2017-09-09/html/notice-avis-eng.html#ne3

Learning Outcomes for HLTH3104

#	OUTCOME	DESCRIPTION	APPLICATION
1	Explain the framework of Canadian health regulation	a. Describe the distinction between federal and provincial regulatory powers b. Identify key federal/provincial departments, agencies and regulators and their roles c. Identify key regulators in the event of a health problem/crisis d. Explain the basic laws/regulations governing health regulation in Canada and describe how those laws/regulations apply to industry/consumers	- Find the Law - Class Preparation
2	Develop a regulatory compliance response	a. Review and identify regulatory health problem from case study b. Identify and analyze problem areas/areas of non-compliance c. Identify/develop solutions and response action plan d. Communicate both scientific and regulatory/compliance issues to non-scientific audience in written format	- Find the Law - Participation
3	Critically assess policy/regulatory /social developments relating to health regulatory/health policy issues	a. Identify key news sources for health regulatory/policy news b. Develop procedure/system for tracking news sources for industry news c. Analyze/assess reliable news sources d. Integrate science/non-science information and facts to present to non-scientific audience e. Identify the polycentric nature of health regulatory/policy issues through assessment, critical review and issue interpretation/discussion	- News Item Analysis - Class Preparation - Participation
4	Solve health regulatory issues	a. Define applicable laws/regulations applicable to health regulation issues b. Identify and analyze health regulatory issue problem against applicable regulatory framework c. Identify/create options/solutions to problem/issue d. Communicate the issue and resolution in written format e. Identify/develop process for solving regulatory issues/identifying response solutions	- Find the Law - Participation
5	Evaluate a current health issue	a. Identify a health issue of interest to the student b. Research and analyze the issue c. Participate in class discussions of issue	- News Item Analysis - Participation
6	Display ongoing critical/reflective interest in evolving health regulation/policy	a. Participate in class discussions, drawing on insights from readings/current events b. Track current developments in a health policy/regulation issues c. Present an evaluative perspective on news items	- News Item Analysis - Class Preparation - Participation

B. ASSESSMENTS, ASSIGNMENTS AND KEY DATES

DATE	ASSIGNMENT	VALUE
October 7	- Find the Law – Part A due before 6:00pm ET	5%
October 9	- Submit list of News Item Analysis articles for Semester Weeks 1-3	5%
November 30	- Find the Law – Part B due before 6:00pm ET	15%
September 21 October 19 November 9 November 23 December 7	- Class Preparation Assignment #1 (3% of final grade) - Class Preparation Assignment #2 (3% of final grade) - Class Preparation Assignment #3 (3% of final grade) - Class Preparation Assignment #4 (3% of final grade) - Class Preparation Assignment #5 (3% of final grade)	15%
December 11	- News Item Analysis due	20%
Participation	- Overall course contribution assessed	10%
TBD	- Final Exam (In-person)	30%
TOTAL		100%

C. COURSE ASSIGNMENT DESCRIPTIONS

“FIND THE LAW” ASSIGNMENTS

20%

- Students are given regulatory scenarios and must solve the scenarios by finding the applicable law/regulations using Canadian laws/regulations and drafting an appropriate response (take home).
- Grading: Part A: 5% of final grade and Part B: 15% of final grade

NEWS ITEM ANALYSIS

25%

- Choose **one** theme from the list below and gather Canadian news items throughout the semester on current **Canadian** news events relating to the student's theme
- Note: each article must have been published in a **Canadian** news source during the semester week (see below).
- Identify a minimum of 2 news items per week published in each of Weeks 1 – 10 of the fall semester (minimum 20 articles – 2 per semester week). You may collect more than 20 articles if you wish, but additional articles are not required.
- For the purposes of this assignment, the semester weeks are as follows:
 - **Week 1 September 1 – 19**
 - **Week 2 September 20 – 26**
 - **Week 3 September 27 – October 3**
 - **Week 4 October 4 – October 10**
 - **Week 5 October 11 – 17**
 - **Week 6 October 18 – 24**
 - **FALL BREAK – OCTOBER 25 – 31 (articles not required for this week)**
 - **Week 7 November 1 – 7**
 - **Week 8 November 8 – 14**
 - **Week 9 November 15 – 21**
 - **Week 10 November 22 – November 28**
- Note: The week of the Fall Break does **not** count as a semester week for the purposes of this assignment.
- Students are not required to search for news items during the Fall Break.

- Prepare a written review/reflection on the news items to consider and comment on how the theme (and possibly any sub-themes) evolved/developed over the course of the semester.
- The news item analysis should be between 3,000 – 4,000 words.
- Record the applicable semester week for the article, the title, date and source of the articles – required template will be posted.
- **The news items may not include news of specific food/drug/product recalls, videos, general company/promotional announcements, inspection reports (i.e. DineSafe articles), clinical trial reports, advertising or corporate promotional materials. Videos, podcasts, social media posts or vlogs and television news reports are not acceptable news items.**
- The list of the articles reviewed must be included as an appendix to the written assignment – in the template outlined during the first class of the semester and posted on Brightspace. In the Appendix of Articles Reviewed, students must include:
 - Semester week the article was published – using the week breakdown noted above
 - The title of the article reviewed
 - The date of the article reviewed
 - The source of the article reviewed (i.e. CBC, CTV, Globe and Mail, etc.)
 - A working website link to the article reviewed
 - A brief summary (in your own words) of the article identifying the key issues (approx. 50-100 words per article)
- The Appendix of Articles Reviewed does not form part of the word count for the assignment.
- Themes (choose **one** from the list below):
 - International issues involving health and Canada
 - Canadian health and safety issues
 - Canadian food regulation and safety issues
 - Evolving issues concerning health regulation in Canada (eg. new/proposed regulations, federal/provincial issues, provincial health issues, etc.)
 - Commercial health issues in Canada (business issues, mergers, access to markets, etc.)
 - Canadian health regulatory compliance issues (health scams, fraud, deceptive marketing/labelling issues, etc.)
- Grading:
 - Interim submission of list of news item articles (5%)
 - Submission of News Item Analysis with full list of articles and analysis/reflection (20%)

CLASS PREPARATION

15%

- Questions concerning the readings for the assigned week will be posted.
- Prepare and submit a response to those questions by 6:00pm ET on the day of the class to which the readings relate.
- All responses must be submitted through Brightspace.
- No student may earn more than a total of 15% of the student's final grade through this assignment
- Maximum of 3% of final grade per assignment.

CLASS PARTICIPATION

10%

- Participation grades are based on active and ongoing participation in class and class discussions over the course of the entire semester.
- All participation grades are earned; each student starts the semester with 0 participation grades and builds participation marks over the course of the semester.

FINAL EXAM

30%

- Based on full course content
- Students may bring one hand-written "cheat sheet" to the exam (if the student wishes to do so).

- Typewritten notes are **not** permitted.
- Page size permitted: 8.5" x 11"; both sides of the paper may be used (if the student wishes to do so)

D. LATE AND MISSED WORK POLICIES AND PARTICIPATION

Late or Missed Work

All assignments are mandatory. Students who do not complete, or who do not complete on time, an assignment will be awarded a grade of zero (0) for the assignment unless the instructor is contacted within 24 hours of missing the assignment due date with a valid reason for failing to complete the assignment within the set timeframe. A make-up assignment or an extension of time for an assignment (to be determined by the instructor and at the discretion of the instructor) will be permitted under two conditions only: serious illness or bereavement. Acceptable documentation to validate the condition for the missed/incomplete assignment may be required.

In some cases, **no** make-up assignment will be possible – this would include assignments where the assignment or subject matter of the assignment will be discussed in class - such as, for example, class preparation questions, or the final law assignments. **As the class preparation assignments and the final law assignment are discussed in class, failure to submit the assignment on time will result in a grade of zero (0) for the assignment.**

Academic Consideration for Coursework Form: <https://carleton.ca/registrar/academic-consideration-coursework-form/>

Long Term Academic Consideration Form: <https://payments.carleton.ca/registrar/long-term-academic-considerations-for-coursework/>

Participation

Ten (10%) percent of each student's final grade for this course is attributed to in-class participation. The participation mark will be based on active and positive participation during class/class discussions over the course of the semester. Participation marks are earned throughout the course of the semester – each student starts with zero (0) participation marks at the beginning of the course.

Student participation is assessed based on the on-going quality and relevance of the participation, not on the quantity of student interjections. A participation grading rubric will be posted.

E. LEARNING MATERIAL(S) AND OTHER COURSE RESOURCES

Learning Material	Purchase Options and Cost	Section
Case Studies in Canadian Health Policy and Management , 3 rd Edition: Raisa B. Deber (Ed.), University of Toronto Press, 2026: ISBN 978-1-0498-0451-4	Available from Campus Bookstore or online: UTP Pricing: • Paperback: \$84.95 • Online: \$68.95	As outlined in the Course Syllabus
Food Law and Policy in Canada (Heather McLeod-Kilmurray, Angela Lee and Nathalie Chalifour eds, Thomson Reuters, 2019)	Selected chapter used for the course are posted on ARES No incremental cost to student.	Chapter 9: Food Safety, pages 175 – 199
Health Matters: Evidence, Critical Social Science, and Health Care in Canada edited by Eric Mykhalovskiy, Jacqueline Choiniere, Pat Armstrong, and Hugh Armstrong (University of Toronto Press, 2020, ISBN 978-1-4875-25238-5)	Selected chapter used for the course are posted on ARES No incremental cost to student.	Chapter 8, pages 155 – 171 (Cigarette-Packaging Legislation in Canada and the Smoking Subject)

F. ACADEMIC ACCOMMODATIONS AND REGULATIONS

Accommodation Request Processes

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>).

Academic Integrity and The Use of Artificial Intelligence Resources

Carleton University maintains and enforces a comprehensive policy on academic integrity. Please visit the following link and read the policy in detail. It is your responsibility to understand the integrity standards and to abide by them.

Link: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

Students are expected to uphold the values of academic integrity, which include fairness, honesty, trust, and responsibility. Examples of actions that compromise these values include but are not limited to plagiarism, accessing unauthorized sites for assignments or tests, unauthorized collaboration on assignments or exams, and using artificial intelligence tools such as ChatGPT when your assessment instructions say it is not permitted.

Misconduct in scholarly activity will not be tolerated and will result in consequences as outlined in [Carleton University's Academic Integrity Policy](#). A list of standard sanctions in the Faculty of Science can be found [here](#).

Additional details about this process can be found on [the Faculty of Science Academic Integrity website](#).

Everything you submit for evaluation (i.e., assignments, quizzes, tutorials, examinations, etc.) must be the result of your own work and only your own work. If you use more than five consecutive words from a single source without providing a valid reference, then that is considered plagiarism and an example of academic misconduct.

References to any material you use but did not originate must use the IEEE/APA/MLA citation style. Failure to reference materials correctly can result in severe penalties, and the use of manufactured (i.e., falsified) or misleading references will be treated as evidence of plagiarism and considered academic misconduct.

The assignments for this course are designed to be completed by an individual working alone. Unless it is explicitly stated otherwise, the use of any artificial intelligence-based tools (including, but not limited to using such tools for developing, drafting, revising, analyzing, or generating any part of your submission/assignment will be considered academic misconduct. This includes, but is not limited to, chatbots (e.g., ChatGPT, Google Bard, Bing Chat), research assistants (e.g., Elicit), and image generators (e.g., Stable Diffusion, Dall-E), etc. Your assignment must represent your own work and thinking. Students will be expected to declare that artificial intelligence-based tools were not used in the preparation of student assignments. An exception to the above rule is made for automated grammar and punctuation checking tools (such as Grammarly).

Class Communications

This course will be supported by Brightspace. It will be used to post announcements, lecture material and marks. Students should ensure they sign-on to Brightspace during the first week of classes and refer to the Brightspace page for this course on a weekly basis. Failure to check Brightspace and/or electronic communications will not be accepted as an excuse for not meeting the requirements of this course. All

assignments must be submitted online through Brightspace. **Assignments submitted by email will not be accepted. Students are responsible for ensuring that their assignments have been successfully uploaded to Brightspace before the close of the submission window.**

Copyright And Privacy

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

Open discussion and a free exchange of ideas is one of the goals of this class. To protect the privacy of all students, and to facilitate such discussions, students are prohibited from taking photographs in, or making any recordings of, the class or any discussions in class.

Student Rights & Responsibilities

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the [7 Rights and Responsibilities Policy](#) for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Mental Health and Wellness:

As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>.

Student Issues and Concerns

If a concern arises regarding this course, your first point of contact is me. Please email me and I will do my best to address your concern – either by email or we can arrange to meet to discuss the issue. If I am unable to address your concern, the next points of contact are (in this order): Undergraduate Chair; Department; Department Chair; and Office of the Dean of Science.

Note: You may also bring your concerns to [Ombuds services](#).

Assistance for Students

Writing and Learning Support: <https://carleton.ca/csas/support/>
Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/pass/>
Math Tutorial Centre: <https://carleton.ca/math/math-tutorial-centre/>
Science Student Success Centre: <https://sssc.carleton.ca/>