

Tentative Course Outline

BUSADMIN C650/C700: Introduction to Health Management (Winter 2019)

Health Policy & Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The goal of this course is to introduce students to the Canadian health care sector. This will be done through an overview of the terminology, structures, funding, design and delivery of services, and some key controversies within the Canadian health care system (with some comparison across other developed countries). Students will be exposed to theories, concepts and issues which provide a foundation for subsequent courses including: Health Policy Analysis, Health Economics and Evaluation, the Management of Population Health, Pharma/Biotech Business Issues, Health Care Marketing, Quality Issues in Health Services, and Health Care Analytics. Current issues in health care, case studies, and guest speakers will be used to demonstrate practical relevance and/or to expose students to instructors who will be teaching future courses.

INSTRUCTORS/TA'S AND CONTACT INFORMATION

Instructor:

Dr. Manaf Zargoush
Health Policy & Management Area
zargoush@mcmaster.ca
Offices: RJC (TBD) & DSB 204
Office Hours: by appointment

TA:

TBD

Classes Alternate:

In-Class

Thursdays **7pm-10pm, Starting January 10**
RJC (TBD)

Online

Avenue to Learn

(as per posted schedule)

COURSE ELEMENTS

Avenue:	Yes	Leadership:	Yes	IT skills:	Yes	Global view:	Yes
Participation:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Evidence-based:	Yes	Innovation:	Yes	Group work:	Yes	Oral skills:	Yes
Experiential:	Yes	Guest speaker(s):	Yes	Final Exam:	No		

COURSE DESCRIPTION

This course provides students with an introduction to basic concepts and issues related to health care funding, service design and delivery, and the structure of health care systems. The focus will be on the Canadian health care system but will reference other health systems as points of comparison. Students will gain familiarity with health care terminology as well as some of the major controversies within the sector. This course will be valuable for any student that might consider the Health Services Management specialization (as subsequent Health Services Management courses build on this material). The course is also designed to meet the needs of students who are interested in other specializations since it provides a valuable overview and insight into one of the world's most significant industries. This is a demanding course with a large number of readings and there are case-study assignments or discussion questions each week.

LEARNING OUTCOMES

Upon completion of this course students will be able to:

- understand terminology used within the health care sector;
- explain how health care is organized, funded and delivered within Canada;
- understand key concepts in population health, health policy analysis, and health economic evaluation;
- understand problem solving and decision making procedures in health care setting;
- explain how data analytics can improve a health care system;
- describe the Canadian health care system in comparison to other countries;
- understand key concepts and approaches to marketing in the health care environment;
- describe key issues related to managing quality in health care; and,
- demonstrate an understanding of current issues and trends in health care.

REQUIRED COURSE MATERIALS AND READINGS

Material or links to material will be provided online through the C650/C700 Course site on McMaster's Avenue to Learn system (<http://avenue.mcmaster.ca>) **FREE**

Optional:

Health and Health Care Delivery in Canada, by Valerie Thompson, 2nd Ed.

\$71.95

Instructions for buying the non-expiring e-textbook:

"Students can purchase Pageburst eBooks directly at:

<https://www.vitalsource.com/products/health-and-health-care-delivery-in-canada-valerie-thompson-v9781927406311>

Or In the search bar, enter ISBN **9781927406311**. Follow the instructions to order and pay".

Class Modes

In-class:

- The in-class sessions may include any combination of lectures, guest speakers, group discussions, or other content.
- Additional content (readings, videos etc.) may be posted on the A2L site throughout the term.
- Students are expected to complete all required readings prior to attending class each week.
- **Guest speakers are subject to change. As a courtesy, students are expected to close their laptops and participate by asking thoughtful questions when there are guest speakers.**
- Students may not make audio and/or video recordings of any portion of a class without the written permission of one of the instructors.
- All students are expected to attend and participate during student presentations.

Online:

During on-line class weeks, students are to follow the following schedule:

- Discussion questions become visible on Avenue **Saturdays at 8:00 pm**.
- Students have access to make posts on Avenue beginning **Mondays at 8:00 pm**.
- Students must complete at least their main post by **Wednesdays at 11:00 pm**.
- Access to make posts on Avenue is ended as of **Thursdays at 06:00 pm**.
- Extensions will be provided should there be any technical difficulties with the A2L system.

EVALUATION

Learning in this course comes from readings, lectures, case-studies, in-class and online discussion and participation, completion of assignments, and out-of-class reflection. All work will be evaluated on an individual basis except where group work is expected. In these situations, group members will share the same grade unless group members agree to an adjustment. Peer evaluation might also be used to assess the member's contributions to their own group.

This course is delivered in a non-traditional combination of in-class and online formats. Online learning is facilitated through the Avenue to Learn (A2L) platform. Students are expected to be adult learners who will independently read course content posted on the A2L course website, analyze information, and share their new knowledge and understanding with their classmates (in-class and online) so that they learn from each other as well as from the instructor. Students will use course content posted on A2L and the textbook along with additional readings, videos or web sites as identified throughout the course. For online components of the course, students will complete and post assignments and/or interact with other students through A2L.

Communication and Feedback

Students that are uncomfortable with directly approaching the instructor regarding a course concern may choose to send a confidential and anonymous email to the respective Area Chair at:

<http://www.degroote.mcmaster.ca/curr/emailchairs.aspx>

Students who wish to correspond with the instructor directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student.

Instructors should conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT	LETTER GRADE	PERCENT
A+	90 - 100	B+	75 - 79
A	85 - 89	B	70 - 74
A-	80 - 84	B-	60 - 69
		F	00 - 59

Components and Weights

Participation	<ul style="list-style-type: none"> Students are expected to have an active participation and presence through their involvement in the class discussions, sharing ideas and posing relevant questions. When other groups are presenting a case or during the end of term presentations, the students from other groups are also expected to share ideas and experiences related to the topics presented. 	15%
Case Study Presentation AND Summary Report	<ul style="list-style-type: none"> For some of the in-class weeks, each group will take a lead for presenting a case-study. They also need to write a summary report to be shared by others on A2L. Details on this assessment are posted in a separate document. All case-study assignments worth the same. 	30%
Online discussion questions	<ul style="list-style-type: none"> Online discussion will be monitored / facilitated by the TA. All discussion questions worth the same. 	30%
Final Assignment (last two weeks)	Group presentation and facilitation of discussion	25%

Assignments & Participation

Name cards and photographs are used to help give credit for your participation. You must have a name card with your **full first and last name** clearly written and displayed in front of you for every in-class session.

Students are expected to post their photograph on the Avenue to Learn system during the first week of class. The instructor will feel free to cold-call on anyone at any time. Hence, it is imperative that you prepare for each and every case and reading. Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the **quality** of contributions each week.

When individual or group assignments are required to be submitted, students should do so using the appropriate Dropbox on the course A2L site by midnight (EST) of the due date. **All assignments are to be submitted as Word documents.** Please note that should there be any problems with the A2L site that limits students' ability to participate in discussions or submit assignments all deadline times/dates will be extended.

Online Discussion Questions

Students are expected to post at least one main response to each online discussion question. In addition, you are expected to participate in the overall online discussion by commenting on other students' posts (at least 2 times per week).

Postings should be concise, reflective and respectful. Students are expected to share ideas and experiences related to the topics presented during online discussions. Make sure you are adding value and not simply repeating what others have already said.

Please note that the evaluation of your online participation will be based on the quality of your overall contribution.

At the discretion of the instructor, students may also be assigned one week during which they will be responsible for facilitating discussion (getting things started early in the discussion period and intervening when necessary) and/or for summarizing the main discussion points at the end of the week (keeping the summary brief and posting it prior to the closing of the discussion time window). The course instructor and/or TA will limit their participation so as not to overly influence the direction of the discussion. During the online weeks, you will only have access to your discussion group.

There is also a General Discussion area where students may interact with each other. The instructor will not be monitoring this area routinely so if you have an important question, please email the instructor directly using McMaster email.

End of Term Assignment

Working in groups, students will select one topic, on a first-come basis (please confirm with the instructor), from the CFHI (Canadian Foundation for Healthcare Improvement) Mythbusters series:

<http://www.cfhi-fcass.ca/PublicationsAndResources/Mythbusters.aspx>

1. Myth: International Medical Graduates Are the Solution to the Doctor Shortage in Underserviced Areas (2013)
2. Myth: When it comes to drugs and devices, newer is always better (2013)
3. Myth: User fees ensure better use of health services (2012)
4. Myth: C-sections are on the rise because more mothers are asking for them (2011)
5. Myth: The aging population is to blame for uncontrollable healthcare costs (2011)
6. Myth: Seeing a Nurse practitioner instead of a doctor is second-class care (2010)
7. Myth: Most physicians prefer fee-for-service payments (2010)
8. Myth: Whole-body screening is an effective way to detect hidden cancers (2009)
9. Myth: Emergency room overcrowding is caused by non-urgent cases (2009)
10. Myth: In healthcare, more is always better (2008)
11. Myth: Canada's system of healthcare financing is unsustainable (2007)
12. Myth: Direct-to-consumer advertising is educational for patients (2007)
13. Myth: We can improve quality one doctor at a time (2007)
14. Myth: People use health system report cards to make decisions about their health (2006)
15. Myth: The risk of immunizing children often outweigh the benefits (2006)
16. Myth: Early detection is good for everyone (2006)

17. Myth: Medical malpractice lawsuits plague Canada (2006)
18. Myth: A parallel private system would reduce waiting times in the public system (2005) – G5

Groups will prepare a presentation and facilitate a class discussion which includes the following:

- Title of the Myth and identification of the group members;
- A summary of the myth (i.e. what is the myth, how has it been defined, and what are the issues);
- A brief critique (was the CFHI piece fair and accurate in its presentation?);
- An update (is there any new evidence or change in context since the Mythbuster was written?); and
- Identification of the implications (e.g. funding, marketing, access, quality etc.) of the issue(s) for each of the following:
 - policy makers;
 - health care managers; and
 - consumers.

Each group will present their topic in class and lead a discussion which highlights the policy analysis issues covered in the course. Groups will be given approximately 30 minutes for both the presentation and the class discussion (**depending on class size – please check with the instructor for actual presentation time**). The precise approach used to present the topic to maximize its relevance and interest to the class is up to each group. The purpose of this assignment is to expose students to a broad range of controversies within health care.

The end of term presentations will be evaluated for:

1. completeness (inclusion of the material noted above);
2. innovation in making the presentation (keeping audience interest); and
3. ability to facilitate discussion.

Groups will be assigned a date for their presentation. The presentation slides are to be posed in the course Dropbox on A2L no later than midnight of the day of the presentation.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/univsec/policy/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as

general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

In this course, we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to the course Avenue to Learn Dropbox. Students who do not wish to have their work assessed through Turnitin.com must advise their instructor(s) in writing. Students must still submit a copy to the Avenue to Learn Dropbox. No penalty will be assigned to a student who does not wish to have their work assessed through Turnitin.com. However, all submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). To see the Turnitin.com Policy, please go to:

www.mcmaster.ca/academicintegrity

USE OF AVENUE TO LEARN SYSTEM

In this course, we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Students should avoid using the Avenue email system and instead use your McMaster email accounts for communicating with instructor or TA.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

POTENTIAL MODIFICATIONS TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. **It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.**

CLASS SCHEDULE

Week	Date	Mode	Topic
1	10-Jan	In-Class	Introduction
2	17-Jan	Online	Funding and Delivery of Services
3	24-Jan	In-Class	Health Policy (Guest Lecture)
4	31-Jan	Online	Comparing Health Care Systems and Outcomes
5	07-Feb	In-Class	Health Economics & Population Health (Guest Lecture)
6	14-Feb	Online	Issues in Social Marketing and Pharmaceutical Industry
	21-Feb	NO CLASS	
7	28-Feb	In-Class	Health Marketing (Guest Lecture)
8	07-Mar	Online	Quality and Patient Safety in the Delivery of Health Care
9	14-Mar	In-Class	Decision Making in Health Care
10	21-Mar	Online	Evidence-Based Medicine and Information Technology
11	28-Mar	In-Class	Health Analytics
12	04-Apr	In-Class	Final Presentations
13	11-Apr	In-Class	Final Presentations