

**Business C715
Health Care Funding and Resource Allocation
Winter 2023 Course Outline**

**Health Policy and Management Area
DeGroote School of Business
McMaster University**

COURSE OBJECTIVE

This course provides an overview of funding and resource allocation (financial, human and capital) across the key components of health care systems in Canada and selected other countries and recent proposals for reform. Students will learn how economic arrangements and policies affect the delivery of health promotion, prevention, and treatment services, including primary care, hospitals, community and long-term care and pharmaceutical policy. Students will have the opportunity to explore the application of theory to current issues facing healthcare decision-makers. Students will further develop their presentation and writing skills and their ability to receive and offer constructive peer critique. The course will help prepare students for management and policy roles in government, health regions, and health care organizations in Canada and other countries.

INSTRUCTOR AND CONTACT INFORMATION

Course Date: Jan 9 – Apr 30
Call Time: Mondays 11:30am – 2:30pm
Gracia Mabaya
Instructor
mabayag@mcmaster.ca
Office: TBD
Class Location: Ron Joyce Campus 263

Teaching Assistant
Ayush Suri
suria@mcmaster.ca

Course website: <http://avenue.mcmaster.ca>

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: Yes	Global view: Yes
Avenue: Yes	Ethics: Yes	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: Yes	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

This course will examine the allocation of resources for health care and health promotion in Canada. Students will develop a clear understanding of the components of health systems in Canada, and how the financial, human and capital resources used are financed (where the money comes from), how resources are allocated across the system (funding) and the influence of health professional remuneration (payment) on services organization and delivery. Canadian approaches will be compared with those in selected other countries within a global context. Issues of financial sustainability and efficiency in health care systems will be examined along with proposals for system reform to improve quality and control cost increases in Canada and elsewhere. Topics will include hospital funding, physician payment, pharmaceutical pricing, alternate financing approaches, and the role of provincial and regional structures in allocating funding for long-term care, rehabilitation, and community health programs.

LEARNING OUTCOMES

Upon completion of this course, students will be able to complete the following key tasks:

- Identify the ways in which resources are allocated to each of the key components of health systems, ranging from health promotion/prevention through treatment and aftercare services;
- Demonstrate an understanding of the role of governance, funding and financing arrangements on how resources are allocated across components of Canadian health systems with implications for efficiency and equity;
- Conduct comparative analysis of health system governance, funding and financing arrangements across jurisdictions;
- Identify key current reform (proposals or underway) of health care funding and resource allocation across Canada and in selected other countries;
- Assess proposed reforms (proposals or underway) for their feasibility in the Canadian context at the national, provincial/territorial and health region levels to understand barriers and opportunities to implementation;
- Gain skills in small group work, peer review and different presentation modalities.

REQUIRED COURSE MATERIALS AND READINGS

- Avenue registration for course content, readings and case materials \$FREE
 ➤ <http://avenue.mcmaster.ca>
- Marchildon, G. (2020) Health Systems in Transition: Canada, Health system review \$FREE
 ➤ Available at https://www.researchgate.net/publication/351177869_Health_Systems_in_Transition_Canada_Third_Edition
 ➤ McMaster University Library e-book link: <https://books-scholarsportal-info.libaccess.lib.mcmaster.ca/en/read?id=/ebooks/ebooks6/upress6/2021-04-18/1/9781487537517>
- Mossialos, E., Dixon A., Figueras, J. & Kutzin J. (2002) Funding health care: options for Europe. European Observatory on Health Care Systems Series \$ FREE
 ➤ Available at http://www.euro.who.int/_data/assets/pdf_file/0003/98310/E74485.pdf

OPTIONAL COURSE MATERIALS AND READINGS

- Culyer, T. (2012) The Humble Economist, York Publishing Services Ltd: UK \$ FREE
 ➤ <https://www.york.ac.uk/media/che/documents/books/The%20Humble%20Economist%20corrected%20PDF%20version.pdf>

EVALUATION

Learning in this course comes from lectures on selected concepts, from related readings, in-class small group work including discussions and presentations and participation and from researching your assignments, and presentations. All work will be evaluated on an individual basis except where group work is expected. In these cases, group members will share the same grade, unless all group members agree to an adjustment. Your final grade will be calculated as follows:

Components and Weights

Class Attendance & Participation	Class Participation and Thoughtful Discussion	10%
Student Presentation Based on Chosen Topic (group)	Presentation and Questions	10%

Presentation (group)	Business Case Proposal for Improving Health System Performance (3-4 pages)	15%
Assignment #1 (individual)	Media Analysis Summary (3-4 pages)	15%
Assignment #2 (group of 3-4)	International Comparative Analysis (PowerPoint Document)	20%
Assignment #3 (Individual)	Issue Solution - Mini Paper (8-10 pages)	30%
Total		100%

Grade 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	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Course Deliverables

CLASS PRESENTATIONS

Student Presentations Based on Chosen Topic & Questions – 10%

Students will be responsible for presenting a topic of their choice from the weekly schedule. Students will be grouped based on the number of individuals in the class and will be responsible for presenting an overview of the assigned readings in PowerPoint format and for leading a thoughtful activity.

PowerPoint presentation are to be submitted **by midnight**, the day before class. Students must be prepared to:

- Discuss key takeaways/ lessons learned from the required readings;
- Ask questions that help everyone understand, reflect on, and apply the main points of the readings; and
- Actively lead a small group activity with the rest of their peers that reflect upon the course readings. (E.g., if your topic is “Hospitals”, you may choose to ask your peers to answer questions related to one of the assigned readings, or lead a group activity).
- Students will have a total of **30 minutes** (this includes time for questions and activity)
 - **15 minutes** for the presentation component
 - **10 minutes** for the activity
 - **5 minutes** for questions

Dimension	Details	Score
Description/ Overview of Topic	<ul style="list-style-type: none"> • Clear, concise, and well-justified presentation of: <ul style="list-style-type: none"> ○ Key takeaways from readings; ○ Authors’ main arguments; ○ Problem being addressed and proposed recommendations. ○ Topic’s relevance to course materials. ○ Topic’s relevance to current issues. 	/4
Reflections on Readings/ Topic	<ul style="list-style-type: none"> • Shares reflections on readings including: <ul style="list-style-type: none"> ○ Learnings; ○ Discussions; ○ Challenges identified. 	/3
Leading Activity	<ul style="list-style-type: none"> • Activity is engaging and challenging • Activity is insightful and covers multiple readings. 	/2
Quality of Presentation (including visuals, creativity, etc.)	<ul style="list-style-type: none"> • Answers audiences’ questions clearly and completely. • Slides are clear, organized and visually appealing. • Equal representation from each group member. 	/1
Total		/10

CLASS PRESENTATIONS & WRITTEN SUBMISSION

Class Participation – 10%

15% of the grade will be for class participation and engagement in weekly discussions. Since this is a graduate course using a seminar-style structure, active participation each week is expected.

Students are expected to attend all classes by zoom and to participate for the entire duration of the class. Students will be granted permission to miss one class with advanced notice to the instructor and instructor approval without losing participation marks assuming all required activities are submitted for that week on time. Each student is expected to read the assigned weekly articles and come prepared to answer questions and challenge their peers in thought-provoking discussions.

There is also a general discussion area on the A2L site where students may interact with each other (instructors and teaching assistants will not be monitoring this area routinely so if you have an important question please phone or email directly).

Business Case Proposal for Improving Health System Performance – 15%

Case scenario:

One main struggle health systems across the world encounter is regarding the improvement of population health, while at the same time lowering costs associated with health care. The Quadruple Aim, adapted from the widely acclaimed Triple Aim has been a recently suggested framework for optimizing health system performance. This framework includes four dimensions: (1) reducing costs; (2) improving population health; (3) improving patient experience; (4) and improving health care team well-being (including productivity).

As a member of the senior leadership team within an Ontario teaching hospital, you are tasked with applying the quadruple aim to reduce inefficiencies, improving performance and patient outcomes as well as their experience, and improving the wellbeing and productivity of staff members. Your hospital team has found quality improvement opportunities (e.g., reducing the rate of hospital-acquired infections, optimizing sepsis care, reducing hospital readmissions, decreasing medical administration errors, and improved electronic medical record documentation), requiring additional funds from the Ontario Ministry of Health to be implemented.

Students are encouraged to use their creativity to develop a business proposal that is unique and cutting-edge. Students are to create a business proposal showing the Ontario Ministry of Health that their quality improvement initiative will be beneficial by reducing wasteful spending while improving processes and patient outcomes.

Students will present their models and must convince the panel (instructor- Gracia Mabaya, the Guest lecturer, and the rest of your peers) that your proposal is the best pick to submit to the Ontario Ministry of Health as a quality improvement initiative worthy of receiving funding.

Students will be grouped based on the number of individuals in the class. Students will be responsible for presenting their business proposal in PowerPoint format. PowerPoint presentations are to be submitted on **A2L no later than 11:59 p.m. on February 13th.**

Students will have a total of **20 minutes** to present their business proposals, and the panel will **have 10 minutes** to ask questions.

Dimension	Details	Score
Your business plan must include:	<ul style="list-style-type: none"> • Who pays, who gets, and who gets paid? • What is being paid for? (e.g., how are the funds to be allocated?) • What is the objective or priority? (e.g., avoiding greater costs in long term, improvement in patient outcomes, etc.) • Potential roles and responsibilities within the program, and different types of pay based on role (e.g., salary versus per procedure). • Key strategies to gain competitive advantage. • How does pay impact productivity & quality? 	/25
Strategy for Cost Saving and Improving Outcomes	<ul style="list-style-type: none"> • How will improvement in quality of care be determined (e.g., what will be the outcome measures). • How will cost savings be determined and monitored. • How will personnel be trained and given ownership of the initiative (e.g., for improved productivity) – how will this be sustained. • Monitoring and evaluation- system to regularly assess quality improvement and performance monitoring (e.g., outcome measures). 	/30
Creativity & Innovation	<ul style="list-style-type: none"> • Students are free to be as innovate and creative as possible in coming up with a unique business proposal. • Must be realistic and sustainable. 	/15
Ability to answer questions by the panel	<ul style="list-style-type: none"> • Answers audiences' questions clearly and completely. 	/20

Quality of Presentation (including visuals)	<ul style="list-style-type: none"> • Slides are clear, organized and visually appealing. • Equal representation from each group member. 	/10
Total		/100

ASSIGNMENTS

Assignment#1 – Individual Media Issue Analysis – 15%

Students will be responsible for building a maximum of a 4-page summary on an issue in Health Care Funding and Resource Allocation that you have identified at the federal, provincial, regional, or health care organization level that pertains to one of the three main theme areas: Who Pays, Who Gets, and Who Gets Paid? and is covered in the **MEDIA** over the past two years (see table below for an overview of topics). The aim is to get the student to identify an issue of importance and summarize its perceived impact. It is not about offering a solution. Paper to be double-spaced and APA referencing required. This assignment is worth 15% of your mark and is due on **Sunday, February 5th at 11:59 p.m.**

For an example of a policy brief: http://www.jhsph.edu/research/centers-and-institutes/womens-and-childrens-health-policy-center/de/policy_brief/index.html

	Who Pays?	Who Gets?	Who Gets Paid?
Individual vs. insurer vs. government	<ul style="list-style-type: none"> • Health system arrangement • Public or private? • Taxation or SHI? • Services: <ul style="list-style-type: none"> ○ Pharmaceuticals ○ Mental health ○ Hospital-based services ○ General practitioners ○ Specialist physicians/ services 	<ul style="list-style-type: none"> • Beneficiaries of the health system – who is in or out? <ul style="list-style-type: none"> ○ Federal ○ Provincial/territorial • Vulnerable populations • Private vs. publicly covered services • Insurance arrangements 	<ul style="list-style-type: none"> • Remuneration of healthcare systems <ul style="list-style-type: none"> ○ Activity-based funding, QBP, HBAM, Bundled care • Remuneration of healthcare professionals <ul style="list-style-type: none"> ○ Capitation ○ FFS ○ Salary • Incentivization of the healthcare workforce through HTA and VBID

Assignment#2 – International Comparative Presentation – 20%

Working in groups of three-four (depending on class size), students will select one topic in the domain of health care funding, financing or payment and compare the approach adopted in a Canadian jurisdiction with that used in another jurisdiction within Canada or another country to determine if the Canadian jurisdiction could benefit from the other jurisdiction's approach. Think about which area your topic fits into: Who Pays, Who Gets, Who Gets Paid- and from which perspective you are thinking about efficiency, equity and health system performance (from the payer, provider or population perspective). Topics are open and duplications are allowed. The aim of the assignment is to build from assignment one (identification) to comparison.

Groups will prepare a presentation as if they were facilitating a class discussion that includes the following:

- A summary of the topic in the area of health care funding and resource allocation and its importance;
- Identification of the funding and resource allocation issue(s) in this topic area in the selected Canadian jurisdiction;
- A statement of what the comparator jurisdiction is and why it was selected for the analysis;
- An application of the concepts taught to date in class as appropriate to your analysis;
- A comparison of the approaches to funding and resource allocation in this topic area in the two jurisdictions (**equity, efficiency, resource allocation frameworks**);
- An analysis of whether or not the approach used in the comparator jurisdiction would be beneficial in the selected Canadian jurisdiction;
- Conclusions and recommendations.
- Generative Questions**
- Appendix: APA References

You may choose any comparison country including the **USA**

**Each group will conclude the PowerPoint deck (document) with at least two generative questions that would engage the class as if we were online together in the classroom.

This assignment is worth 20% of your mark and is due on **Sunday, March 12th at 11:59 p.m.**

Note that members of each group will receive the same mark.

Assignment#3 – Individual Mini Paper – Issue Solution – 30%

The final course assignment consists of each student selecting a proposal for reform to any element of health care funding and resource allocation in a jurisdiction in Canada or elsewhere, analysing the proposed reform using course concepts and presenting it in the form of an 8-10-page paper.

The goal here is that we build from assignment 1 (issue identification) and assignment 2 (comparison) to assignment 3 (possible solutions)

The paper should conform to the following:

- Submitted online (A2L Dropbox) in Microsoft Word format.
- 1-inch margins and 11-point font;
- Double-spaced; and,
- APA Reference Format.

The final briefing paper is to be submitted by **Sunday, April 10th, at 11:59 p.m.**

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degrootemcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs 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. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to 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.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ON-LINE ELEMENT

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ON-LINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer

activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

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>

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION 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.

RESEARCH USING HUMAN SUBJECTS

ONLY IF APPLICABLE

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA C715 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

COURSE SCHEDULE

**BUSINESS C715
Health Care Funding & Resource Allocation
Winter 2023 Course Schedule**

Week	Date	Topic	Deliverable
1	Jan. 9 – 15	Resource Allocation & Equity within the Canadian System	Week #1 – Prof Lecture
2	Jan. 16 – 22	Financing and Insurance	Week #2 – Prof Lecture Student Presentation #1
3	Jan. 23 – 29	Sustainability and Value Challenges	Week #3 – Prof Lecture Student Presentation #2
4	Jan. 30 – Feb. 5	Assignment 1 Due Feb 5	
5	Feb. 6 – 12	The United States American Post-Acute Care Operator	Week #5 – Guest Lecture (Nicole Rakowski) Student Presentation #3
6	Feb. 13 – 19	Hospitals Business Case Proposal Due Feb 13	Week #6 – Prof and Guest Lecture (Mike Henan) Student Presentation #4
7	Feb. 20 – 26	Reading Week	
8	Feb. 27 – Mar. 5	Primary Care and Physicians Private Choice and Delivery Options	Week #8 – Prof and Guest Lecture (Dr. Danyaal Raza)
9	Mar. 6 – 12	Assignment 2 Due March 12	

Week	Date	Topic	Deliverable
10	Mar. 13 – 19	Resource Allocation for Indigenous Communities	Week #10 – Guest Lecture (Dr. Patricia Farrugia) Student Presentation #5
11	Mar. 20 – 26	Health Humans Resources	Week #11 – Prof Lecture Student Presentation #6
12	Mar. 27 – Apr. 2	Pharmaceuticals	Week #12 – Guest Lecture (Dr. Christopher Longo) Student Presentation #7
13	Apr. 3 – 9	Final Assignment Study Period Assignment 3 Due April 10	