

COURSE OUTLINE

MBA C650 **Introduction to Health Management** **Spring/Summer 2023**

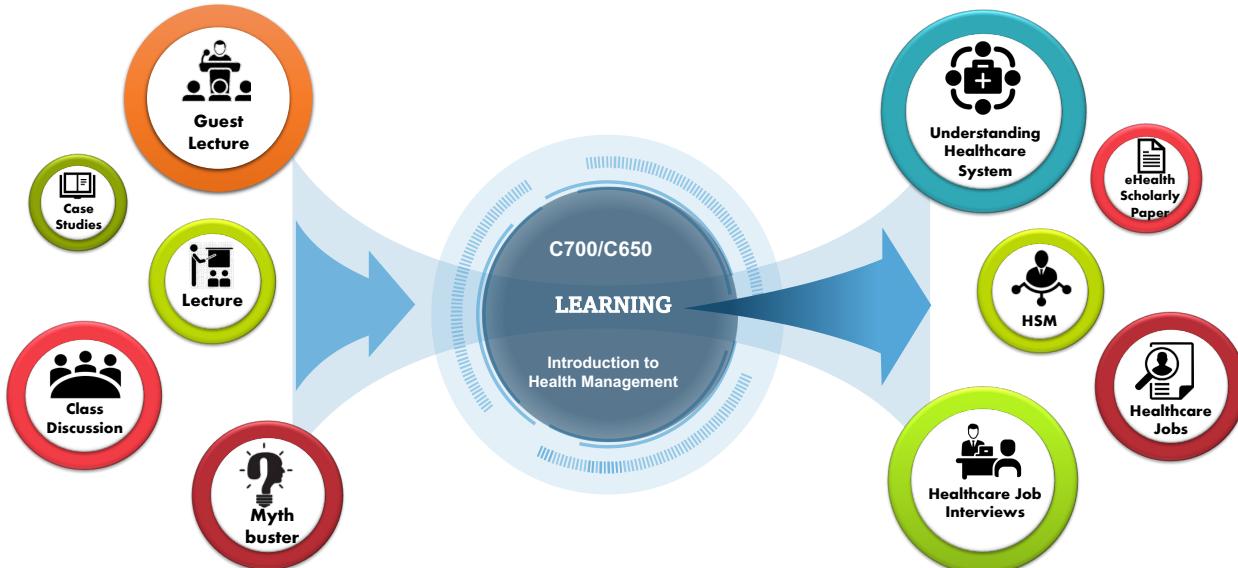
Health Policy & Management Area
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course aims to introduce students to the Canadian healthcare 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 healthcare system (with some comparisons across other developed countries). Students will be exposed to theories, concepts, and issues that provide a foundation for subsequent courses, including Health Policy Analysis, Health Economics and Evaluation, the Management of Population Health, Pharma/Biotech Business Issues, Healthcare Marketing, Quality Issues in Health Services, and Healthcare Analytics. Current issues in healthcare, 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.

BIG PICTURE OF THE COURSE

The following graph illustrates the components of learning (i.e., inputs) and the expected outputs in this class.



As one can see, learning in this course occurs in a versatile and dynamic way and aims to contribute to the student's success both with their studies and job interviews/placements. For instance, it helps **MBA students (HSM and non-HSM)** with their understanding of the healthcare system and its controversies from a management perspective, paving the way for their successful job placement in the healthcare sector. In addition to that, the course helps **eHealth students** to work toward their scholarly papers.

INSTRUCTOR/TA AND CONTACT INFORMATION

Role	INSTRUCTOR	TA
Name	<i>Dr. Manaf Zargoush</i>	<i>Saina Sehatkar</i>
Affiliation	<i>Associate Professor / Health Policy & Management Area</i>	<i>Ph.D. Candidate / Health Management and Policy Area</i>
Email	zargoush@mcmaster.ca	sehatkar@mcmaster.ca
Office	<i>RJC 225</i>	<i>Online through Zoom</i>
Office Hours	<i>By appointment</i>	<i>By appointment</i>

Class Schedule:

- **Tuesday 8:30 – 10:30 AM**
- **Thursday 5 – 7 PM**

For the detailed course schedule/class modality, please refer to the Course Schedule document on A2L.

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 fundamental concepts and issues related to healthcare funding, service design and delivery, and the structure of healthcare systems. The focus will be on the Canadian healthcare system but will reference other health systems as points of comparison. Students will gain familiarity with healthcare terminology, as well as some of the major controversies within the sector. Although the 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), it has been 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 the terminology used in the healthcare sector;
- demonstrate an understanding of current issues and trends in healthcare;
- explain how healthcare is organized, funded, and delivered within Canada;
- describe the Canadian healthcare system in comparison to other countries;
- understand key concepts in population health, health policy analysis, health economic evaluation, healthcare marketing, and healthcare analytics;
- describe key issues related to managing quality in healthcare; and
- understand problem-solving and decision-making procedures in healthcare;
- explain how data analytics can improve the healthcare system;

REQUIRED COURSE MATERIALS AND READINGS

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

Required Textbook

Ontario's Health System: Key Insights for Engaged Citizens, Professionals and Policymakers; by John N. Lavis FREE

Instructions for downloading (FREE) or buying (\$29.91) the textbook:

1. Students can **download (for free)** the chapters through:

<https://www.mcmasterforum.org/learn-how/ontarios-health-system>

2. Students can also **buy the text (\$29.91)** through amazon.ca:

https://www.amazon.ca/dp/1927565111/ref=sr_1_8?s=books&ie=UTF8&qid=1482536720&sr=1-8&keywords=John+lavis

OPTIONAL Textbook

Health and Healthcare Delivery in Canada; 3rd Edition

by Valerie D. Thompson \$76.99

<https://evolve.elsevier.com/cs/product/9781771721691?role=student&CT=CA>

CLASS FORMAT AND SCHEDULE

In-Person (On-Campus)

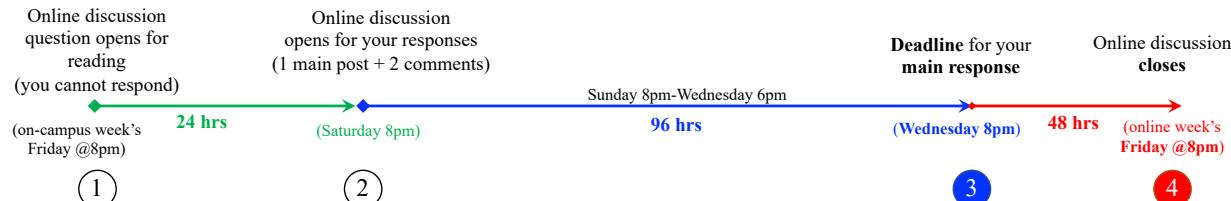
- The in-person sessions may include any combination of lectures, guest speakers, group discussions, or other content.
- Additional content (readings, videos, etc.) may be posted on the A2L site throughout the term.
- Students are expected to complete all required readings prior to attending class each week.
- **Guest lectures may be conducted via Zoom. As a courtesy, students are expected to mute themselves 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 in student presentations.

Asynchronous (A2L)

The online classes will follow the following timeline:

1. The online discussions **open** (i.e., **become visible**) on A2L on the **Friday of the on-campus week at 8:00 pm**.
2. The online discussion **is unlocked**, and the students will be **able to make posts** on A2L beginning **Saturday at 8:00 pm**.
3. Students must complete at least their **main post** by **Wednesday at 08:00 pm**.
4. The online discussion **closes** (i.e., no access to make posts on A2L) on the **Friday of the online week at 8:00 pm**.

Note 1: Extensions will be provided should there be any technical difficulties with the A2L system or



the virtual class.

Note 2: For details on how to participate in the online discussion weeks, please refer to the document ***"Tutorial on Using A2L for Online Discussion.pdf"*** available on A2L.

EVALUATION

Learning in this course comes from readings, lectures, case studies, virtual classes, and online discussion, in addition to participation, completion of assignments, and out-of-class reflection. All works will be evaluated on an individual basis except where group work is expected. Peer-evaluation might also be used to assess the member's contributions to their own group. Moreover, cross-evaluation (by the students not in the same group) will be used to assess the presentations.

This course is delivered in a non-traditional combination of in-person and online (asynchronous through A2L and synchronous through Zoom) formats. 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 (virtual and online) so that they learn from each other as well as from the instructor/guest lecturers. Students will use course content posted on A2L and the textbook, along with additional readings, videos, or websites as identified throughout the course.

For online discussions, students will complete and post assignments and interact with other students through A2L.

Components and Weights

<u>Component</u>	<u>Type</u>	<u>Weight</u>	<u>description</u>
PARTICIPATION	individual	15%	<ul style="list-style-type: none"> Students are expected to have active participation and presence through their involvement in class discussions, sharing ideas, and posing relevant questions. When other groups are presenting a case, and during the end-of-term presentations, the students from other groups are also expected to share ideas and experiences related to the topics presented. <p>Note: A key component of your class participation is submitting your peer- and cross-evaluations.</p> <p>Submit these forms <u>through A2L</u> no later than <u>24 hrs. after the class ends</u>.</p>
CASE STUDY PROJECT: • Presentation/ group (75%) • Report/ group (25%) <i>during on-campus weeks</i>	group	20%	<ul style="list-style-type: none"> Each group will take the lead in presenting a case-study. They also need to submit one summary report. Details on this assessment are posted in a separate document. <p><i>All case-study assignments are worth the same.</i></p>
ONLINE DISCUSSIONS <i>during the online asynchronous/A2L weeks</i>	individual	35%	<ul style="list-style-type: none"> The online discussion will be monitored/facilitated by the TA. All discussion questions are worth the same.
FINAL PROJECT: • Presentation/ group (65%) <i>During class time of the last two weeks</i> • Report/ individual (35%) Due Date: July 14th :23:59	group & individual	30%	<ul style="list-style-type: none"> group presentation and facilitation of discussion individual reports

Assignments & Participation

Your official names are used to help give credit for your participation. You must use your official **full first and last name** when joining the virtual classes. **Students are expected to post their photographs on the A2L 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.

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.

All submissions (presentation slides, summary reports, and evaluations) must be made through A2L designated for the assignment of the interest. Unless approved by the instructor, **late submissions will be assigned a score of zero.**

Important Notes about “Participation”:

- Missing a class **negatively** affects the participation grade (impact < 0), and the negative impact is magnified for the final presentation classes.
- Merely attending the classes does not imply “participation” (impact = 0) unless it involves active participation in the class discussions (impact > 0).

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 two times per online 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's email.

End-of-Term Assignment

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

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

The full-text articles can be found on A2L.

1. Myth#1: When it comes to drugs and devices, newer is always better
2. Myth#2: User fees ensure better use of health services
3. Myth#3: C-sections are on the rise because more mothers are asking for them
4. Myth#4: The aging population is to blame for uncontrollable healthcare costs
5. Myth#5: Seeing a Nurse practitioner instead of a doctor is second-class care
6. Myth#6: Whole-body screening is an effective way to detect hidden cancers
7. Myth#7: Emergency room overcrowding is caused by non-urgent cases
8. Myth#8: We can improve quality one doctor at a time
9. Myth#9: The risks of immunizing children often outweigh the benefits
10. Myth#10: Early detection is good for everyone
11. Myth#11: A parallel private system would reduce waiting times in the public system
12. Myth#12: Generic drugs are lower-quality and less safe than brand-name drugs
13. **Myth#13 (NEW from Mintzberg textbook): The system of health care is failing**
14. **Myth#14 (NEW from Mintzberg textbook): Healthcare institutions, not to mention the whole system, can be fixed with more heroic leadership**
15. **Myth#15 (NEW from Mintzberg textbook): Healthcare organizations can be fixed by managing them more like businesses**

Note: For the summer terms, a maximum of two groups can choose the same topic.

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:
 - policymakers;
 - healthcare managers; and
 - consumers.

Each group will present their topic during the virtual class and lead a discussion that 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**). 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 healthcare.

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);
3. ability to facilitate discussion;
4. quality of the report

Important Note: Missing your own presentation (case-study presentation and/or final presentation) is considered a missed work and will be treated accordingly.

Groups will be assigned a date for their presentation. The presentation slides are to be submitted no later than midnight on the day of the presentation.

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

COMMUNICATION AND FEEDBACK

Students who are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential email to the respective Area Chair of the Health Policy & Management Area¹ or the Associate Dean (adbusac@mcmaster.ca).

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

¹ Link to the Health Policy & Management Area's portal: <https://research.degrote.mcmaster.ca/faculty-areas/health-policy-and-management/>

should NOT be sent to the Area Administrative Assistants. Instructors are required to provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term. Instructors may conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery.

Students who wish to have a course component re-evaluated must complete the following form:
http://www.mcmaster.ca/policy/Students-AcademicStudies/Form_A.pdf

In order for the component to be re-read:

- the component must be worth 10% or more of the final grade in the course
- students pay a fee of \$50 in Gilmour Hall #209 (a receipt is then brought to APO)
- the Area Chair will seek out an independent adjudicator to re-grade the component
- an adjustment to the grade for the component will be made if a grade change of three points or greater on the 12-point scale (equivalent to 10 marks out of 100) has been suggested by the adjudicator as assigned by the Area Chair
- if a grade change is made, the student fee will be refunded

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. The 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., a 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 another 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 the 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., online 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 online 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, usernames 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 online 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 that 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.degrotee.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.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without a valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam date, or the application may be denied.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroote MBA Current Student website:

<https://mbastudent.degrotee.mcmaster.ca>

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Failure to write an approved deferred examination at the pre-scheduled time will result in a zero (0) mark for that examination, except in the case of exceptional circumstances where documentation has been provided and approved. Upon approval, no credit will be given for the course, and the notation N.C. (no credit) will be placed on the student's transcript.

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 coursework at the outset of the 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 the 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 an 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 that 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.

ACKNOWLEDGMENT OF COURSE POLICIES

Your registration and continuous participation (e.g., on A2L, in the classroom, etc.) to the various learning activities of MBA C650/C700 will be considered to be an implicit acknowledgment of the course policies outlined above or of any other that may be announced during the lecture and/or on A2L. **It is your responsibility to read this course outline, familiarize yourself with the course policies, and act accordingly.**

A 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.