BUSINESS C715
Health Care Funding and Resource Allocation
Winter 2024 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

Instructor:	**Nicole Rakowski**	**Rayeh Kashef Al-Ghetaa**
Instructor Email:	rakowsna@mcmaster.ca	Kasher1@mcmaster.ca

TA: TBD
TA Email: TBD

Course Date: Jan 8 – Apr 25

Course Website: http://avenue.mcmaster.ca

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

C715/ Health Care Funding and Resource Allocation

This course will examine the allocation of resources for health care and health promotion in Canada. Students with 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 • http://avenue.mcmaster.ca	$ FREE

Marchildon, G. (2013) Health Systems in Transition: Canada, Health system review. European Observatory on Health Systems and Policies available at http://www.euro.who.int/__data/assets/pdf_file/0011/181955/e96759.pdf	$ FREE
Mossialos, E., Dixon A., Figueras, J. & Kutzin J. (2002) Funding health care: options for Europe. European Observatory on Health Care Systems Series available at http://www.euro.who.int/__data/assets/pdf_file/0003/98310/E74485.pdf	$ FREE

OPTIONAL COURSE MATERIALS AND READINGS

Culyer, T. (2012) The Humble Economist, York Publishing Services Ltd: UK	$ FREE

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

Student Presentation Based on Chosen Topic (group)	Presentation and Questions	10%
Presentation (group)	Business Case Proposal for Private Practice (3-4 pages)	15%
Assignment #1 (individual)	Media Analysis Summary (3-4 pages)	15%
Assignment #2 (group)	International Comparative Analysis (PowerPoint Document)	20%
Assignment #3 (individual)	Issue Solution - Mini Paper (7-9 pages)	30%
Class Attendance & Participation	Class Participation and Thoughtful Discussion	10%
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.

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

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://www.degroote.mcmaster.ca/curr/emailchairs.aspx

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.

Response time to student communication

Students can expect to receive a response to emailed communication within three business days of sending their message for messages sent before 3pm. This means that if an assignment is due by class time on Wednesday, enquiries from students should be sent before 3pm on Friday-this means it’s important to do a bit of planning ahead.

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

<table>
<tr><th>Dimension</th><th>Details</th><th>Score</th></tr>
<tr><td>Description/ Overview of Topic</td><td>Clear, concise, and well-justified presentation of:
Key takeaways from readings;
Authors' main arguments;
Problem being addressed and proposed recommendations.
Topic's relevance to course materials.</td><td>/4</td></tr>
<tr><td>Reflections on Readings/ Topic</td><td>Shares reflections on readings including:
Learnings;
Discussions;
Challenges identified.</td><td>/3</td></tr>
<tr><td>Leading Activity</td><td>Activity is engaging and challenging
Activity is insightful and covers multiple readings.</td><td>/2</td></tr>
<tr><td>Quality of Presentation (including visuals, creativity, etc.)</td><td>Answers audiences' questions clearly and completely.
Slides are clear, organized and visually appealing.
Equal representation from each group member.</td><td>/1</td></tr>
<tr><td>Total</td><td></td><td>/10</td></tr>
</table>

CLASS PRESENTATIONS & WRITTEN SUBMISSION

Business Case Proposal for Private Practice – 15%

Case scenario:

The medical aesthetics and cosmetic industry has continued to gain consumer interest exponentially over the past decade. Competition within this market continues to grow; however, an efficient strategy that includes an edge over other competitors can help a practice stand out amongst others.

Most plastic surgeons that operate independently tend to be the only physician within a practice. However, for this particular scenario, a group of plastic surgeons and bariatric surgeons have decided to come together and open a private practice together. Bariatric surgery seeks to improve a patient's health and reduce weight-related risk factors, while plastic surgery focuses on body contouring and enhancements. Patients who seek out bariatric services will sometimes choose to undergo cosmetic procedures following their procedure to eliminate and/or reduce excess post-bariatric effects. These procedures can include an abdominoplaty or other body contouring procedures.

In order for these physicians to work together effectively, an operating model must be developed. Using what you have learned in this course so far, taking your own research, and applying key concepts such as who pays, who gets, and who gets paid, you are tasked with developing a business proposal for this private practice to run efficiently. This business proposal must include ways in which this team can potentially generate revenue.

Students are encouraged to use their creativity to develop a business proposal that is unique and cutting-edge. Students are to assume that there is no source of government funding, but rather must create a realistic revenue generating model that is sustainable based on clientele.

Students will present their models and must convince the panel (instructors: Nicole Rakowski and Rayeh Kashef Al-Ghetaa, and the rest of your peers) that your proposal is the best pick to provide the solutions.

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 4:59 p.m. on March 12th, prior to class.**

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:	• Who pays, who gets, and who gets paid? • What is being paid for? • What is the objective or priority? (e.g. avoiding greater costs in long term, revenue generation, etc.) • Potential roles and responsibilities within the practice, 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 Revenue for Private Practice (i.e. method of earning an income)	• Marketing- gaining and attracting new clients. • Keeping current clients. • Sales- converting potential clients to paying clients. • Client experience- how clients interact with the private practice • Monitoring and evaluation- system to regularly review how effective the revenue model is.	/30
Creativity & Innovation	• 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	• Answers audiences' questions clearly and completely.	/20
Quality of Presentation (including visuals)	• 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 4th 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	• Health system arrangement
	• Public or private?
	• Taxation or SHI?
	• Services:
	  ○ Pharmaceuticals
	  ○ Mental health
	  ○ Hospital-based services
	  ○ General practitioners
	  ○ Specialist physicians/services
		• Beneficiaries of the health system – who is in or out?
		  ○ Federal
		  ○ Provincial/territorial
		• Vulnerable populations
		• Private vs. publicly covered services
		• Insurance arrangements
			• Remuneration of healthcare systems
			  ○ Activity-based funding, QBP, HBAM, Bundled care
			• Remuneration of healthcare professionals
			  ○ 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 10th 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 7th, at 11:59 p.m.**

Class Participation – 10%

10% 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 in person or on 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 requited 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).

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/policy/Students-AcademicStudies/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

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Where students miss a regularly scheduled mid-term or class participation for legitimate reasons as determined by the MBA Academic Services Office, the weight for that test/participation will be distributed across other evaluative components of the course at the discretion of the instructor. Documentation explaining such an absence must be provided to the MBA Academic Services Office within five (5) working days upon returning to school.

To document absences for health related reasons, please provide the Petition for Relief for MBA Missed Term Work and the McMaster University Student Health Certificate which can be found on the DeGroote website at http://mbastudent.degroote.mcmaster.ca/forms-and-applications/. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. University policy states that a student may submit a maximum of three (3) medical certificates per year after which the student must meet with the Director of the program.

To document absences for reasons other than health related, please provide the Petition for Relief for MBA Missed Term Work and documentation supporting the reason for the absence.

Students unable to write a mid-term at the posted exam time due to the following reasons: religious; work-related (for part-time students only); representing university at an academic or varsity athletic event; conflicts between two overlapping scheduled mid-term exams; or other extenuating circumstances, have the option of applying for special exam arrangements. Such requests must be made to the MBA Academic Services Office at least ten (10) working days before the scheduled exam along with acceptable documentation. Instructors cannot themselves allow students to unofficially write make-up exams/tests. Adjudication of the request must be handled by the MBA Academic Services Office.

If a mid-term exam is missed without a valid reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

TA student who misses a final examination without good reason will receive a mark of 0 on the examination.

All applications for deferred and special examination arrangements must be made to the MBA Academic Services Office. Failure to meet the stated deadlines may result in the denial of these arrangements. Deferred examination privileges, if granted, must be satisfied during the examination period at the end of the following term. There will be one common sitting for all deferred exams.

Failure to write an approved deferred examination at the pre-scheduled time will result in a failure 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. Students receiving no credit for a required course must repeat the course. Optional or elective courses for which no credit is given may be repeated or replaced with another course of equal credit value.

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

Any student who is unable to write a final examination because of illness is required to submit the Application for Deferred MBA Final Examination and a statement from a doctor certifying illness on the date of the examination. The Application for Deferred MBA Final Examination and the McMaster University Student Health Certificate can be found on the DeGroote website at http://mbastudent.degroote.mcmaster.ca/forms-and-applications/. Please do not use the online McMaster Student Absence Form as this is for Undergraduate students only. Students who write examinations while ill will not be given special consideration after the fact.

In such cases, the request for a deferred examination privilege must be made in writing to the MBA Academic Services Office within five business days of the missed examination.

Special examination arrangements may be made for students unable to write at the posted exam time due to compelling reasons (for example religious, or for part-time students only, work-related reasons):

- Students who have religious obligations which make it impossible to write examinations at the times posted are required to produce a letter from their religious leader stating that they are unable to be present owing to a religious obligation.
- Part-time students who have business commitments which make it impossible to write examinations at the times posted are required to produce a letter on company letterhead from the student's immediate supervisor stating that they are unable to be present owing to a specific job commitment.

In such cases, applications must be made in writing to the MBA Academic Services Office at least ten business days before the scheduled examination date and acceptable documentation must be supplied.

If a student is representing the University at an academic or athletic event and is available at an overlapping scheduled time of the test/examination, the student may write the test/examination at an approved location with an approved invigilator, as determined by the MBA Academic Services Office.

In such cases, the request for a deferred examination privilege must be made in writing to the MBA Academic Services Office within ten business days of the end of the examination period.

Note: A fee of $50 will be charged for a deferred exam written on campus and a fee of $100 for deferred exams written elsewhere. In cases where the student's standing is in doubt, the Graduate Admissions and Study Committee may require that the student with one or more deferred examination privileges refrain from re-registering until the examination(s) have been cleared.

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.

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://www.mcmaster.ca/ors/ethics

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.