



**BUSADMIN C721**  
**Dynamics of Health Policymaking and Influence on Organizations**  
**Winter 2026 Course Outline**

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

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***COURSE OBJECTIVE***

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The goal of this course is to introduce students to the field of health policymaking and analysis. The scope includes administrative/managerial, clinical, and public policies. Students will be exposed to concepts and methods that will provide a foundation for conducting policy analysis, including gaining an understanding of how to approach descriptive, explanatory, and exploratory examinations. Current policy topics in health care will be used to demonstrate the practical relevance of policy analysis for health care managers. Small group activities will be used to help develop communication and analysis skills for use in health policy work settings.

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***INSTRUCTOR AND CONTACT INFORMATION***

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**Course Scheduling:**

Tuesdays, 7:00pm – 9:50pm

Class location: Available on A2L

**Instructor**

Augustine Okoh, PhD

[okoha@mcmaster.ca](mailto:okoha@mcmaster.ca)

Office: TBA

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

**Course prerequisites:** BUSINESS C650 or C610 or registration in the Blended Learning Part-time MBA Program, eHealth MSc program, or permission of the instructor.

**Course antirequisites:** C720

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### ***COURSE ELEMENTS***

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

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### ***COURSE DESCRIPTION***

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This course provides a set of policy tools that form overarching frameworks for analysis of health policymaking which can be used by healthcare managers to perform effectively within a dynamic and politically influenced health policy context. In this immersive course, students are provided tools each week. Each semester, topics and programs that are top of mind for health care managers illustrate the interactions of factors such as ideas (e.g., evidence), interests (e.g., stakeholders) and institutions (e.g., rules). Students will be required to think critically about major themes in health policymaking and the implications for their respective organizations. In-class small group activities strengthen communication and analysis skills for use in the workplace.

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### ***LEARNING OUTCOMES***

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Upon successful completion of this course, students will be able to:

- Demonstrate an understanding of the role of policy and policy analysis in health care
  - Describe the stages and nature of the policy development process
  - Demonstrate an understanding of the significant factors which impact policy development and outcomes
  - Identify key ideas, interests, institutions that affect health policy development
  - Demonstrate an understanding of how issues make it onto the policy agenda
  - Explain why some policy solutions succeed while others fail
  - Communicate effectively in the policy environment
  - Anticipate stakeholder interests and design an appropriate consultation strategy
  - Conduct a mini policy analysis
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### ***REQUIRED COURSE MATERIALS AND READINGS***

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Avenue registration for course content, readings and case materials

➤ <http://avenue.mcmaster.ca>

\$ FREE

## EVALUATION

Learning in this course comes from readings, lectures, in-class discussion, small group work, as well as participation, preparation of individual and group assignments, and out-of-class analysis.

For group assignments, members will share the same grade unless all members agree to an adjustment.

### Components and Weights

Class Participation <sup>a</sup>	Attendance, participation in class/group discussions, including any online forums. Participation is also expected for group presentations.	10%
Assignment 1	<b>Policy Report<sup>b</sup></b> Presentation regarding the analysis of a health policy issue.	20%
Assignment 2	<b>Stakeholder Dialogue</b> Briefing note (15%) <sup>b</sup> , Simulation (15%) <sup>b</sup> , Reflection (10%) <sup>a</sup>	40%
Assignment 3	<b>Mini Policy Analysis</b> A 2-page Outline/proposal (5%) <sup>a</sup> ; paper (25%) <sup>a</sup>	30%

<sup>a</sup>Individual

<sup>b</sup>In groups

### Course Deliverables

#### Class Participation

Participation will not be graded by simply counting each contribution a student makes (i.e., the quality of contribution is most important). Students are expected to come to class prepared (having reviewed the assigned readings) and to be involved in group discussions. Students are also expected to attend all classes.

#### Assignments

Further guidance on the three assignments outlined below will be posted on A2L. Note: If a student has conducted a project or assignment for another course on a similar topic to one proposed for this course, they are required to obtain permission from the instructor in advance of proceeding with the topic. This is to ensure that projects or assignments are sufficiently different from one another. If in doubt, please contact the instructor.

### Assignment 1 – Policy Report

The purpose of this assignment is to assist students in understanding various course concepts through the examination of current issues in health policymaking.

Working in assigned groups, this assignment will involve analyzing/assessing a recent issue related to health policy by identifying and applying concepts from the course. Each group will be assigned a different topic (group assignments will occur during the first week of class).

Students will present to the class (and facilitate relevant discussion) the class/week after the associated concepts/material have been covered.

### Assignment 2 – Policy/Stakeholder Dialogue

The purpose of this assignment is to encourage students to become actively involved in health policymaking by identifying relevant concepts and issues using a practical example of stakeholder engagement.

Working in assigned teams, students will simulate a stakeholder dialogue on a recent health policy topic in to inform policymaking in a selected jurisdiction – Ontario. Each team will prepare a briefing note that speaks to the values, mission, and likely stance of their constituency on the policy topic. In addition to the brief, selected members of the teams will present their position during the simulated dialogue. Each group will submit their 3-page reflection on the simulation within 48 hours, succinctly describing their experiences, lessons learned, and what could have been done differently. The simulation-based learning approach gears to enhance learning, retention, analytical thinking, and creative problem-solving, but also how these dialogues can be to effectively support different stages of the policy cycles, particularly policy development and implementation.

### Assignment 3 – Mini Policy Analysis

The purpose of the final assignment is to pull together the concepts and techniques covered during the course and apply them to an interesting policy issue. Students will conduct a mini policy analysis on a topic of their choice (subject to final approval from the instructor). Specific policy analysis tools/concepts must be used in the analysis. Examples of possible topics and published policy analyses will be posted on the A2L site.

### 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

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## ***COMMUNICATION AND FEEDBACK***

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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.degroote.mcmaster.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.

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## ***ACADEMIC INTEGRITY***

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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](http://www.mcmaster.ca/academicintegrity)

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;



- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

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### ***AUTHENTICITY/PLAGIARISM DETECTION***

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**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](http://www.mcmaster.ca/academicintegrity).

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### ***COURSES WITH AN ONLINE ELEMENT***

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**All courses** use some 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.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

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.

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### ***ONLINE PROCTORING***

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**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.

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## ***CONDUCT EXPECTATIONS***

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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, Teams, 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.

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## ***ATTENDANCE***

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Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

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## ***MISSED ACADEMIC WORK***

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### ***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 DSB Student Services – Academic Office (DSSAO (DSB Student

Services Academic Office)), 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 DSSAO (DSB Student Services Academic Office) 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](http://mbastudent.degroote.mcmaster.ca)). Please direct any questions about acceptable documentation to the MBA Academic Advisors ([askmba@mcmaster.ca](mailto: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 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 DSSAO (DSB Student Services Academic Office) 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.

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 ([mbastudent.degroote.mcmaster.ca](http://mbastudent.degroote.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 DSSAO (DSB Student Services Academic Office) (DSB Student Services Academic Office) and agreed to by the course instructor.

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

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## ***ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES***

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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>

### ***Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre***

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

#### **Process for Students**

- SAS will now be using our online system, MySAS Portal, for graduate students to share accommodation letters with their Instructors and their Faculty/Program. Students will be responsible to activate their accommodations on a term-by-term basis and the approved accommodation letter will be directly sent to the Instructor.
- Students must engage the DSSAO (DSB Student Services Academic Office) to implement their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing DeGroote MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to implement the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.



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

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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 the DSSAO (DSB Student Services Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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## ***COPYRIGHT AND RECORDING***

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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.

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## ***POTENTIAL MODIFICATION TO THE COURSE***

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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.

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## ***RESEARCH USING HUMAN SUBJECTS***

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### ***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.

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### ***ACKNOWLEDGEMENT OF COURSE POLICIES***

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Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of C721 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.

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### ***ARTIFICIAL INTELLIGENCE***

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Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.

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**COURSE SCHEDULE**

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**BUSADMIN C721**  
**Dynamics of Health Policymaking and Influence on Organizations**  
**Winter 2026 Course Outline**

Week	Date	Topics & Activities*
1	January 6	<b>Introduction</b> <ul style="list-style-type: none"> <li>Course Overview</li> <li>Lecture: Introduction to Health Policy Analysis and Methods</li> <li>Groups for Assignment 1 (TBD this week)</li> </ul>
2	January 13	<b>Institutions</b> <ul style="list-style-type: none"> <li>Lecture/Group Discussion: as per topic title; overview of the Canadian Health Care System</li> <li>Groups for Assignment 2 (TBD this week)</li> </ul>
3	January 20	<b>Ideas</b> <ul style="list-style-type: none"> <li>Lecture/Group Discussion: as per topic title</li> <li><a href="#">Assignment 1 – Presentation 1</a> (focus on Institutions): <i>Connected and Convenient Care</i></li> </ul>
4	January 27	<b>Interests</b> <ul style="list-style-type: none"> <li>Lecture/Group Discussion: as per topic title</li> <li><a href="#">Assignment 1 – Presentation 2</a> (focus on Ideas): <i>Medical Assistance in Dying</i></li> </ul>
5	February 3	<b>Policy/Stakeholder Dialogues</b> <ul style="list-style-type: none"> <li>Lecture/Group Discussion: as per topic title</li> <li><a href="#">Assignment 1 – Presentation 3</a> (focus on Interests): <i>Right to disconnect in Ontario</i></li> </ul>
6	February 10	<b>Work on Assignment 2 and Assignment 3 Outline (No Class);</b> <b>Optional Consultations (During Class Time)</b>

7	February 17	<b>Midterm Recess (No Class)</b>
8	February 24	<p><b>Simulation-based learning session</b> – Stakeholder dialogue</p> <ul style="list-style-type: none"> <li>▪ <b>Assignment 2 Policy Brief Due</b> – submit on A2L by 6:59pm on Tuesday, February 24, 2026</li> <li>▪ <b>Assignment 2 Reflection paper Due</b> – submit on A2L by 11:59pm on Thursday, February 26, 2026</li> </ul>
9	March 3	<p><b>Agenda Setting and Problem Definition</b></p> <ul style="list-style-type: none"> <li>▪ Lecture/Group Discussion: as per topic title</li> <li>▪ <u>Guest lecture</u>: Shraddha Mishra</li> <li>▪ <b>Assignment 3 Outline Due</b> – submit on A2L by 11:59pm on Sunday, March 6, 2026</li> </ul>
10	March 10	<p><b>Policy Formulation and Decision-Making</b></p> <ul style="list-style-type: none"> <li>• Lecture/Group Discussion: as per topic title</li> <li>• <b>Assignment 1 – Presentation 4</b> (focus on agenda setting): <i>Pharmacare</i></li> <li>• <b>Feedback on Assignment 3 Outline</b></li> </ul>
11	March 17	<p><b>Policy Implementation and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Lecture/Group Discussion: as per topic title</li> <li>• <b>Assignment 1 – Presentation 5</b> (focus on formulation): <i>Ontario Health Teams</i></li> </ul>
12	March 24	<b>Optional Consultations for Assignment 3 (During Class Time)</b>
13	March 31	<b>Assignment 3 Due</b> – submit on A2L this week
14	April 7	<p><b>Course wrap up:</b></p> <ul style="list-style-type: none"> <li>• A brief review of the course</li> <li>• <u>Guest lecture</u>: TBD</li> </ul>

\*Weekly readings are posted in the Content area of the course Avenue to Learn site