ACADEMIC COUNCIL REPORT

ACTION REQUESTED:

Recommendation	☒
Decision	☒
Discussion/Direction	☐
Information	☐

DATE: 25 May 2021

FROM: Undergraduate Studies Committee

SUBJECT: New Program Proposal – Bachelor of Health Administration (Honours)

COMMITTEE MANDATE:
In accordance with Section a) of the Undergraduate Studies Committee (USC) Terms of Reference, USC has the responsibility "to examine proposals for new undergraduate degree programs and major changes to existing programs and to recommend their approval, as appropriate, to the Academic Council".

MOTION FOR CONSIDERATION:
That, pursuant to the recommendation of the Undergraduate Studies Committee, Academic Council Academic Council hereby approve the Bachelor of Health Administration and recommend approval of the program to the Board of Governors.

BACKGROUND/CONTEXT & RATIONALE:
The BHA will be offered as a 4-year Honours program. The offering the program at an Honours level with research projects and practica will enhance the probability of students' subsequent acceptance into Masters' programs in this noted field of health administration.

Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students also have the option of doing a Minor in Business in one of the following two areas: (i) Entrepreneurship; or (ii) Marketing.

Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to better meet current and emerging health care challenges and needs in this noted area of specialization. The BHA program is designed to prepare students for entry level positions in a variety of community-based agencies, organizations and primary care clinics to support integrated health systems. The inclusion of a work-integrated learning experience comprised of a 120 hours practicum experience and training in a health care institution or agency will help to better prepare Ontario Tech University students for employment in the health care sector. We have a well established partnership community with several agencies already through our other Health Science Faculty programs offered (e.g. Med lab, Nursing, Kinesiology).

Future AUPHA certification of the BHA program will also increase the eligibility of the students into accredited Masters in Health Administration (MHA) programs, thereby supporting career development. This new program will align well within the existing programs offered in the Faculty of Health Sciences incorporating many of the courses that are currently offered by the Faculty (as well as by Faculty of Business and Information Technology (FBIT)). The new program will provide an additional healthcare career avenue for undergraduate students interested in employment within the healthcare sector.

RESOURCES REQUIRED:
One of the unique aspects of the BHA is that all in-house expertise is currently in existence in both Faculties; many of these courses are already in existence. With that in mind, it is not anticipated that there will be a need for additional resources or facilities to launch the program. Given that the minor in Business is already approved and running, no additional resources are required by FBIT. It is anticipated that the enrollment in the Faculty of Health Sciences will not change. Rather, the new degree program will provide an additional option for students who want a career in the healthcare field. The initial enrollment of the program will be established at 25 students in the first and second years that the program is offered. The rational for this is to support efforts to work on any challenges that may arise during implementation. The idea is then to grow the program online with market needs. In later years, it is anticipated that a part-time practicum co-ordinator will be required to facilitate student placement. This has been reviewed and approved assuming projected enrolment has been met.

CONSULTATION AND APPROVAL:
USC for Recommendation: April 2021
Final Faculty Council Approval: March 2021

NEXT STEPS:
- Pending the approval of Academic Council and its recommendation, this proposal will move on to the Board
- The proposal must proceed through the following approval steps subsequent to AC:
  - Board of Governors
  - Ontario Universities Council on Quality Assurance
  - Ontario Ministry of Colleges and Universities
- The expected date of implementation is the fall semester of 2022

SUPPORTING REFERENCE MATERIALS:
- New Program Proposal with Appendices (Bookmarked PDF File)

University of Ontario Institute of Technology
New Undergraduate Program Proposal

Name of proposed program:	Bachelor of Health Administration (Honours)
Degree Designation/Credential:	BHA (Honours)
Faculty (where the program will be housed):	Faculty of Health Science (FHSc)
Collaborating Faculty (if applicable):	Faculty of Business and Information Technology (FBIT)
Program Delivery Location:	Ontario Tech University North Oshawa campus
Collaborating Institution(s) (if applicable):	
Proposed Program Start Date:	Fall 2022
Proposal Contact:	Dr. Wally Bartfay (Wally.Bartfay@ontariotechu.ca)
Prepared Date:	March 2021

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APPENDICES

1   Introduction

a)   Program Abstract

Please provide a brief overview of the proposed program, in 1000 characters or less, including:

- *A clear statement of the purpose of the program*
- *Any program components, such as specializations, pathways, or other offerings in addition to the major*
- *Any distinctive elements, including alternative modes of delivery (including online)*

> The BHA is a 4-year Honours program with research projects and practica designed to prepare students for Masters' programs in this noted field of health administration.
>
> Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students also have the option of doing a Minor in Business in one of the following two areas: (i) Entrepreneurship; or (ii) Marketing.

b)   Background and Rationale

- *Identify what is being proposed and provide an academic rationale for the proposed program*
- *Explain the appropriateness of the program name and degree nomenclature; list any program specializations, pathways, etc.*
- *If applicable, describe the mode of delivery and how it will support students in achieving the learning objectives of the program*
- *Describe the ways in which the program fits into the broader array of program offerings*

Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to better meet current and emerging health care challenges and needs in this noted area of specialization. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes across the lifespan and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and its delivery will be supported by community agencies, primary care clinics, and health institutions.

The BHA program is designed to prepare students for entry level positions in a variety of community-based agencies, organizations and primary care clinics to support integrated health systems. Course delivery will consist of traditional classroom, asynchronous and/or hybrid modes. There are several courses in the BAHSc and BHSc programs that are already provided employing mixed delivery systems (e.g., hybrid, asynchronistic and synchronised and class room formats), which can be taken by diploma prepared allied health care professionals. For example, it could be possible for students to take some of their first year courses online. The inclusion of a work-integrated learning experience comprised of a 120 hours practicum experience and training in a health care institution or agency will help to better prepare Ontario Tech University students for employment in the health care sector. We are anticipating a first-year enrollment of 23 to 25 students maximum. We have a well-established partnership community with several of these agencies already through our other Health Science Faculty programs offered (e.g. Med lab, Nursing, Kinesiology). Please see Appendix J-1 for community partner details. Future AUPHA certification of the BHA program will also increase the eligibility of the students into accredited Masters in Health Administration (MHA) programs, thereby supporting career development.

Access to health care is a key challenge locally, nationally and internationally. To that end, health policy supports the development of integrated health systems (WHO; Canada; Ontario). What is needed are systems that can respond to the needs of the population in a timely, user friendly and cost-effective way to improve patient outcomes. Today's health system challenges (e.g., integration of technological innovations, the aging population, mental healthcare, Indigenous peoples' well-being, substance abuse, etc.) are multifaceted requiring a work force that is trained to provide and support the care people need (Naylor et al., 2003; Romanow, 2002; Truth and Reconciliation Commission of Canada, 2015). Health care is a dynamic and rapidly growing sector requiring not only frontline providers (e.g., Nurses, Medical Laboratory Technologists, etc.), but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration (and management) are prepared to work in areas of operations, finance and planning in the healthcare field. Key to the development of integrated health systems are community and primary healthcare managers and leaders (LEADS Community) who are responsible for managing and

coordinating health services. Historically, individuals employed at entry level in Canadian health services manager positions often have had little formal training in health services administration/management or health services.

An undergraduate degree in health administration would prepare students for entry level administration/management positions in the community (e.g., community clinics, public health, wellness centres, government, etc.) and primary care. The Ontario Tech Faculty of Health Sciences' undergraduate Bachelor of Health Administration (BHA) program is designed to give students the competencies to hold entry management positions in health service organizations in the community and primary healthcare.

We have undertaken a mapping exercise to identify relevant courses for the Bachelor of Health Administration. This exercise has included mapping courses to existing courses offered in the FHSc. In addition, we have completed detailed mapping exercises comparing PLO's to specific course learning outcomes, UDLE's and AUPHA teaching curriculum criteria and competencies (please see Appendix I). Very few additional courses are needed. For example, we would need to offer a health economics course. However, we have expertise in the Faculty to develop and teach this course (e.g., Dr. Rudoler, who is a health economist). These courses would also benefit our existing students in the Public Health Program. While the students in the Public Health Program will complete a traditional STEM- focused degree program, the students enrolled in health administration will complete a STE(A)M-focused degree. We have reached out to the Faculty of Business and Information Technology (FBIT) who are supportive of this proposal. In partnership with FBIT, we have identified collaboration opportunities (e.g., existing FBIT courses) to gain efficiencies.

Therefore, this new program will align well within the existing programs offered in the Faculty of Health Sciences incorporating many of the courses that are currently offered by the Faculty (as well as by Faculty of Business and Information Technology (FBIT)) (Appendix B). The new program will provide an additional healthcare career avenue for undergraduate students interested in employment within the healthcare sector.

c) **Mission, Vision, Strategic Plan, and Strategic Mandate Agreement**
   - *Describe how the program contributes to the University's Mission and Vision*
   - *Explain how the program aligns with the goals and priorities outlined in the Faculty's(ies') and University's Strategic Plans*
   - *Identify how the program fits within one or more areas of strength or growth in Ontario Tech University's Strategic Mandate Agreement*

The proposed program aligns with Ontario Tech's Strategic Plan to: 1) Challenge: We will produce and inspire future leaders who have real-world skillsets. 2) Innovate: We will create new approaches, partnerships, and solutions to improve society. 3) Connect: We will build lasting relationships to make Ontario Tech a remarkable place for work and study.

Support a culture that "thrives on good ideas and collegial exchanges with educational organizations, businesses, and our community."[1]

The proposed Bachelor of Health Administration program aligns with the Faculty of Health Sciences 2018-2020 strategic plan and priorities in offering "credentials leading to entry level positions in the community (e.g., positions in public health and long-term care)." The long-term goals of the Faculty include the delivery of: "high quality evidence-informed and value-based programs that are relevant to current and future community and health industry workforce needs and standards" to respond to a changing health environment. To that end one of the Faculty's priority actions for 2018-2020 is to develop a "Bachelor's degree program in a health-related field to broaden our offerings and to attract high quality students who will thrive within a STE(A)M-based program and bring new perspectives to our traditionally STEM-focused degree programs."

The Bachelor degree program also aligns with the Ontario Tech Strategic Management Agreement with the Ministry of Colleges and Universities in terms of: 1) Innovation in teaching and learning as "Ontario Tech continues to develop and resource unique programs to meet local, regional and national needs for enhanced training and credentials." 2) Institutional Approach to Improving Access and Equity "as the demand for quality postsecondary education increases," the proposed program will address the needs of Ontario Tech University's undergraduate students coming from the Durham Region, Northumberland County and the greater GTA to "access a high-quality career focused program." 3) Institutional Approach to Innovation, Economic Development, and Community Engagement and Durham Region's and Northumberland County's strategic plans all highlight "Ontario Tech's role in the diversification of employment opportunities." 4) Strategic Areas of Program Strength and Expansion which identifies Professional Arts as a program area of strength.

Ontario Tech University President, Dr. Steven Murphy, has identified five additional strategic priorities that are key to the future direction of the University: (i) student experience / sticky campus, (ii) refocus on technology, (iii) work Integrated learning / entrepreneurship, (iv) partnerships, and (v) branding / storytelling. These priorities are inherent and necessary for a successful BHA program as illustrated below.

President's key strategic priorities and the BHA program

Priorities	BHA program
i. *Student experience/sticky campus*	This program engages students in work-integrated learning experiences and therefore supports the student's pursuit of learning and provides the opportunity to interact with educational and community partners. Hence, the program supports a sticky campus and a sticky community. Courses delivered by both FHSc and FBIT (along with minor options) also

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		helps to promote interactions between FHSc and FBIT faculty, staff and students.
ii.	*Technology focus*	Technology is an essential tool for all who work in the healthcare industry. For example, health managers/administrators use health technology to support decisions, to track cost, performance management and maintain patient records (i.e., electronic health records). The adoption of technology in smaller community agencies and practices has been slow. However, a recent review of the literature lists the benefits of adopting technology by these agencies and practices. The proposed program will integrate into the curriculum a focus on technology to better prepare students to provide leadership for technology adoption.
iii.	*Work Integrated learning / entrepreneurship*	Work-integrated learning (WIL) is a key component of the proposed program. We have adopted the Higher Education Quality Council of Ontario's definition of work-integrated learning (WIL): "Work-integrated learning is the process through which students come to learn from experiences in educational and practice settings." It includes the kinds of curriculum and pedagogic practices that can assist, provide, and effectively integrate learning experiences in both settings and types of work-integrated learning to promote understanding. Further to support WIL, the development of the proposed program has also been guided by the report Work-integrated Learning in Canada which identified strategies to implement WIL within curricula. [2] To support "Work-integrated learning is the process through which students come to learn from experiences in educational and practice settings; the proposed program will introduce two new courses in the last year of the program related to WIL experience. The first course is designed to introduce students to the integration of theory and practice facilitated through the work-integrated learning experience in the classroom setting (i.e., case study project). The second course will place the student in the practice setting within the community settings to further support their work-integrated learning experience.
iv.	*Partnerships*	Collaborative partnership with the University and Community Stakeholders is key to students' work-integrated learning experiences and successful delivery of the program. We have sought the involvement, participation and contribution of our

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[2] https://www.canada.ca/en/employment-social-development/programs/work-integrated-learning.html

		Community Partners for input into the BHA program (e.g. "Jam Session") for development of PLOs.
v.	*Branding/story-telling*	The program provides another opportunity for the University to link it values as stated in the mission statement with the student and the community by supporting the development of future leaders and creating new solutions to support an integrated health system through collegial engagement with businesses and the community. The program will prepare students for an entry employment position and offer potential career laddering through the potential opportunity to entry into Masters of Health Administration program.

d) Student Demand

- *Provide evidence of student demand, including number of prospective student inquiries; applications and registrations for similar programs; results from surveys/focus groups of existing students, graduates, or professionals in the field*
- *Include information about domestic vs. international student interest*

The program will provide an opportunity for undergraduate students coming from the Durham Region, Northumberland County and the greater GTA to "access a high-quality career focused program."

A survey of current undergraduate Public Health Sciences' students and 2012-2019 graduates from the general health sciences program (now the Public Health Sciences program) was conducted.

Results from the undergraduate survey demonstrated that 77.8% were either very interested or somewhat interested in taking an undergraduate degree in Health Administration. While 34.8% were very interested and 39.1% were somewhat interested in considering a Masters in Health Administration (Appendix F)

Alumni graduating from 2012-2019 indicated that 63.04% would be very interested in developing some or all of the following core health administration competencies: Communication and Relationship Management Leadership Professionalism Knowledge of the Healthcare Environment Business Skills and Knowledge (Appendix F).

Enrolment Information

- *Provide information regarding enrolment projections and complete Table 1*

It is anticipated that the enrollment in the Faculty of Health Sciences will not change. Rather the new degree program will provide an additional option for STE(A)M- focused students who want a career in the healthcare field. The initial enrollment of the program will be established at 25 students in the first and second years that the program is offered. The

rational for this is to support efforts to work on any challenges that may arise during implementation. The idea is then to grow the program online with market needs.

Table 1: Projected Enrollment by Academic and Program Year

Level of Study	1st year	2nd year	3rd year	4th year	Total Enrolment	Year of Program Maturity
Academic Year 2021 – 2022	25				25	
Academic Year 2022 – 2023	25	25			50	
Academic Year 2023 – 2024	30	25	25		80	
Academic Year 2024 – 2025	30	30	25	25	110	
Academic Year 2025 – 2026	30	30	30	25	115	
Academic Year 2026 – 2027	30	30	30	30	120	YES

e) **Societal Need**
- *Evidence of the need for graduates of the program and in which fields (within academic, public, and/or private sectors)*
- *Please indicate up to three occupations in which graduates from this proposed program may be employed using the Ontario Job Futures website*
- *For professional programs, a description of the program's congruence with current regulatory requirements*
- *Mention if any employers in the area support the need for this program and include a letter of support as an additional appendix.*

At the time of writing this proposal, entry level positions were advertised in the following areas: Government - Central East Local Health Integration Network (CE LHIN) (Durham region, is situated in the CE LHIN); home care; public health; director of community health clinic; wellness manager, and manager of risk management and patient safety (Ontario jobs future).

As indicated previously, the implementation of the proposed program will strengthen and enhance the quality of the existing Health Sciences program in the Faculty to better meet the needs of students and society. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and delivery of care will be supported by community agencies, primary care clinics, and health institutions. As noted previously, trained leadership is needed to support

community agencies (e.g., long term care institutions, supportive housing, diagnostic clinics, etc.) and primary care clinics.

The Ontario government reports the percentage job growth rate (2017-2021)[3] for the following categories: 1) Management in healthcare 8.1% - 9%; 2) Senior managers in health, education and social services 5.1% - 6%; and 3) health policy research, consultation and program officers 11.1% - 12%. The Durham Region population in 2016 was 645,862 and is expected to increase to over one million people in the next fifteen years.[4]

The predicted population growth rate is higher than any other region in Ontario. The Durham Region strategic plan[5] identifies four priority areas of which two focuses on Population Health & Quality of Life to "maintain and improve the health of our community" and Organizational Health & Service Excellence to "deliver exceptional municipal services through strategic, compassionate and innovative leadership." This coupled with the fact that increasingly health care is shifting to the community sector due to technological advances and patient preference (e.g., aging in place), there will be a need for entry-level management positions.

Healthcare managers and administration Administers are not regulated health professionals in Ontario or any other area in Canada. However, the Canadian College of Health Leaders is a recognized health leadership professional program offering *voluntary* certification and fellowship program to support continuous learning and excellence the health management/leadership profession.

Once the Bachelor of Health Administration program has been implemented, we will apply to the Association of University Programs in Health Administration for certification. There is only one other program in Canada certified by AUPHA. This program is situated at Ryerson University; however, the program at Ryerson is a part time degree completion program for graduates from a health diploma program (e.g. respiratory therapy, paramedics).

Accredited (i.e., by the Commission on Accreditation of Healthcare Management Education) Masters programs in Health Administration give priority for entry to students who have graduated from certified undergraduate Health Administration program. Accredited Master's programs are situated at University of Ottawa and University of Toronto.

f) Duplication

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[3] Ontario labour market website. https://www.ontario.ca/page/labour-market. Retrieved September 28, 2018

[4] The Guide to Health Neighbourhoods. (2017). Retrieved from: https://www.durham.ca/en/health-and-wellness/health-neighbourhoods.aspx Retrieved September 19, 2018.)

[5] Growing Together Reaching Further Aspiring Higher A New Strategic Plan for Durham Region: 2015-2019 https://www.durham.ca/en/regional-government/resources/Documents/Region-of-Durham-Strategic-Plan.pdf

- *Describe how the program is distinct from other programs at Ontario Tech. Is it reasonable to anticipate this program might affect enrolment in other related programs? If so, how might this be addressed?*
- *Identify similar or complementary programs offered elsewhere in Ontario in Table 2. Provide additional comment on the justification for this duplication.*

The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. There are several courses in the BAHSc and BHSc programs that are already provided employing mixed delivery systems (e.g., hybrid, asynchronistic and synchronised and class room formats), which can be taken by diploma prepared allied health care professionals. For example, it could be possible for students to take some of their first-year courses online. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students also have the option of doing a Minor in Business in one of the following two areas: (i) Entrepreneurship; or (ii) Marketing.

Hence, this specific program in the Faculty of Health Sciences differs from out other programs offered in terms of focus, field of study and content. Moreover, the BHA is unique because it will be the only program to offer students option to complete a minor in Business from FBIT concurrently (i.e. Entrepreneurship and Marketing). We do not anticipate that BHA program will affect enrollment in our other programs due to its unique focus and limited capacity.

When comparing to the Sir Wilfrid Laurier program, the inclusion of a work-integrated learning experience will better prepare Ontario Tech students for employment in the sector. Future AUPHA certification of the Ontario Tech program will increase the eligibility of the students into an accredited Masters in Health Administration, thereby supporting career development. Certificates (Continuous Learning Department) and pathway opportunities (with Durham College) can be developed at Ontario Tech once the program has been implemented.

The York University program has a more generalist approach – embedded within a health studies program as a specialization.

Table 2: List of Similar Programs in Ontario

Institution Name	Credential Level and Program Name
Ryerson University	Health Services Management, Bachelor of Health Administration (BHA)

Link to Program Web Page: https://www.ryerson.ca/tedrogersschool/hsm/current/programs/)

Brief Program Description:
"To examine the Canadian healthcare and the manager's role in a health services organization." "The Health Services Management (HSM) part-time degree completion program consists of 22 courses, including a mixture of professional (see table below), professionally related and liberal studies electives. Students have the option of meeting these requirements through evening classes or online classes. Small class sizes allow for an intimate learning environment, focusing on shared learning with the instructors and peers."

What differentiates the new program from this existing program:

Differences:

Program	Ontario Tech University	Ryerson University
Type of Degree	Full time degree program	Part-time degree program
Admission requirements	Direct entry from high school for undergraduate students	Part time degree completion to be eligible to enroll must have completed a three-year College of Applied Arts and Technology (CAAT) degree or have a Bachelor degree or higher in a related field. Minimum 2 years of current experience in the healthcare environment is required for either entrance option.
Positions preparing student for	Program designed to prepare students for entry positions in the community agencies/organizations and primary care clinics to support the integrated health systems.	Program is focused on students with a health background with the majority of students already working in a healthcare institution (i.e., hospital) as a healthcare provider. "Graduates of the Health Services Management and Health Information Management programs work in organizations such as the Ministry of Health, the Canadian Institutes for Health Information and major health institutions across Canada, including Sunnybrook Health Sciences Centre, the University Health Network and Cancer Care Ontario (CCO)." (https://www.ryerson.ca/tedrogersschool/hsm/).
Certified by the AUPHA	Not certified by the Association of University Programs in Health Administration (AUPHA). However, this is a long-term goal of the program and the reason for developing the program according to the AUPHA competencies.	Certified by the Association of University Programs in Health Administration
Delivery format	The initial offering of the program will include in class,	This program has both an online and in class delivery format

	hybrid and online delivery format	
Certificate opportunity (Collaboration)	No, however this opportunity can be developed later with the Continuous Learning Department	This is available through Ryerson's The Chang School of Continuing Education
Work-integrated learning experience	Work-integrated learning experience. During the fourth year students are required to first complete an in class case study course. Unlike the Ryerson Practicum (HSM 419/HIM 407), this course will be taught by an instructor with no need of Faculty supervisor. A second course will require students to complete a one term placement in the workplace. No practicum seminar course will be offered. Rather students will be able to showcase their project completed during the placement in the workplace at a research day hosted at Ontario Tech University where host workplace will be invited to attend.	Students are required to complete a practicum work related experience: The Practicum is the culmination of the coursework in the Health Services Management and Health Informati The Practicum is the culmination of the coursework in the Health Services Management and Health Information Management programs, and provides the opportunity to apply management theory and concepts in a working environment. It is the student's final capstone project and consists of two courses: the Practicum (HSM 419/HIM 407) and the Practicum Seminar (HSM 418/HIM406). The Practicum involves a pre-arranged number of hours per week at the Practicum site, a healthcare setting where the student will get on-the-job experience. Students are assigned a Faculty Supervisor from the Ryerson School of Health Services Management. On-site supervision is provided by the Preceptor, an experienced professional working at the site. Students must complete one half day per week or one full day every other week at the site. They are required to keep an attendance log of their hours. Students are also responsible for finding their own Practicum site and Preceptor, which must be approved by the Faculty Supervisor.**The Practicum Seminar (HSM 418 or HIM 406)** is a graded course, and includes the following deliverables: the rationale for the practicum, the practicum contract and project plan, the practicum proposal, the final seminar presentation, and final report.

Similarities: Both programs have been guided and developed by the requirements of

Association of University Programs in Health Administration which certifies undergraduate health administration programs

Links:

Institution Name	Credential Level and Program Name
Wilfrid Laurier University	Bachelor of Arts in Health Administration

Link to Program Web Page: https://www.wlu.ca/programs/human-and-social-sciences/undergraduate/health-administration-ba/index.html

Brief Program Description:
The Health Administration program provides you with a broad understanding of the diverse factors affecting the provision, management and utilization of health care, both domestically and internationally. You'll take a blend of health studies, leadership, and management courses to provide you with an overview of the factors influencing health and illness and an understanding of Canadian health-care systems.

What differentiates the new program from this existing program:

Differences:

Program	Ontario Tech University	Sir Wilfred Laurier
Type of Degree	Bachelor in Health Administration	Bachelor of Arts in Health Administration - this program "provides you with a broad understanding of the diverse factors affecting the provision, management and utilization of health care, both domestically and internationally. You'll take a blend of health studies, leadership, and management courses to provide you with an overview of the factors influencing health and illness and an understanding of Canadian health-care systems."
Collaboration	Faculty of Health Sciences with service courses offered by the Faculty of Business and Information Technology.	Faculty of Human and Social Sciences. This program is developed around a core of courses in health studies and leadership in the Faculty of Human and Social Sciences, and includes completion of a Conestoga College postgraduate certificate.
		There is also a pathway agreement with Conestoga College. (This option can be developed in the future at Ontario Tech University in partnership with Durham College.) "Students in the Honours Health Administration program must specialize in Human Resources Management or

		Community and Social Services Management through an articulation agreement with Conestoga College. Under this agreement, students who have successfully completed 10.0 credits including OL224 (or equivalent), with at least a 5.0 GPA in these courses shall be eligible to enroll, normally during the third year of full-time study, in one of these post-degree/post-diploma programs through Conestoga College. Students completing these courses with an average of 70% or better will receive 5.0 senior credits as follows: Human Resources Management: 1.0 200 level credit of OL, 1.0 200 level WORK credit, 1.5 200 level HR credit, 1.0 300 level HR credit, 0.5 credit – HR300." Students in the Honours Health Administration program must specialize in Human Resources Management or Community and Social Services Management through an articulation agreement with Conestoga College.
AUPHA certification	Program map has been designed based on the AUPHA requirements for certification, which will be sought in the future	No AUPHA certification
Course delivery format	The initial offering of the program will include in class, hybrid and online delivery format	Not disclosed on website
Work-integrated learning experience	Work-integrated learning experience. During the fourth year students are required to first complete an in class case study course. Unlike the Ryerson Practicum (HSM 419/HIM 407), this course will be taught by an instructor with no need for a Faculty supervisor. A second course will require students to complete a one term placement in	As described on website, there is no description for a work-integrated learning experience equal to the 120 hours offered by Ontario Tech U. HS402* Health Studies Practicum HS201 and registration status: Year 4 Health Studies or Year 4 Health Administration. 1.0 Credit

	the workplace. No practicum seminar course will be offered. Rather students will be able to showcase their project completed during the placement in the workplace at a research day hosted at Ontario Tech University where host workplace will be invited to attend.	This course will expose students to actual health care settings. Through lectures, professional mentorship and on-site workshops, students will integrate academic learning and the observation of ongoing health care activities.

Similarities - Both are direct entry programs

Justification: The inclusion of a work-integrated learning experience will better prepare Ontario Tech University students for employment in the sector. Future AUPHA certification of the Ontario Tech University program will increase the eligibility of the students into an accredited Masters in Health Administration, thereby supporting career development. Certificates (Continuing Learning Department) and pathway opportunities (with Durham College) can be developed at Ontario Tech University once the program has been implemented.

Links: https://www.wlu.ca/programs/human-and-social-sciences/undergraduate/health-administration-ba/index.html

Institution Name	Credential Level and Program Name
York University	Bachelor of Health Studies with a specialization in Health Management; BHS

Link to Program Web Page: https://health.yorku.ca/future-health-studies-student/

Brief Program Description:
With a growing population and demand for more health services, one of the fastest growing professions is that of health care manager. In the health management program, students learn about the health system from an organizational perspective through courses that cover health management, leadership and decision-making, measuring health system performance, health finance, and integrated health systems.

What differentiates the new program from this existing program:

Differences:

Program	Ontario Tech University	York University
Type of Degree	Bachelor Health Administration is a stand-alone program.	Bachelor of Health Studies is described as a "specialization in Health Management" hence this not a stand-alone program per se.

Position preparing student for		Non-clinical health professional – health managers More generalist approach as indicated on website: All students, whether in the Specialized Honours options (Management, Informatics or Policy) or the Honours Bachelor of Health Studies option, take the same core courses, including: Foundations of Health Studies • Health Policy: Power & Politics • Social Determinants of Health • Health Care Ethics • Statistical Methods in Health Studies • Health Management I • Health Care Law • Health Informatics I • Applied Research Approaches in Health Studies	
Certified by AUPHA	The goal for the proposed BHA program is to achieve AUPHA certification. This proposed program was and therefore designed with the following AUPHA core competency requirements for Public Health Professionals[1] embedded.	Not disclosed on website.	
Delivery format	Course delivery will consist of traditional classroom, asynchronous and/or hybrid modes. The inclusion of a work-integrated learning	Not disclosed on website.	

	experience comprised of a 120 hours practicum experience and training in a health care institution or agency.	
Collaboration certificate opportunity pathway	Minor in Business in one of the following two streams: (i) Entrepreneurship; or (ii) Marketing	**Certificates**: Our certificates in Health Informatics and Health Services Financial Management
Work-integrate learning experience		4th Year Field Placement Course Students have an opportunity in 4th year to get hands on experience through a field placement in a variety of health care settings in which students are mentored and supported by fieldwork-supervisors (HLST 4990 Health Studies Practicum).

Similarities: admission requirements

Justification: York University has a more generalist approach – embedded with health studies program as a specialization

2 Program Requirements

a) Admission Requirements
- *Outline the formal admission requirements; explain how these are appropriate for the program learning outcomes: How will they help to ensure students are successful? How do they align with the learning outcomes of the program?*
- *Explain any additional requirements for admission to the program such as special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable)*
- *If this is not a direct-entry program, please explain*

The BHA will be offered as a 4-year honours program, as is standard at Ontario Tech. Offering the program at an Honours level with research projects and practica will enhance the probability of students' subsequent acceptance into Masters' programs in this noted field of health administration.

Admission to the BHA program will be competitive and consistent with all other undergraduate programs offered within the Faculty of Health Sciences. The specific average or standing required for admission will vary from year to year, which is also consistent with our other existing programs. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance and preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) with a minimum grade of 60 per cent, and one of Advanced Functions (MHF4U) or Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U). Applicants from existing 2- or 3- year full-time diploma-prepared allied health care professional programs must be in good standing with their licensing body and provide evidence of this on admission. Qualified diploma-prepared allied health care professionals may be given advanced standing in concert with the current existing Bachelor of Allied Health Sciences Program (BAHSc) of up to 57 credits, however, they must successfully complete all required core courses in the BHA program. All other applicants should refer to admissions for the requirements for their specific category of admission.

b) **Program Learning Outcomes and Assessment of Student Knowledge**
   - *In Table 3 below, please describe what the student will know or be able to do (knowledge, methodologies, and skills) by the end of the program and indicate how that knowledge or skill will be demonstrated*
   - *An example has been provided in purple in the first row and can be removed.*
   - ***Connect with the Academic Planning Officer in CIQE (ciqe@ontariotechu.ca) early in the program development to review learning outcomes***.

Degree Level Expectations are set by the Quality Council of Ontario and should not be modified. For the list of and more information on these expectations, including a detailed description, visit their website.

Table 3: Program Learning Outcomes

Program Learning Outcomes By the end of the program, students graduating will be able to… (normally 6-8 outcomes per program with 12 being the maximum)	Degree Level Expectations (list all that apply; you must align with each expectation at least once)	Relevant courses (provide course code and course title)	Assessment of Learning Outcomes (e.g. test, rubric, self-assessment, etc.)
1. Demonstrate leadership in diverse health and social systems.	Application of Knowledge, Communication skills, Autonomy and professional capacity*	BUSI 1600U Management of the Enterprise HLSC 3230U Organizational Behaviour in Health Care	Team case study Reflection paper
2. Evaluate and anticipate the role of technologies and innovation in diverse health settings.	Depth and breadth of knowledge, Knowledge of methodologies Awareness of limits of knowledge	HLSC 2201U Intro to Health Information Management	Video presentation Annotated bibliography Discussion posts
3. Demonstrate business competencies as related to health administration.	Depth and breadth of knowledge, Application of knowledge, Communication skills, Autonomy and professional capacity	HLSC 3501U Health Law	Written assignments Exams
4. Employ health administration analytical and decision-making skills.	Depth and breadth of knowledge, Application of knowledge,	BUSI 2200U Marketing Management	Online discussion modules Research proposal assignment

	Communication skills		
5. Examine Canadian health care and social service systems.	Depth and breadth of knowledge, Awareness of limits of knowledge	HLSC 1811U Social determinants of health	Reflection paper Online critical feedback forum Written exam
6. Assess health and social service delivery through ethical and legal frameworks.	Application of knowledge, Awareness of limits of knowledge, Autonomy and professional capacity	HLSC 3820U Public Health I	Online discussion modules Written exam Cabinet committee project Policy briefing
7. Apply interpersonal and interprofessional communication in the management of health and social systems.	Communication skills, Autonomy and professional capacity	HLSC 1701U Information Literacy& Communication	Writing pre-assessment Proposal paper Writing lab activities

* Note: See Appendix H –"Ontario Council of Academic Vice-Presidents' Undergraduate and Graduate Degree Level Expectations & Appendix I for Degree and Program Learning Outcome alignments.

- *Selecting a few examples from above, explain in detail how the program design and requirements support the attainment of the Program Learning Outcomes*
- *With assistance from the Academic Planning Officer in CIQE (ciqe@ontariotechu.ca), please provide further details on the Assessment of the Program Learning Outcomes, as outlined in the Quality Council's Quality Assurance Framework Section 2.1.6 - Assessment of Teaching and Learning:*
  - *Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations (How will students demonstrate they have learned and can do what we expect them to by the end of the program?).*

o *Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the Degree Level Expectations (How will the effectiveness of the program be assessed?)*

For the Bachelor of Health Administration program, the program learning outcomes were developed in a joint three-hour workshop "Jam" session with faculty members from both Health Science and Business, as well as community partners (facilitated by the Academic Planning Officer from CIQE). This collaboration resulted in program learning outcomes that capture both the health science and business discipline-related skills students will attain upon graduation. It also resulted in language that is industry-related and reflects consideration for career-readiness in the Health Administration field.

The attainment of these outcomes is reflected in the courses and activities they have been aligned with. For example, the outcome "Assess health and social service delivery through ethical and legal frameworks" is developed throughout several different courses that incorporate perspectives on service delivery for various communities (e.g. Indigenous health). Recognizing that health and social services are often interdisciplinary teams, this outcome (and its associated courses) assess the learning through various learning activities with a focus on practice in teams. Another example of how the program design and requirements support the attainment of the program learning outcomes is the scaffolding of learning of each outcome, such as, "Demonstrate leadership in diverse health and social systems", in both the health science and business courses at various year levels of the program. How the courses build upon one another is an intentional design to ensure that students are introduced to the program learning outcomes early on, then have the opportunity to develop that learning and become proficient by graduation.

The proposed methods of assessment were carefully chosen to align with the courses and program learning outcomes. For example, "Apply interpersonal and interprofessional communication in the management of health and social systems", has courses aligned to it with assessments that allow students to attain the outcome through activities that involve applying a variety of reading, writing and oral skills. These assessments for this outcome also range in year level to ensure that students are building these skills and to limit gaps in their attainment. A student will be required several times throughout the program to be assessed on the ability to apply the skills in the aforementioned outcome through a variety of different activities with the anticipation that they will be proficient in that outcome by the end of fourth year.

A proposed curriculum alignment plan has been attached in Appendix I of this document. It further outlines the alignment between the degree-level expectations and the program learning outcomes. This plan is an outlook for the next seven years of the program (until the scheduled review) but Faculty is aware that an ongoing evaluation of the program should be undertaken to establish consistency with the degree level expectations. After the first year of the program being implemented, it will be internally assessed by the

institution's Academic Resource Committee and, if needed, recommendations will be made to enhance program effectiveness and student success. This plan will also provide a visual roadmap for faculty onboarding by allowing faculty members to see where their courses align with the overall vision for graduates through the attainment of the program learning outcomes. Effectiveness of the program will be assessed through course evaluations, scheduled program reviews and when required by the Faculty.

c) **Program Structure and Content**
- *Describe the requirements and structure of the program. Is it full-time/part-time? Is this an online or partially online program? What are the unique curriculum or program innovations or creative components in this program?*
- *Address how the programs structure will help students to meet the program learning outcomes and Degree Level Expectations*

The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. There are several courses in the BAHSc and BHSc programs that are already provided employing mixed delivery systems (e.g., hybrid, asynchronistic and synchronised and class room formats), which can be taken by diploma prepared allied health care professionals. For example, it could be possible for students to take some of their first- year courses online. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students will also have the option of doing a Minor in Business in one of the following two areas: (i) Entrepreneurship; or (ii) Marketing. Students will require 120 credit hours and a CGPA of 2.0 for degree completion.

We are confident that BHA program students will successfully complete the format delivery of courses offered. It is critical to note that these courses and their formats (hybrid, online and in class) have already been approved and/or in existence for several years.

To ensure success we have done due diligence to reference and cross check our PLO's with our existing and newly created course learning outcome and also AUPHA competency critical for student success. To further ensure success in our program, students have an opportunity to consolidate theory with actual practice in a variety of health care settings during their 120 hours practicum experience. To ensure success we have also created a Health Sciences Study Hub for drop-ins which provide study space and academic support. Please refer to Appendix J-2.

- *Describe the ways in which the curriculum addresses the current state of the discipline*

Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to better meet current and emerging health care challenges and needs in this noted area of specialization. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes across the lifespan and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and its delivery will be supported by community agencies, primary care clinics, and health institutions.

Preparation for AUPHA Accreditation
- Graduate feedback will only be sought after year 4 of graduates from the program, which is also a time requirement for AUPHA accreditation.
- Nonetheless, we believe it would be prudent conduct "in program surveys" that would go beyond the typical semester-based course evaluations. This will help to ensure that the BHA program is meeting the student needs and expectations and ensure additional annual quality assurance checks for this program.
- Course descriptions, learning outcomes and program competency requirement will be reviewed and updated on a yearly basis.
- As per recommendation 1 above, the suggestion for the creation of a Joint FHSc/FBIT BHA Committee is highly valued and will be implemented moving forward with the BHA program.
- Joint FHSc/ FBIT BHA program reviews will be conducted on an annual basis to continue to ensure collaboration, tracking, monitoring and achievement of goals.

- *Is there an experiential learning component (e.g. workplace learning, co-op, internship, field placements, service learning, mandatory professional practice) to the program? If yes, please describe this component in 2500 words or less. Include confirmed partners, duration of the experiential learning component(s), and projected number of placements (where applicable)*

Work-integrated learning (WIL) is a key component of the proposed program. We have adopted the Higher Education Quality Council of Ontario's definition of work-integrated learning (WIL): "Work-integrated learning is the process through which students come to learn from experiences in educational and practice settings. It includes the kinds of curriculum and pedagogic practices that can assist, provide, and effectively integrate learning experiences in both settings types of work-integrated learning." to promote understanding. Further to support WIL, the development of the proposed program has also

been guided by the report Work-integrated Learning in Canada which, identified strategies to implement WIL within curricula.[6]

To support "Work-integrated learning is the process through which students come to learn from experiences in educational and practice settings; the proposed program will introduce two new courses in the last year of the program related to WIL experience. The first course is designed to introduce students to the integration of theory and practice facilitated through the work-integrated learning experience in the classroom setting (i.e., case study project). The second course will place the student in the practice setting within the community to further support their work-integrated learning experience.

The program team met with Experiential Learning Committee to seek advice and the recommendation was to include a workplace learning experience (i.e., practicum) (120 hours as per AUPHA requirements)

Year 4 – Fall - HLSC 4991U Case Study Analysis and Application for BHA Students – this course is to simulate workplace environment and better prepare students for their placement in Winter term of fourth year; Winter – HLSC 4990U – Practicum Placement for BHA Students - in the community – cannot be completed on campus. Currently, we have a number of contacts in the Durham and surrounding area for placing our students (eg Nursing, Med lab), which we will utilize. Within our External feedback survey, we are also soliciting additional placement opportunities for students proactively. For example, in our feedback survey (Appendix G) we asked all community stakeholders about their willingness to accommodate student placements in their agencies (organizations).

Table of current partners can be viewed in Appendix J-1, and BHA surveyed respondents can be viewed in Appendix G.

- *Describe how the potential need to provide accessibility accommodations has been considered in the development of this program*

Academic advisors in the faculty of health sciences are committed to helping students make choices that will lead to their academic success. An academic advisor can support students throughout their educational journey, from selecting a program to planning for the future.

Our academic advisors can assist with any of the following:
- Reviewing academic progress and standing.
- Addressing issues that affect academic performance.
- Establishing goals and planning for the future.
- Exploring the curriculum and choosing a program.
- Providing guidance for successful progression to graduation.

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[6] https://www.canada.ca/en/employment-social-development/programs/work-integrated-learning.html

- Selecting appropriate classes and electives.
- Understanding academic policies and procedures.
- Withdrawing from a program, adding or dropping a course(s).
- Referrals to campus services and resources for additional assistance.

Students can meet with an advisor by booking an appointment online, in person or via email or students can take advantage of drop-in advising appointments offered each day throughout the week where no appointment is required.

We will offer full Accessibility services as detailed on our University website, at: https://accessibility.ontariotechu.ca/.

- The option for taking core courses in BHA program will be offered in a variety of formats (e.g. hybrid, online and in-class) to provide flexibility for mature student scheduling (e.g. family and work commitments)

d) **Calendar Copy with Program Map(s)**
- *Provide, as Appendix A, a clear and full calendar copy. Please use the template provided in Appendix A to create the Calendar Copy for the new program. This template ensures consistency across all programs in the Academic Calendar*
  - *Note that pathway (Bridge/Advanced Entry) programs will require a separate, usually shorter, section in the Calendar; please be sure to include one entry for each program type. Pathway Calendar example*
  - *New Minors, Co-op programs, or other alternatives have additional Calendar entries. Should you be including these items, please contact CIQE for more information and templates*
  - *If the program is to be accredited, include with this Appendix the accreditation tables, if available*
- *Provide, as Appendix B, a full list of the all courses included in the program including course numbers, titles, and descriptions. Please indicate clearly whether they are new/existing. Include full course proposals for new courses, and the most recent course syllabi for existing courses. If you are making changes to existing courses, include instead a course change form.*

Please see Appendix A for proposed calendar copy.

Please see Appendix B for a full list of the course numbers and titles with course proposals and syllabi.

3 Consultation

- *Describe the expected impact of the new program on the nature and quality of other programs delivered by the home and collaborating Faculty(ies) and any expected impact on programs offered by other Faculties*
- *Outline the process of consultation with the Deans of Faculties that will be implicated or affected by the creation of the proposed program*
- *Provide letters of support for the program from Deans at Ontario Tech and/or from other institutions/partners*

On December 11th, 2019 a "Jam session" was facilitated by the Academic Planning Officer with our community partners and Faculty members from FBIT to provide feedback into the program including the final formulation for the 7 PLO's. As well on January 10th, 2020 a brief description was sent to our external partners that included a brief survey (4 questions – see attachment) to solicit their feedback regarding interest in the BHA program; need in their agency/ institution, and willingness to supervise students as part of the 120 hours practicum during 4th year (see attachment Appendix G).

Letters of support from the FBIT and FHSc Deans are provided in Appendix K.

No significant impact is expected on the other existing programs at the University. Please note that the minor programs in Business are existing programs. The BHA optional minor(s) are predicted to help with student enrollment in those small existing minor programs.

Does this Program/Change contain any Indigenous content? ☒ Yes ☐ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted ☒ Yes ☐ No

If yes, when?

Initial consultation took place in the summer of 2019, and the curriculum consultation sub-committee of the Indigenous Education Advisory Circle (IEAC) met on October 17, 2019 to review consultation requests, including a consultation regarding an existing Faculty of Health Science course that we intend to include in the BHA program: HLSC 3823U – Health and Indigenous People in Canada as an elective. Please note that extensive consultation with Faculty members (Serene Kerpan & Brenda Gamble) and IEAC has taken place regarding this course.

What was the advice you received from the IEAC, and how has it been included in your proposal?

Course instructor, Serene Kerpan, responded to all concerns voiced by the IEAC. These concerns were issues that Serene was, in fact, already addressing in the course, but which were not evident through the course outline alone. For example, the Advisory Circle expressed concern over a lack of Indigenous voices in the course materials.

Serene responded that she does, in fact, teach using texts authored by Indigenous scholars, including two textbooks authored by Indigenous health scholars (Health Inequities and the Social Determinants of Aboriginal Peoples Health, Loppie- Reading and Wien, 2009 and The crisis of chronic disease among Aboriginal peoples: A challenge for public health, population health and social policy, Jeff Reading, University of Victoria, British Columbia: Centre for Aboriginal Health Research.)

Please see Appendix L to review the correspondence in further detail.

Did the IEAC ask you to return the proposal to them for review?   ☐ Yes   ☒ No

If yes, have they completed their review?   ☐ Yes ☐ No   ☒ N/A

4 Resource Requirements

a) General Resource Considerations
- *Note here if this new program may impact significant enrolment agreements with the Faculty/Provost's office.*
- *Indicate if the new program will affect any existing agreements with other institutions, or will require the creation of a new agreement. Please consult with CIQE (cige@uoit.ca) regarding any implications to existing or new agreements.*

We have been in extensive consultation with FBIT including enrollment numbers (n=25, year 1), business courses and mapping of PLO's and agreement for a Business minor.

Given that the majority of required courses from both faculties are already in existence and running, we do not anticipate the need for additional resources or facilities to launch this program. However, we do anticipate in the senior years, a part-time practicum co-ordinator will be required to facilitate student placement. Lastly, given that the minor in Business program is already approved and running no additional resources are required by FBIT.

It is anticipated that the enrollment in the Faculty of Health Sciences will not change. Rather the new degree program will provide an additional option for STE(A)M- focused students who want a career in the healthcare field. The initial enrollment of the program will be established at 25 students in the first and second years that the program is

offered. The rational for this is to support efforts to work on any challenges that may arise during implementation. The idea is then to grow the program online with market needs.

b) Faculty Members - Current and New Faculty Requirements
- *Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program*
- *The role of any sessional faculty*
- *The provision of supervision of experiential learning opportunities*
- *The plan to provide additional faculty resources to support the program, if needed*
- *Complete Appendix C, detailing the list of faculty committed to the program (template in Appendix) and provide any additional details, if necessary*
- *Indicate that faculty CVs are included in Appendix D, and please provide CVs for all faculty committed to the program*

One of the unique aspects of the BHA is that all in-house expertise is currently in existence in both faculties; many of these courses are already in existence.

For details please see Appendix C for list of faculty participation and expertise (current courses being taught).

Letters of support can be found in Appendix K.

c) Additional academic and non-academic human resources
- *Give details regarding the nature and level of Sessional Instructor and TA support required by the program, the level of administrative and academic advising support, etc.*
- *Please describe the plan to provide additional resources to support the program, if needed*

Given that the majority of required courses from both faculties are already in existence and running, we do not anticipate the need for additional resources or facilities to launch this program. However, we do anticipate in the senior years, a part-time practicum co-ordinator will be required to facilitate student placement. Lastly, given that the minor in Business program is already approved and running no additional resources are required by FBIT.

See Appendix E for additional detailed budgeting information and Appendix D for Library resource report.

d) Existing student supports
All undergraduate students have access to an extensive support system that ensures a quality student experience. In addition to the outlined services below, students may also take

advantage of the Campus Childcare Centre, Campus Bookstores, Housing and Living Resources, as well as the Student Union. Further information can be found at:
http://studentlife.uoit.ca/

Faculty-Specific Support

Academic Advising
Academic advisors in the faculty of health sciences are committed to helping students make choices that will lead to their academic success. The advisor can support students throughout their educational journey, from selecting a program to planning for the future.

Our academic advisors can assist students with any of the following:
- Reviewing academic progress and standing.
- Addressing issues that affect academic performance.
- Establishing goals and planning for the future.
- Exploring the curriculum and choosing a program.
- Providing guidance for successful progression to graduation.
- Selecting appropriate classes and electives.
- Understanding academic policies and procedures.
- Withdrawing from a program, adding or dropping a course(s).
- Referrals to campus services and resources for additional assistance.

Students can meet with an advisor by booking an appointment online, in person or via email or students can take advantage of drop-in advising appointments offered each day throughout the week where no appointment is required.

To ensure success we have also created a Health Sciences Study Hub for drop-ins which provide study space and academic support. Please refer to Appendix J-2.

Student Life

Student Learning Centre
The Student Learning Centre fosters a high level of academic excellence in the Ontario Tech community by working with all Ontario Tech students, undergraduate and graduate, to achieve educational success. Foundational knowledge and prerequisite skills are essential to all university level courses, and competency with these skills is vital for strong academic performance. The subject specialists offer support services in mathematics, writing, study skills, ESL and physics. With the additional support of peer tutors and workshops, the Centre can further accommodate the needs of a specific course or program.
http://studentlife.uoit.ca/student-learning/

Student Accessibility Services

The staff work as a collaborative team to ensure students with disabilities have equal opportunities for academic success. The SAS operates under the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA). Services are provided for students with documented disabilities. Accommodation supports include but are not limited to:

- Adaptive technology training;
- Alternative format course material;
- Learning skills support;
- Testing support; and
- Transition support for incoming students

Careers and Internships

The Career Centre offers comprehensive career service assistance and a variety of valuable resources to help students along their career paths:

- Assistance with creating effective job-search documents;
- Career counselling;
- Interview preparation;
- Job market information; and
- Job search strategies

A variety of events hosted on campus during the academic year including employer information and networking sessions, job fairs, and interviews conducted by leading employers.

Student Engagement and Equity

The Student Engagement and Equity supports students' successful transition into the university and provides opportunities for them develop your leadership and professional skills throughout their university career. Services provided through Student Engagement and Equity include:

- Orientation and events through first year;
- Specialized programming for first generation, graduate, indigenous, international, mature, online, transfer, and diploma-to-degree pathway students;
- Peer mentoring to help students through first year;
- Equity and inclusivity programming;
- Opportunities to grow and develop leadership skills through the Ambassador program; and
- Assistance and advice for living off campus

Student Mental Health Services

Student Mental Health Services helps students learn how to better manage the pressures of student life. Students can:

- Attend a drop-in session;
- Participate in events and activities that promote positive health and well-being;
- Access tools and resources online to learn about mental health and how to maintain good health and wellness; and

- Work with a mental health professional to address concerns;
- Contact the Student Lifeline for immediate help and assistance;
- Get answers to frequently asked questions about mental health

Student Mental Health Services offers short-term counselling and therapy services to students. Students in distress will also be provided support and counselling as needed. There is no cost and services are confidential. For students who need long-term counselling support or specialized mental health services, Ontario Tech will provide referrals to assist the student in accessing resources in the local community or in the student's home community.

Athletics and Recreation Faculties

Ontario Tech offers a number of recreation facilities and fitness opportunities to meet all lifestyles and needs. On-campus facilities include the state-of-the-art FLEX Fitness Centre which overlooks Oshawa Creek, five gymnasiums, a 200-metre indoor track, two aerobic/dance studios, the Campus Ice Centre, Campus Fieldhouse, a soccer pitch, a fastball diamond, squash courts and an indoor golf-training centre.

Campus Health Centre

The Campus Health Centre provides assistance in numerous confidential health-care options including:

- A medical clinic with daily access to physician and nursing staff;
- Complementary Health Services featuring acupuncture, chiropractic, custom orthotics, massage therapy, nutritional counselling, and physical therapy;
- Treatment of disease, illness, and injury;
- Allergy injections, immunizations, and influenza injections;
- An on-site laboratory (blood work, STI testing, throat swabs, etc.); and
- Gynaecological health-care and prescriptions

Student Awards and Financial Aid

Student Awards and Financial Aid (SAFA) is dedicated to helping students understand the variety of options available to finance their education. Budgeting and financial planning are essential to their success and Student Awards and Financial Aid is on hand to help create the right financial plan. Financial assistance can be in the form of bursaries, employment (both on-campus and off), parental resources, scholarships, student lines of credit and the Ontario Student Assistance Program (OSAP).

Information Technology Resources

IT Services strives to provide quality services to students at Ontario Tech. To support these objectives, the following components are included:

- Wireless network;
- Wired network;
- IT Service Desk;
- General workstations; and
- Printing services

Wireless network
Wireless internet connection is available in public areas and open-air locations around the Ontario Tech campus where students congregate (North Oshawa and Downtown locations).

Wired network
To ensure the success of the technology-enriched learning environment, a comprehensive data network has been installed on campus. This includes a network drops in lecture halls and designated areas as well as network drops for each residence suite.

Ontario Tech students benefit from networked classrooms and learning spaces. Each ergonomically-designed space has data network connection access and electrical connections to ensure battery regeneration. In addition, classrooms include electronic projection equipment and full multimedia support.

IT Service Desk
The IT Service Desk is equipped with certified technicians and experienced IT professionals offering technical support services on a drop-in, call-in or email basis.

GUWs
Ontario Tech undergraduate students are able to use general workstations available at the library and have access to BYOD TELE model course-specific software.

Printing services
Printing services are available to students in the following areas: labs, classrooms, study common areas, the Learning Commons and the Library. All Ontario Tech students receive print credits every year, more Printpacks can be purchased through the Campus Bookstore if students require additional printing services.

Teaching & Learning Centre
The mission of the Teaching and Learning Centre (TLC) at Ontario Tech is to empower faculty to reach their potential as educators and to create a culture where effective teaching is valued. We champion the scholarship of teaching and implementation of pedagogy. We create valuable teaching and learning professional development experiences. We move Ontario Tech towards being a leader in teaching excellence, ultimately leading to greater student success.

The TLC provides faculty with a range of tools and facilities to assist them in providing a rich learning experience for students. Experts at the TLC provide support in various areas including curriculum development, multimedia design, learning technology and in the overall improvement of teaching practice.

In addition, the TLC funds teaching-related projects from the Teaching Innovation Fund (TIF) for proposals by faculty members aimed at developing new methods in teaching and learning. The TLC facilitates teaching awards at the University and supports faculty in their application for external awards and funding opportunities that focus on teaching and learning.

e) Physical resource requirements
- *Please attach a report, as Appendix E, from the Library regarding existing library holdings and support for student learning*
- *Address any space/infrastructure requirements including information technology, laboratory space, equipment, etc. If new space is required, please complete Table 4; otherwise, please remove this Table*
- *Ideally, please provide information on the change in the number of faculty, students, administrative staff, etc. as well as information on changes in equipment and activities (additional space; the renovation of existing space; or will the current space allocation accommodate the new program)*
- *The plan to provide additional resources to support the program, if needed*

> Please see Appendix D from Library regarding resource requirements

f) Business Plan
- *Provide a brief statement of the funding requirements, and insert the Program Summary tab from the New Degree Program UG Proposal Budget spreadsheet below as Table 5 or attach a copy as Appendix F. Also, please submit a copy of the full Excel document to CIQE as an attachment.*
- *Complete the highlighted sections of the New Program Funding and Tuition form and submit the form to CIQE as soon as possible*

> Total expenses in the first year of the program (2020-21) are estimated at $95,846—including $41,846 towards Academic Salaries, and $54,000 towards Operational Expenses—with Net Income (without grant) estimated at $80,910.
>
> For the projected peak enrollment year (2026-27) expenses are estimated as $474,991—including Academic Salaries estimated at $423,524, Support Staff expenses at $19,742, and Operational Expenses estimated as $31,725—with a Net Income (without grant) of 438,561.
>
> Please see Appendix E for Program Financial Summary page of the New Degree Program UG Proposal budget

5 Quality and Other Indicators

- *Please describe the appropriateness of the collective faculty expertise to contribute substantively to the proposed program; what areas of faculty strength and expertise, innovation, and scholarly record will contribute to the quality of the program and student experience*
- *Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience*

Faculty members in the BHA program have a diverse set of research skills and interests (e.g. kinesiology, public (community) health, health informatics, nursing and med lab) which provides students the opportunity to be trained in various areas of health science. Faculty of Health Sciences members published an impressive amount of quality (peer reviewed) publications.

Please see Appendix C for a detailed listing of faculty committed to the program (including links to their bios posted on our Faculty webpages).

University of Ontario Institute of Technology New BHA Undergraduate Program Proposal

Appendices

Appendix A: Calendar Copy with Program Maps

Appendix B: List of Program Courses, New Course Proposals, Course Syllabi for Existing Courses

Appendix C: Detailed Listing of Faculty Committed to the Program

Appendix D: Library Report

Appendix E: Program Financial Summary

Appendix F: FHSc Graduates survey – Views on BHA program

Appendix G: BHA Summary & External feedback

Appendix H: Ontario Council of Academic Vice-Presidents' Undergraduate and Graduate Degree Level Expectations

Appendix I: Mapping of PLO's to specific course learning outcomes, UDLE's and AUPHA teaching curriculum criteria and competencies

Appendix J1: Community Partners
            J2: Internal Resources

Appendix K: Letters of Support

Appendix L: Indigenous Consultation

Faculty of Health Sciences – Bachelor of Health Administration Calendar Description

General information

Students can study through the Health Administration major, while concurrently choosing from Faculty of Business and Information Technology (FBIT) Minors offered in one of the following two streams: (i) Entrepreneurship; or (ii) Marketing.

The Bachelor of Health Administration (BHA) program is collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences. The BHA is a full-time degree program offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. The Health Administration program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA.

Health care is a dynamic and rapidly growing sector requiring not only frontline providers and Health Administration professionals will better meet current and emerging health care challenges and needs. Health Administration graduates will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes across the lifespan and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and its delivery will be supported by community agencies, primary care clinics, and health institutions.

The BHA program is designed to prepare students for entry-level positions in a variety of community-based agencies, organizations and primary care clinics to support integrated health systems. The inclusion of a work-integrated learning experience comprised of a 120 hours practicum experience and training in a health care institution or agency will help to better prepare Ontario Tech University students for employment in the health care sector. Future AUPHA certification of the BHA program will also increase the eligibility of the students into accredited Masters in Health Administration (MHA) programs, thereby supporting career development.

Admission requirements

Admission is competitive. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) with a minimum grade of 60 per cent, Biology (SBI4U), and one of Advanced Functions (MHF4U) or Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U). All other applicants should refer to admissions for the requirements for their specific category of admission.

Program details and degree requirements

To be eligible for a Bachelor of Health Administration degree, students must successfully complete 120 credit hours. Degree and program requirements are subject to change without notice. The following program maps are only a guide and are to be used in combination with proper advising. Students wishing to make changes to their program of study should consult their academic advisor.

Year 1

Semester 1 (15 credit hours)

- HLSC 1200U – Anatomy and Physiology I
- HLSC 1701U – Information Literacy and Written Communication for the Health Sciences
- HLSC 1810U – Health Promotion and Healthy Active Living
- BUSI 1600U – Management of the Enterprise
- Open elective

Semester 2 (15 credit hours)
- Open elective
- Open elective
- HLSC 1811U – Social Determinants of Health
- HLSC 2030U – Interpersonal & Interprofessional Communication
- BUSI 1130U – Introduction to Financial Accounting

Year 2

Semester 1 (15 credit hours)
- HLSC 2201U – Introduction to Health Information Management
- HLSC 2802U – Introduction to the Canadian Health Care System
- HLSC 3820U – Public Health I
- BUSI 2000U – Collaborative Leadership
- BUSI 2200U – Marketing Management

Semester 2 (15 credit hours)
- HLSC 2601U – Introduction to Health Management

- HLSC 3800U – Critical Appraisal of Statistics in Health Science
- HLSC 3821U – Public Health II
- BUSI 2180U – Introduction to Managerial Accounting
- BUSI 2603U – Introduction to Operations Management

Year 3

Semester 1 (15 credit hours)
- HLSC 3501U – Health Law
- HLSC 3630U – Health Finance
- HLSC 3805U – Introduction to Epidemiology
- HLSC 3910U – Research Methods for Health Care Professionals: Theory and Application
- BUSI 3700U – Strategic Management for Professionals

Semester 2 (15 credit hours)
- HLSC 3631U - Health Policy & Process
- HLSC 3710U – Ethics
- HLSC 3823U – Health and Indigenous People in Canada
- HLSC 3632U – Health Economics
- BUSI 3040U – Information Systems

Year 4

Semester 1 (15 credit hours)
- 3000/4000 Level Health Science Option
- HLSC 3203U – Health Data Analytics in Canadian Health Care
- HLSC 4621U –Program Planning, Implementation and Evaluation in Public Health
- HLSC 4850U – Current Issues in Health Care
- HLSC 4991U – Case Study Analysis and Application for Bachelor of Health Administration Students

Semester 2 (15 credit hours)
- 3000/4000 Level Health Science Option
- HLSC 3230U – Organizational Behaviour in Health Care
- HLSC 4620U – Quality and Performance Management in Health Care
- HLSC 4823U – Small Business and Entrepreneurship for Health Professionals
- HLSC 4990U – Practicum Placement for Bachelor of Health Administration Students (120 hours)

Faculty of Health Sciences – Bachelor of Health Administration Calendar Program Map

Bachelor of Health Administration - Proposed

The below is a suggested program summary. Courses offerings may be scheduled in the Fall, Winter or Spring/Summer terms. Please refer to MyCampus for further details.

Year 1

Done	Semester 1	Prerequisite(s)	Done	Semester 2	Prerequisite(s)
	* HLSC 1200U - Human Anatomy & Physiology I			Open Elective	
	* HLSC 1701U - Information Literacy and Written Communications for the Health Sciences			* HLSC 2030U - Interpersonal & Interprofessional Communication	HLSC 1701U
	* HLSC 1810U - Health Promotion & Healthy Active Living			* HLSC 1811U - Social Determinants of Health	HLSC 1701U; Credit restriction(s): HLSC 1812U
	BUSI 1600U Management of the Enterprise			* HLSC 2802U - Intro to the Canadian Health Care System	HLSC 1701U
	Open Elective			BUSI 1130U Introduction to Financial Accounting	

Year 2

Done	Semester 1	Prerequisite(s)	Done	Semester 2	Prerequisite(s)
	* HLSC 2201U - Introduction to Health Information Management	HLSC 1200U, HLSC 1701U		* HLSC 2601U - Introduction to Health Services Management	HLSC 1701U
	* HLSC 3800U - Critical Appraisal of Statistics in Health Science	24 Credit Hours		* HLSC 3821U - Public Health II	HLSC 3820U
	* HLSC 3820U - Public Health I	HLSC 1811U or HLSC 1812U		BUSI 2180U – Introduction to Managerial Accounting	BUSI 1130U, *BHA students will require an additional intro tutorial
	BUSI 2000U Collaborative Leadership			BUSI 2603U Introduction to Operations Management	BUSI 1450U or MATH 1000U or MATH 1010U or MATH 1880U or ENGR 0103U and registration in an 'and Management' option with at least
	BUSI 2200U Marketing Management	BUSI 1020U or BUSI 1700U		Open Elective	

Year 3

Done	Semester 1	Prerequisite(s)	Done	Semester 2	Prerequisite(s)
Y2+	HLSC 3501U – Health Law	24 credit hours		* HLSC 3631U - Health Policy & Process	HLSC 1811U or HLSC 1812U, HLSC 2802U, HLSC 3820U
Y2+	HLSC 3630U – Health Finance	HLSC 2601U		* HLSC 3710U - Ethics	24 Credit Hours; Credit restriction(s): HLSC 3711U, HLSC 3712U
	* HLSC 3805U - Introduction to Epidemiology	HLSC 3800U	Y3+	HLSC 3823U - Health and Indigenous People in Canada	60 credit hours; HLSC 1811U or HLSC 1812U
	* HLSC 3910U - Research Methods for Health Care Professionals: Theory and Application	HLSC 3800U	New	HLSC 3632U - Healthcare Economics	HLSC 3800U
	BUSI 3700U Strategic Management for Professionals			BUSI 3040U Information Systems	BUSI 1600U or enrolled in the Science and Management program

Year 4

Done	Semester 1	Prerequisite(s)	Done	Semester 2	Prerequisite(s)
Y3+	HLSC 3203U – Health Data Analytics in Canadian Health Care	54 credit hours	New	HLSC 3230U - Organizational Behaviour in Health Care Organizations	HLSC 2601U, HLSC 2802U
	* HLSC 4621U – Program Planning, Implementation and Evaluation in Public Health	HLSC 3821U	Y3+	HLSC 4620U – Quality and Performance Management in Health Care	HLSC 3800U
Y4	HLSC 4850U – Current Issues in Health Care	HLSC 3910U and 84 credits hours	Y3+	HLSC 4823U – Small Business Practice and Entrepreneurship for Health Professionals	60 credit hours; HLSC 3710U or HLSC 3711U
	3000/4000 Level Health Science Option			3000/4000 Level Health Science Option	
New	HLSC 4XXX Case study projects in class		New	HLSC 4XXX Placement (?.0 credits for 120 hours)	

Note: Prerequisites listed above are program specific. Please refer to the Undergraduate Academic Calendar for full course details.

Option(s)

	HLSC 4804U – Global Dimensions of Communicable Diseases	HLSC 3805U		HLSC 4803U - Global Health	HLSC 3805U, HLSC 3820U
	HLSC 4807U - Perspectives in Aging	60 Credit Hours		HLSC 4805U – Non-communicable Diseases: Current Issues and Emerging Trends	HLSC 3820U
Y3+	HLSC 4822U – Social Marketing for Public Health	60 credit hours		HLSC 4851U - Critical Perspectives on Health, Illness & Healthcare	HLSC 3820U
Y3+	HLSC 4405U – Policy Development for Sport and Physical Activity	60 credit hours; HLSC 1811U or HLSC 1812U		>>> This is a KINE course. Need to figure out if it is usually a Fall or Winter offering.	

On-Line via the BAHSc (some in alternate terms)

Fall	Prerequisite(s)	Winter	Prerequisite(s)
HLSC 1701U - Academic Writing: Perspectives in Health		HLSC 1811U - Social Determinants of Health	HLSC 1701U; Credit restriction(s): HLSC 1812U
HLSC 2601U - Introduction to Health Management	HLSC 1701U	HLSC 2802U - Introduction to the Canadian Healthcare System	HLSC 1701U
HLSC 3800U - Critical Appraisal of Statistics in Health Science	24 Credit Hours	HLSC 3820U - Public Health I	HLSC 1811U or HLSC 1812U
HLSC 3631U - Health Policy and Process	HLSC 1811U or HLSC 1812U, HLSC 2802U, HLSC 3820U	HLSC 3910U - Research Methods for Health Care Professionals	HLSC 3800U
HLSC 48007 - Perspectives in Aging	60 Credit Hours	HLSC 3710U - Ethics	24 Credit Hours; Credit restriction(s): HLSC 3711U, HLSC 3712U
HLSC 4820U - Interdisciplinary Collaboration	72 Credit Hours	HLSC 3805U - Introduction to Epidemiology	HLSC 3800U
		HLSC 4851U - Critical Perspectives in Health & Illness	HLSC 3820U

Appendix B: List of Program Courses, New Course Proposals, Required Course Changes, Course Syllabi for Existing Courses

List of Faculty of Health Sciences (HLSC) courses:

Ref code	Course (Code)	Description
H1	HLSC 1200U Human Anatomy and Physiology I	HLSC 1200U introduces normal anatomy and physiology as scientific disciplines in health sciences. This course will emphasize the concept of "homeostasis"; the ability of our body to maintain internal equilibrium using physiological processes as the environment changes. During the term, lectures will introduce the organization of the human body, biochemistry, cell biology, histology, principles of support and movement, and the anatomy and physiology of the nervous system. Lectures will focus on events occurring at the molecular, cellular, organic and systemic levels and will address how structure and function are interrelated at these different levels. Anatomy and physiology are fundamental to understanding the scientific basis of professions in health. In this sense, the content of this course directly relates to, and is a prerequisite for, the study and concepts presented in Anatomy and Physiology II (HLSC 1201U). Also, concepts in this course will be applied to several other courses including (but not limited to) pathophysiology, pharmacology, microbiology, nutrition and health assessment. The study of concepts and terminology in this course will develop the students' understanding of health science and allow for effective and succinct communication with other health professionals, patients, clients and their families.
H2	HLSC 1701U Information Literacy and Written Communication for the Health Sciences	This course is an introduction and opportunity for first year Health Sciences students to develop their writing, information technology, and literacy skills. The emphasis in the course is on cultivating the students' writing skills to the level of scholarly writing within a prescribed format (e.g. Publication Manual of the American Psychological Association). Students participate in activities that foster critical thinking as they research and evaluate online materials as well as participate in self and peer evaluation activities. Students are introduced to various authoritative sources of health information, and how to evaluate health information sources for their authoritativeness. In this course, the students will participate in the writing process from conduct of a literature review, evaluation of information sources, to the final output of an academic paper in the prescribed format. Academic integrity and technical writing skills are also emphasized.

Ref code	Course (Code)	Description
H3	HLSC 1810U-001: Health Promotion and Healthy Active Living	The purpose of this course is to provide the student with an introduction to the positive impact of healthy active living and health promotion activities across the lifespan for people of all abilities. This course will focus on chronic disease prevention and healthy living practices; specifically how different forms of physical activity, balanced nutritional practices, avoidance of harmful substances, stress reduction and practice of healthy sexual behaviours can positively impact health.
H4	HLSC 1811U – Social Determinants of Health Prerequisite HLSC 1701U Hybrid	Examining the social determinants of health is essential because health inequalities cannot be explained by lifestyle choices alone. In this course, historical, social, political, and economic forces that influence health and health inequalities will be discussed. Demographic factors such as education, employment, income levels, ethnicity, and gender will be examined in light of their contribution to issues such as racism and sexism that can lead to health inequalities among groups. A key component of this course will be to explore the literature that focuses on specific determinants such as housing, food security, poverty, access to care, and health issues.
H5	HLSC 2201U – Introduction to Health Information Management	This course provides students in the Health Sciences with an introduction to health information management (HIM), including discussions of the information systems used in healthcare planning and care delivery. Course topic areas include: (1) evaluating data, information and knowledge; (2) computer design and programming; (3) information access in healthcare settings; (4) expert systems and decision support; (5) electronic health records; (6) interoperability of health information systems; and (7) information management in the context of evidence-based practice and patient-centred care.
H6	HLSC 2601U – Introduction to Health Services Management	This course provides an examination of key concepts of management and leadership theory as they apply to the health services sector. Major topics include management and leadership theory, basic functions of management, concepts of human resource management, human motivation theory, teams in health services delivery, and the relationship between ethics and law.
H7	HLSC 2802U - The Canadian Healthcare System	Healthcare in Canada is publicly funded and privately delivered. The purpose of this course is to understand the evolution of the Canada's healthcare delivery and financing from a theoretical perspective, which examines the role of ideas, the perspective of key stakeholders and the legislative role of key federal initiatives. Key to the learning experience is the conceptualization of the role of public and private sector, impact of medical dominance and the biomedical model, citizen engagement, primary healthcare reform and the emergence of public health. 3 cr, 3 lec. Prerequisites: HLSC 1300U or HLSC 1701U or HLSC 1702U. Credit restriction: HLSC 2801U.

Ref code	Course (Code)	Description
H8	HLSC 3203U - Health Data Analytics in Canadian Health Care	Health care is one of the most data-intense industries today. However, the data within the system often is not used to the best advantage to address health care research and business questions. Data sources have traditionally been in the hospital setting. More and more data is being collected at every level of the health care delivery system to assess, monitor, and provide treatment to Canadians. This course will expose the student to various data sources within the continuum of the Canadian health care system, providing the student with methods for the analysis, interpretation, and application of the data to health care research and business questions. Data quality activities as well as planning for future data needs within various health care sectors will be a point of emphasis throughout the course. Prior completion of HLSC2201U Introduction to Health Information Management is recommended, but not required.
H9	HLSC 3501U - Health Law	The goal of this course is to expose students to a wide range of legal issues arising in health care settings. Traditionally, the physician-patient relationship has been the focus of health law. This course will cover legal issues arising from that relationship such as consent, professional negligence, and the discipline of health professionals. However, relationships and issues at the broader systems level are the subject of increasing legal regulation and health law scholarship. Thus we will also address such topics as the regulation of pharmaceuticals and health research, global health law, and health system organization.

In this course, we will discuss how legal instruments can aid policy-makers in the achievement of health policy goals such as enhanced access to services, cost containment, and improved quality of care. Similarly, we will discuss the limits of the law as a tool for reform and situations in which the law acts as an impediment to the achievement of health policy goals.

During this course, students will be exposed to numerous areas of law, including constitutional law, criminal law, tort law, administrative law, statutory interpretation, international law, and intellectual property law. Because health law is a multidisciplinary field, our readings and discussions will draw from numerous disciplines, including law, health policy, biomedical ethics, the social sciences, and the health sciences. |
| H10 | HLSC 2030U - Interpersonal and Interprofessional Communications | An interdisciplinary course in interpersonal communication, designed to provide health sciences students with theory and practice in core individual and group communication principles that will prepare them for professional relationships with clients, colleagues, team members and supervisors in the complex environment of the health care community. |

Ref code	Course (Code)	Description
H11	HLSC 3630U - Health Finance	This course is designed to introduce students to the methods of funding health care institutions and budget preparation as a management tool. The major components to the course include financial management, factors included in budget preparation, techniques of preparing staffing patterns, as well as capital and operating (staff/supply) budgets, cost monitoring and variance analysis.
H12	HLSC 3631U - Health Policy and Process	This course introduces policy concepts, elements, analytical processes and outcomes of health policy. Knowledge on public policy analysis will be applied to Canadian health policy issues in the context of the World Health Organization's definition of health and well-being. This course will not only assist in the development of critical thinking, application of evidence-based decision making, and critiquing skills; but will also help develop knowledge of Canada's evolving health care system in response to economic, cultural, technological, political, ideological, and globalization factors and forces.
H13	HLSC 3710U - Ethics	In this course, students will explore the history of ethics with particular emphasis on the theories that apply to ethics in health care. Ethical decision-making will be discussed, and students will gain practical knowledge in the application of ethics to health care by examining special topics in biomedical ethics.
H14	HLSC 3800U - Critical Appraisal of Statistics in Health Science	This course offers an introduction to critical appraisal skills in assessing evidence presented in health science, with a focus on real-life relevance. The application of statistical methods to the study of research questions will be explored in terms of both descriptive and inferential statistics. Topics to be included are: randomized experiments and observational studies, measurements, frequency distribution, measures of central tendency and variability, correlation and regression, sample survey, probability, confidence intervals construction and hypothesis testing.
H15	HLSC 3805U - Introduction to Epidemiology	This course offers an introduction to the fundamentals of epidemiology. The application of epidemiologic principles will be discussed using real-life examples and scientific literature in health science. Topics include historic development, basic concepts, key terminologies and health indicators, descriptive and analytic epidemiology, design strategies and statistical analysis in epidemiology. Other topics may be included if time permits. This course has multiple sections and delivery modes; please check MyCampus for further details.

Ref code	Course (Code)	Description
H16	HLSC 3820U - Public Health I	Public health is a holistic and evidence-informed discipline that seeks to promote, maintain and/or restore the health and well-being of individuals, families, communities or entire populations over the lifespan through primary health care initiatives and interventions. This course introduces students to current public health theory, practice mandates and challenges facing public health care professionals in Canada. An overview of the 36 core competencies deemed essential for all health care professionals, as outlined by the Public Health Agency of Canada (PHAC, 2007) under the following 7 broad categories will be highlighted: (i) public health sciences; (ii) assessment and analysis; (iii) policy and program evaluation; (iv) implementation and evaluation; (v) partnership, collaboration, and advocacy; (vi) diversity and inclusiveness, and (vii) leadership. The course provides an overview of the primary health care approach in Canada which encompasses the following five types of health care: (i) Promotive; (ii) preventive; (iii) curative; (iv) rehabilitative, and (v) supportive/ palliative. The role of health care professionals in achieving the major goal of primary health care in Canada to build community capacity with the objective of achieving sustainable health and well-being through primary health care initiatives will be critically examined.
H17	HLSC 3821U - Public Health II	This course builds upon concepts and theories introduced in Public Health I and seeks to introduce students to the critical analysis and planning for evidence-informed primary health care initiatives to address a variety of current and emerging health care issues in Canada and abroad. Evidence-informed public health practice refers to the incorporation of impirically based observations and findings derived from research, public health care practice, clinical expertise, client preferences and other available resources to make informed decisions about public health care practice and the delivery of safe and cost-effective health care services in Canada. The role of health care professionals in achieving the major goal of primary health care in Canada to build community capacity to achieve sustainable health and well-being through primary health care initiatives will be critically examined. Topics include the role played by public health care professionals in meeting health care challenges facing such as childhood obesity, elderly and chronic diseases, Indigenous populations, the poor and homeless, outbreaks, epidemics and pandemics, emergency and disaster planning and responses, and occupational and environmental health.

Ref code	Course (Code)	Description
H18	HLSC 3823U - Health and Indigenous People in Canada	This course offers an introduction to Indigenous Health in Canada. Topics include historic practices of health and epidemiological status across, pre-European contact, early European contact, and postmodern contact. The health status of Indigenous peoples in Canada will be discussed through the lens of social and political determinants of health. The course will also focus on promising health promotion and research practices with Indigenous communities. The intersection of Indigenous knowledge and Western knowledge will be explored through learning about worldview and cultural practices. This course will also encourage learners to critically appraise colonial practices along with power, privilege, and racism. The course will culminate with an examination of the findings from the Truth and Reconciliation Commission of Canada.
H19	HLSC 3910U - Research Methods for Health Care Professionals: Theory and Application	This course will critically examine a variety of research theories and methodologies employed by both quantitative and qualitative allied health care researchers. The student will be able to critically examine, interpret, analyze and apply findings from published research reports from both human and nonhuman investigations conducted in a variety of laboratory, clinical and community-based research settings. The course will critically examine how published research reports are utilized as the basis for evidence-based practice. Students will have an opportunity to engage in hands-on quantitative and qualitative research experiences including formulating research questions, research design, data collection, database management and coding, interpretation of findings, and their implications for practice.
H20	HLSC 3230U Organizational Behaviour in Health Care	Health care organizations have a unique culture from other organizations by virtue of their fundamental mission of providing necessary care, often life-saving, to the public they serve. In order to accomplish this, health care facilities often have organizational structures and practices unique to their industry. Coupled with technological change and continuous scrutiny by government, public, and payers, health care presents a challenge to even the best of leaders. This course will delve into the various aspects that affect how a Canadian health care organization behaves. Explored within the course will be the contributing factors of an individual, leadership, groups, teams, and external factors. Also examined will be strategies to successfully manage the response of a health care organization to its internal and external challenges.

Ref code	Course (Code)	Description
H21	HLSC 3632U - Health Economics	This course will use health economic models and reasoning to study the most pressing issues confronting modern health and social systems. This course will cover models of the demand for health and healthcare, the supply of health and social services, healthcare provider behaviour, and resource allocation. This course will also cover tools of for evaluating health and social interventions in terms of efficiency and equity. Students will use these models and tools to draw insights into complex policy issues concerning health and social systems.
H22	HLSC 4620U - Quality and Performance Management in Health Care	Quality is achieved through planning, directing and implementing the actions that are consistent with the concept of doing the right thing right the first time. Students will learn the tools of quality management, quality assessment and quality assurance in a health care setting. Students will learn how to identify the quality principles, continuous improvement concepts, and to review and determine the cost of quality.
H23	HLSC 4621U - Program Planning, Implementation and Evaluation in Public Health	In all health care organizations and systems in Canada and globally, critical decisions have to made as to how resources, budgets, health care personnel and technologies will be employed to address a variety of current and emerging health care challenges across the lifespan. Formal program planning, implementation and evaluation are critical to justify a change in health policy or legislation; evaluate access to and the quality of various health care services and programs, monitor and determine current and emerging health care needs, and to determine the efficiency and cost-benefit of a given program to name but a few. This course provides the student with the necessary theory, skills and proficiencies to engage in these critical processes, which are major activities of all public health professionals and workers. Students will learn about a variety of planning strategies including strategic or allocative planning and operational or activity planning, and how to conduct a needs assessment. Students will learn about various evaluation methods including structural, process and summative-type of evaluations conducted and their rationale and how to use program logic models, which are the most utilized models by public health agencies and institutions in Canada.

Ref code	Course (Code)	Description
H24	HLSC 4823U - Small Business Practice and Entrepreneurship for Health Professionals	A growing number of health professional graduates will end up running their own small business. The course is an introduction to running a business and entrepreneurship related to kinesiology and other health professions. The first part of the course will cover health record requirements, privacy legislation, basic accounting practices, employment law relevant to small businesses and basic marketing including the role of social media. The course will also include a unit on entrepreneurship beginning with idea generation and opportunity recognition through to venture creation; initially in a kinesiology context, but with reference to nursing and allied health professions. Although the entrepreneurship component focuses on establishing a new venture, this unit will also be worthwhile for those who are interested in working creatively to create new ventures or programs within an existing organization.
H25	HLSC 4850U - Current Issues in Health Care	This course is designed to assist students in explaining current trends and issues confronting the health care system and health care professionals. Issues include, but are not limited to, technology in health care, the role of interprofessional health care teams, economic and political aspects of health care, influences on health policy, the roles of regulatory bodies, and globalization.
H26	HLSC 4990U - Practicum Placement for BHA Students	This a practicum -based course that will provide students an opportunity to consolidate and apply knowledge and theory related to the profession of health administration is a health agency, organization or system. Students will have the opportunity to demonstrate the ability to integrate theories and practices of health are administration through a supervised practicum consisting of 120 hours total.
H27	HLSC 4991U - Case Study Analysis and Application for BHA Students	Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. This course will employ specific case studies to help reinforce core concepts, theory and their applications in a variety of health care systems with special consideration for the Association of University Programs in Health Administration (AUPHA) core competency requirements for health professionals.
Optional Courses		
H28-O	HLSC 4405U – Policy Development for Sport and Physical Activity	In Canada, and around the world, the last decades have seen a steady increase in public investment in sport and physical activity in pursuit of medals on the international stage and in support of a more active, healthy lifestyle. This pursuit has led Governments at all levels to implement policies related to athlete training programs (Long Term Athlete Development plan), financial aid (Athlete Assistance Program), educational policies related to physical education, as well as injury prevention policies (e.g., concussion management). However, there has

Ref code	Course (Code)	Description
		been little analysis of factors that shape the generation of these various policies, or consideration of the roles played by policy actors. Kinesiology graduates often find themselves working in physical activity and sport, this course provides critical background in relevant areas of policy and practices.
H29-O	HLSC 4803U – Global Health	As the world becomes more interdependent and the health of individuals and the health of nations are increasingly inter-related, global health is of vital concern. Global health has been widely accepted as an area for study, research and practices that prioritize improving health for all people around the world, where such efforts rely heavily on transnational cooperation. Based on this central theme, this course introduces students to the fundamental concepts in understanding, measuring and priority setting in past, current and future global health burdens and issues. Students are exposed to the intricate relationship among social, environmental, economic and political determinants of health, as well as the role of global players in this relationship.
H30-O	HLSC 4804U – Global Dimensions of Communicable Diseases	Communicable diseases are significant contributors of disease burden around the world. In low-income regions, communicable diseases account for more than half of the mortality. Over 40 per cent of the global disability-adjusted life years (DALYs) are lost in low- and middle-income countries together. Emerging and re-emerging communicable diseases are increasingly affecting all income level countries. Furthermore, it is now well accepted that a number of chronic infection contributes to the pathogenesis of a variety of chronic diseases. This course critically examines the issues pertaining to the development, transmission, surveillance, tracking, management, elimination and eradication of communicable diseases around the world. Students will also explore why communicable diseases persist and continue to be of significant concern in our society. Key past, present and future challenges related to the prevention, control, treatment and management of communicable diseases will be highlighted.
H31-O	HLSC 4805U – Non-communicable Diseases: Current Issues and Emerging Trends	Non-communicable diseases (e.g., heart disease and stroke, diabetes, chronic obstructive pulmonary disease, certain cancers) are the leading causes of death, disability and hospitalization in Canada and are defined as those disorders or conditions which are typically continuous in duration and magnitude, and which can last for long periods of time including an entire lifetime. This course provides an introduction to the nomenclature and classification of current and emerging non-communicable diseases in Canada and abroad employed by public health care professionals and agencies such as the Public Health Agency of Canada, Health Canada and the World Health Organization. Specific non-communicable diseases in the following 5 disease categories will be critically examined: (i) Allergies and inflammatory disease; (ii) cancer; (iii) congenital and hereditary diseases; (iv) degenerative diseases, and (v) metabolic diseases. The identification and description of current

Ref code	Course (Code)	Description
		barriers and challenges facing public health care professionals in managing and planning for primary health care initiatives that target specific non-communicable diseases in Canada and abroad will be highlighted.
H32-O	HLSC 4822U – Social Marketing for Public Health	This course will focus on social marketing theory and its practical application in improving the quality of life for people at risk for chronic disease. Participants will learn the advantages of applying social marketing strategies to motivate changes in health behaviours that are related to chronic disease prevention. The aim of this course is to help students develop the knowledge and skills to research, design, implement, and evaluate social marketing
H33-O	HLSC 4851U – Critical Perspectives on Health, Illness, and Healthcare	This course critically examines the role of health care professionals and workers in providing primary health care services in Canada. Students will explore and evaluate inequities in the distribution of health, illness and healthcare; challenges faced by vulnerable groups including Aboriginal populations, older adults, immigrants, disabled individuals and the homeless; and the myriad ways diverse individuals and communities cope and manage health and illness across the lifespan. Finally, this course critically examines and contrasts the medical model of health and illness versus holistic models and the implications for associated current and future public health practice.
H34-O	HLSC 4807U – Perspectives on Aging	This course integrates perspectives on the physiology, psychology, epidemiology and sociology of aging and its implications for Canadian society and the Canadian health care system. Several of the key health issues associated with aging are discussed from the perspective of the physical, cognitive and psychological changes accompanying the aging process and the effect that this has on individuals, families and communities.

List of Faculty of Business and Information Technology (FBIT) courses:

	Course (Code)	Description
	BUSI 1600U Management of the Enterprise	This introductory management course is divided into four parts. Students will be introduced to the core concepts and context of management, enhancing their understanding of how the business environment affects the practice of management. The functions of management will be reviewed, including key topics, issues and problems within the basic management activities of marketing, organizational behaviour/human resources, operations management and information technology, accounting, and finance. The latter components will synthesize the ideas presented in earlier classes by introducing fundamental elements of business strategy, followed by advanced topics in management, including small business, entrepreneurship and e-business.
	BUSI 2000U Collaborative Leadership	This course intends to develop critical employability skills such as teamwork, leadership, project management, communication skills and intercultural understanding, and will focus students' learning on topics related to interactions with others in personal, educational and professional contexts. Students will engage in collective and dynamic learning activities involving direct and practical application of the content/skills critical to professional success. They will explore the practice and impact of leadership, negotiations and teamwork in organizations and communities. These practices will be examined in a variety of settings as described in both popular and academic writings. Learning activities will be directed toward developing leadership for exceptional performance, obtaining commitment to goals and standards, negotiating and resolving conflict, inter-cultural communications, ethical practice, and relating with others in team environments.
	BUSI 2180 – Introduction to Managerial Accounting	This course is an introduction to managerial accounting concepts with a focus on cost derivation and decision-making. The course is problem solving based and stresses both a manager's and an accountant's perspective on accounting information. Application of techniques is stressed. Students will learn to evaluate techniques based on their appropriateness for specific decisions. Application of concepts and development of critical thinking skills are crucial aspects of the course.
	BUSI 2200U Marketing Management	The objective of this course is to introduce students to the concepts, analyses, and activities that comprise marketing management and to provide practice in assessing and solving marketing problems.

	Course Code	Description
	BUSI 1130U Introduction to Financial Accounting	Financial accounting is concerned with the production of information about an economic entity and communicating that information to people who want or need the information for making decisions. This course is designed to provide an understanding of the financial statements so that students can be informed and skilled users of accounting information. The course focuses on uses of accounting information for different decisions and from different stakeholder perspectives, and considers the economic and behavioural effects that accounting treatments have on users and preparers. There is an emphasis on interpreting, analyzing, and understanding information.
	BUSI 2603U Introduction to Operations Management	This course introduces students to the functional area of production and operations management as practiced in manufacturing industries and the services sector. It includes decision-making, project management, facility layout in both manufacturing and service industries, waiting lines, quality control, just-in-time systems, forecasting, aggregate planning, inventory management, materials requirements planning and operations scheduling.
	BUSI 3040U Information Systems	This course introduces students to the management issues, concepts and terminology associated with information technology systems. This course is of interest to students with either a technical or a nontechnical background. Issues discussed include: the role of computers in modern organizations, data models and their relation to organization models, systems development processes, and systems theory. Students will learn to recognize opportunities for use of computer based technology at strategic, tactical and operational levels; the technical and organizational problems generated by introducing new technology; and the long-term organizational implications of these decisions.
	BUSI 3700U Strategic Management for Professionals	This course examines strategy and related concepts. The focus is on strategic management: choosing and defining purposes and objectives, formulating and implementing a viable strategy, and monitoring strategic performance. The thrust of the course is to view the organization in its totality: the external environment in which it operates its strategy, and its internal administrative activities. The emphasis is on assessing the kinds of problems and issues that affect the success of the entire organization.

New Course Proposals (& Course Outlines for Existing Courses)

HLSC 3230U - Organizational Behaviour in Health Care (H20)
HLSC 3632U - Health Economics (H21)
HLSC 4990U - Practicum Placement for Bachelor of Health Administration Students (H26)
HLSC 4991U - Case Study Analysis and Application for Bachelor of Health Administration Students (H27)

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

| Faculty: |
| Health Sciences |
| This new course is associated with: |
| ☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☒ None |

| Will this course appear anywhere other than the course description section of the Calendar? | ☐ Yes ☒ No |

If you answered yes to the above, please complete:
  A new core course for an existing program, specialization or minor: *Minor Program Adjustment*
  A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
  A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Health Administration

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2021

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

| Subject Code: HLSC | Course Number: 3230U |
| | *ensure the course code has not been previously used |
| Full Course Title: Organizational Behaviour in Health Care |
| Short-Form Course Title (max. 30 characters): Org Behav in Health Care |

Course Description

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Health care organizations have a unique culture from other organizations by virtue of their fundamental mission of providing necessary care, often life-saving, to the public they serve. In order to accomplish this, health care facilities often have organizational structures and practices unique to their industry. Coupled with technological change and continuous scrutiny by government, public, and payers, health care presents a challenge to even the best of leaders.

This course will delve into the various aspects that affect how a Canadian health care organization behaves. Explored within the course will be the contributing factors of an individual, leadership, groups, teams, and external factors. Also examined will be strategies to successfully manage the response of a health care organization to its internal and external challenges.

Credit Hours: 3	
Contact Hours – please indicate total number of hours for each component	
Lecture: 3	**Lab:**
Tutorial:	**Other:**

Cross-listings	
Prerequisites for Calendar	HLSC 2601 & HLSC 2802
Prerequisites for Banner	HLSC 2601 & HLSC 2802
Co-requisites	
Prerequisites with concurrency (pre or co-requisite)	
Credit restrictions	☐ **Equivalency***
Recommended Prerequisites	
Course Restrictions	
Course Type	☐ Core ☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	X
Not Applicable			

Teaching and assessment methods:

TBD **Potential:** Test 1 (mid-term) 15%

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Test 2 (end of term) 15%
Discussion posts 20% On-going throughout semester
Individual Paper (1) 10%
Individual Paper (2) 15%
Team Assignment 15%
Reflective Paper 10%

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

Upon successful completion of the course, the student will be able to:
• Identify the major challenges facing health care in Canada today and their effect on the behaviour of an organization.
• Explain the concept of "diversity" and how it applies to Canadian health care organizations.
• Discuss the role of individual attitudes, perceptions, motivation, and attribution specifically with regard to their effect on human and organizational behaviour
• Compare and contrast major leadership theories and their effect on the behaviour of an organization.
• Differentiate between the concepts of "power" and "leadership" within the context of organizational behaviour.
• Describe the effect of group dynamics on the delivery of health care services.
• Evaluate optimal levels of stress and conflict within an organization to maximize efficiency and effectiveness with creativity in the delivery of health care services.
• Assess strategies of change management and to enhance effectiveness of an organization culture (e.g. team building, process consultation, conflict resolution).

Does this course contain any experiential learning components? ☐ Yes ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes ☒ NA

Process of consultation, if applicable:

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

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For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	Jan 29, 2020
Curriculum Committee approval	*Jan 27, 2020*
Internal Committee approvals	*Jan 9, 2020*

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NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty:	
Health Sciences	
This new course is associated with:	
☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☒ None	
Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☒ **No**

If you answered yes to the above, please complete:
    A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
    A new elective course for an existing program, specialization or minor, listed in the program map*: Course Sequencing or Course Placement*
    A new course (core or elective) related to a Major Program Modification*: Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Health Administration

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2021

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Note: enrollment cap 60 (required course)

Subject Code: HLSC	**Course Number: 3632U** *ensure the course code has not been previously used
Full Course Title: Health Economics	
Short-Form Course Title (max. 30 characters)**:**	

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Course Description

This course will use health economic models and reasoning to study the most pressing issues confronting modern health and social systems. This course will cover models of the demand for health and healthcare, the supply of health and social services, healthcare provider behaviour, and resource allocation. This course will also cover tools of for evaluating health and social interventions in terms of efficiency and equity. Students will use these models and tools to draw insights into complex policy issues concerning health and social systems.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**HLSC 3800U**	
Prerequisites for Banner	**HLSC 3800U**	
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ Core ☐ Elective ☐ Core or Elective	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assessment will involve participation (10%), critical review (10%), mid-term (20%), major paper (30%) and final exam (30%). Mid-term and final exam will test students on knowledge and application of healthcare economic models to policy questions confronting healthcare systems.
In the major paper, students will review articles in the recent health economics literature on topics related to healthcare policy.

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Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

Students who complete this course will be able to:

- Identify and describe pressing issues facing modern health and social systems.
- Explain prominent health economic concepts using graphical techniques.
- Apply economic models to explain issues facing health and social systems (e.g., supply of health human resources, funding of new healthcare technologies, and payment incentives).
- Critically assess health and social policy interventions using economic concepts.

Does this course contain any experiential learning components? ☐ Yes   ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes   ☒ NA

Process of consultation, if applicable:

Does this course contain any Indigenous content? ☐ Yes   ☒ No   ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ Yes   ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes   ☐ No

If yes, have they completed their review? ☐ Yes   ☐ No   ☐ N/A

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Financial Implications

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	Jan 29, 2020
Curriculum Committee approval	Jan 27, 2020
Internal Committee approvals	*Jan 9, 2020*

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

Faculty: Health Sciences
This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☒ New Program ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☒ **No**

If you answered yes to the above, please complete:
   ***A new core course for an existing program, specialization or minor**: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
   A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

HLSC 4XXb Practicum Placement is a new course for the proposed Bachelor of Health Administration Program (BHA). There is an option to complete a minor in business (Entrepreneurship or management) that consists of 18 credits (6 courses total); however, this specific course does not affect or impact this minor option whatsoever. This is regarded as an upper level core course that will be offered to students enrolled in the BHA program only. It will not affect or impact any of our existing Bachelor of Health Sciences (BHSc) or Bachelor of Allied Health (BAH) programs or students

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2021

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students will also have the option of doing a Minor in Business in one of the following two streams: (i) Entrepreneurship; or (ii) Marketing.

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Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to better meet current and emerging health care challenges and needs in this noted area of specialization. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes across the lifespan and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and its delivery will be supported by community agencies, primary care clinics, and health institutions.

The BHA program is designed to prepare students for entry level positions in a variety of community-based agencies, organizations and primary care clinics to support integrated health systems. The inclusion of a work-integrated learning experience comprised of a 120 hours practicum experience and training in a health care institution or agency will help to better prepare Ontario Tech University students for employment in the health care sector. Future AUPHA certification of the BHA program will also increase the eligibility of the students into accredited Masters in Health Administration (MHA) programs, thereby supporting career development.

Subject Code: HLSC	**Course Number: 4990U** *ensure the course code has not been previously used
Full Course Title: Practicum Placement for Bachelor of Health Administration Students	
Short-Form Course Title (max. 30 characters)**:** **BHA Practicum Placement**	

Course Description

This a practicum -based course that will provide students an opportunity to consolidate and apply knowledge and theory related to the profession of health administration is a health agency, organization or system. Students will have the opportunity to demonstrate the ability to integrate theories and practices of health are administration through a supervised practicum consisting of 120 hours total.

Credit Hours: 3 credit hours totals		
Contact Hours = 120 practicum hours total		
Lecture:	**Lab:**	
Tutorial:	**Other:**	
Cross-listings		
Prerequisites for Calendar	**Third-year standing in the Bachelor of Health Administration program**	
Prerequisites for Banner	**Third-year standing in the Bachelor of Health Administration program**	
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		

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Course Type	☒ Core	☐ Elective	☐ Core or Elective
Is the course: ☒ Undergraduate	☐ Graduate	☐ Professional (e.g. some Education courses)	
Grading scheme	☒ **N (normal alpha grade)**	☐ **P (pass/fail)**	

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)		HYB (In Class and Online Delivery)	
IND (Individual Studies)		OFF (Off Site)	XXXX
WB1 (Virtual Meet Time – Synchronous)	XXXX	WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

> **Practicum Self-directed Contract: (50%)**
> **Experiential Learning Poster: (25%)**
> **Major Reflective Paper: (25%)**
> **Total = 100%**

1. **PRACTICUM SELF-DIRECTED CONTRACT**: Students will develop in consultation with their course and individual practicum supervisors setting self-directed learning contact. This contract will specify the health administrative expectations by the host agency, organization or system.   This will include inter alia the specific methods and rubrics for grading (e.g., creating a budget, SWOT and/or cost-benefit analysis, systematic review of published or grey literature related to the development of change of clinical policy or issue, etc.), roles and duties that the student must complete as part of this experiential learning opportunity. The contract will be dated and signed by the student, course leader and practicum supervisor.
2. **EXPERIENTIAL LEARNING POSTER**: Students will be required to create, exhibit and explain in a public forum their practicum experience (experiential learning) and the role of health administrators in their agency, organization or system. This will provide students an opportunity to communicate and showcase their learning experiences to fellow students, practicum supervisors, faculty and the general community.
3. **MAJOR REFLECTIVE PAPER**: Students will be required to complete a reflective paper/ essay detailing their practicum learning experiences, responsibilities and challenges. The student will describe their actual or emerging administrative health care issues or challenges dealt with during their practicum experiences (e.g., resource allocations, budgetary constraints, ethical issues, development or implementation of a new policy or clinical directive, etc.), and the role of professional health administrators in navigating and mitigating these. As a component of this paper, students will also be required to conduct a SWOT (strengths, weaknesses, opportunities and threats) analysis on their chosen health care issue or challenge dealt with during their practicum. (Note: Approximate length of paper = 13-15 pages + References- APA formatted).

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

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

1. Demonstrate the ability to effectively integrate and apply knowledge, theory and practices related to health care administration in a health care setting, agency or system.
2. Describe the nature and function of a specific health care agency, organization or system and the role of health administrators.
3. Demonstrate and apply knowledge related to health administration, decision-making, management, and leadership theories in a health care setting, agency or system.
4. Demonstrate the ability to communicate effectively both in the oral and written contexts.
5. Demonstrate the ability to apply complex concepts and theories related to health administration to develop creative solutions or use previous solutions in creative and adaptive ways in a health care agency, organization or system that compliments its mission, values or norms.

Does this course contain any experiential learning components? ☒ **Yes** ☐ **No**

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project	XXXX	Applied Research	
Field Experiences	XXXX		
Other Types of Experiences: A practicum comprised of 120 hours in a health care agency, organization or system in the Durham Region of Ontario.			

We have consulted with all impacted areas: ☐ **Yes** ☒ **NA**

Process of consultation, if applicable:

Program and Faculty Consultation

Does this course contain any Indigenous content? ☐ **Yes** ☒ **No** ☐ **Unsure**
For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ **Yes** ☐ **No**

If yes, when?

N/A

What was the advice you received from the IEAC, and how has it been included in your proposal?

N/A

Did the IEAC ask you to return the proposal to them for review? ☐ **Yes** ☐ **No**

If yes, have they completed their review? ☐ **Yes** ☐ **No** ☐ **N/A XXXX**

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Financial Implications

A detailed budget for the entire BHA program has been submitted to CIQE. We have requested two (2) additional LTF to assist with the delivery of this program (1 FBIT and 1 FHS) in the third and fourth years of the program. We have been in consultation with Dr. Lori Livingston (Provost) regarding these additional budgetary requirements.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	March 11, 2020

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NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

Faculty: Health Sciences
This new course is associated with: ☐ Minor Program Adjustment   ☐ Major Program Modification   ☒ New Program   ☐ None

Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☒ **No**

If you answered yes to the above, please complete:
   A new core course for an existing program, specialization or minor*: Minor Program Adjustment*
   A new elective course for an existing program, specialization or minor, listed in the program map*:*
   Course Sequencing or Course Placement
   A new course (core or elective) related to a Major Program Modification*: Major Program*
Modification

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

HLSC 4XXa Case Study Projects is a new course is for the proposed Bachelor of Health Administration Program (BHA). There is an option to complete a minor in business (Entrepreneurship or management) that consists of 18 credits (6 courses total); however, this specific course does not affect or impact this minor option whatsoever. This is regarded as an upper level core course that will be offered to students enrolled in the BHA program only. It will not affect or impact any of our existing Bachelor of Health Sciences (BHSc) or Bachelor of Allied Health (BAH) programs or students.

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2021

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students will also have the option of doing a Minor in Business in one of the following two streams: (i) Entrepreneurship; or (ii) Marketing.

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Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to better meet current and emerging health care challenges and needs in this noted area of specialization. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes across the lifespan and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and its delivery will be supported by community agencies, primary care clinics, and health institutions.

The BHA program is designed to prepare students for entry level positions in a variety of community-based agencies, organizations and primary care clinics to support integrated health systems. The inclusion of case studies will help to better prepare Ontario Tech University students for employment in the health care sector. Future AUPHA certification of the BHA program will also increase the eligibility of the students into accredited Masters in Health Administration (MHA) programs, thereby supporting career development.

Our goal for the proposed BHA program is to achieve AUPHA certification. Hence, the proposed BHA program will also employ specific case studies to help reinforce core concepts, theory and application with special consideration for the following AUPHA core competency requirements for health professionals:

- (i) Analytical/Assessment Skills
- (ii) Policy Development/Program Planning Skills
- (iii) Communication Skills
- (iv) Cultural Competency Skills
- (v) Community Dimensions of Practice Skills
- (vi) Public Health Sciences Skills
- (vii) Financial Planning and Management Skills
- (viii) Leadership and Systems Thinking Skills

Subject Code: HLSC	Course Number: 4991U *ensure the course code has not been previously used
Full Course Title: Case Study Analysis and Application for Bachelor of Health Administration Students	
Short-Form Course Title (max. 30 characters)**:** **Case Study Analysis and Application**	

Course Description

Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. This course will employ specific case studies to help reinforce core concepts, theory and their applications in a variety of health care systems with special consideration for the Association of University Programs in Health Administration (AUPHA) core competency requirements for health professionals.

Credit Hours: 3 credits

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Contact Hours – please indicate total number of hours for each component		
Lecture:		**Lab:**
Tutorial:		**Other:**
Cross-listings		
Prerequisites for Calendar	**Third-year standing in the Bachelor of Health Administration program**	
Prerequisites for Banner	**Third-year standing in the Bachelor of Health Administration program**	
Co-requisites		
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions		☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☒ Core	☐ Elective ☐ Core or Elective
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)**	☐ **P (pass/fail)**

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	XXX	HYB (In Class and Online Delivery)	XXX
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

(1) 5 case studies (15% each) = 75%
(2) Major Reflective Paper (25%)
   Total = 100%

1. **CASE STUDIES**: This course will employ 5 case studies total to help reinforce core concepts, theory and application that will address diverse health care challenges, situations and other administrative considerations in diverse health care settings and systems with special consideration for the following AUPHA core competency requirements for health professionals noted below:

   (i)   Analytical/Assessment Skills
   (ii) Policy Development/Program Planning Skills
   (iii) Communication Skills
   (iv) Cultural Competency Skills
   (v)   Community Dimensions of Practice Skills
   (vi) Public Health Sciences Skills
   (vii) Financial Planning and Management Skills
   (viii) Leadership and Systems Thinking Skills

2. **MAJOR REFLECTIVE PAPER**: Students will be required to complete a reflective paper/ essay, where the writer will describe their personal reflections about current or emerging administrative health care challenges facing Canadians (e.g., resource allocations, budgetary constraints, aging populations and growth of noncommunicable chronic diseases, epidemic such as COVID-19, etc), and the role of professional health administrators in navigating and mitigating these. As a component of this paper, students will also be required to conduct a SWOT (strengths, weaknesses, opportunities and threats) analysis on their chosen health care issue or challenge. (Note: Approximate length of paper = 13-15 pages + References- APA formatted).

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

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

1. Exhibit and apply knowledge, theory and concepts related to the practice of health administration in diverse health care settings and systems.
2. Understand ethical and social implications on health care systems, agencies, communities and/or individuals regarding the allocation of resources and decision making practices by health administrators.
3. Critically assess and apply principles, concepts and theory related to health care administration and management, including strategic planning, marketing, problem solving, decision making and leadership.

Does this course contain any experiential learning components? ☐ Yes   ☐ No

If yes:

Case Study	XXXX	Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☒ Yes   ☐ NA

Process of consultation, if applicable:

Extensive consultation in the design and development of the BHA program with FBIT.

Does this course contain any Indigenous content? ☐ Yes ☒ No ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted? ☐ Yes ☐ No

If yes, when?

N/A

_____

What was the advice you received from the IEAC, and how has it been included in your proposal?

N/A

Did the IEAC ask you to return the proposal to them for review? ☐ Yes ☐ No

If yes, have they completed their review? ☐ Yes ☐ No ☐ N/A

Financial Implications

A detailed budget for the entire BHA program has been submitted to CIQE. We have requested two (2) additional TTT faculty to assist with the delivery of this program (1 FBIT and 1 FHS). We have been in consultation with Dr. Lori Livingston (Provost) regarding these additional budgetary requirements.

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	March 11, 2020

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OntarioTech
UNIVERSITY

Faculty of Health Sciences
HLSC 1200 Human Anatomy and Physiology I
Course outline for Fall 2019

1. **Course Details & Important Dates***

Term	Course Type	Day	Time
F	Hybrid	Tuesday	12.40-2pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA1350 UB 2080	40722 40723	Sept 5, 2019	Dec 4, 2019	Dec 6-15, 2019

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. **Instructor Contact Information**

Instructor Name	Office	Phone	Email
Laura Banks, PhD Elita Partosoedarso, PhD	UA2016 UA2011	-- --	Blackboard messages
Office Hours: open door policy so come in whenever the door is open. If you have an important/urgent concern, please email to set up a meeting time. Contact your instructor via Messages on Blackboard (do NOT use the uoit.ca or uoit.net email unless it is urgent)			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Kristina Clarke Patricia Ingram Theo Konstantinidis Tyler Muirhead Bridve Sivakumar Aurelija Tarvydas	--	--	Blackboard messages
Office Hours: by appointment only. TAs are responsible only for the students in their tutorial sections and for the content and marking associated with their tutorial sections.			

3. **Course Description**

HLSC 1200U introduces normal anatomy and physiology as scientific disciplines in health sciences. This course will emphasize the concept of "homeostasis"; the ability of our body to maintain internal equilibrium using physiological processes as the environment changes.

During the term, lectures will introduce the organization of the human body, biochemistry, cell biology, histology, principles of support and movement, and the anatomy and physiology of the nervous system. Lectures will focus on events occurring at the molecular, cellular, organic and systemic levels and will address how structure and function are interrelated at these different levels.

Anatomy and physiology are fundamental to understanding the scientific basis of professions in health. In this sense, the content of this course directly relates to, and is a prerequisite for, the study and concepts presented in Anatomy and Physiology II (HLSC 1201U). Also, concepts in this course will be applied to several other courses including (but not limited to) pathophysiology, pharmacology, microbiology, nutrition and health assessment. The study of concepts and terminology in this course will develop the students' understanding of health science and allow for effective and succinct communication with other health professionals, patients, clients and their families.

4. **Learning Outcomes**

On the successful completion of the course, students will be able to:
1. Understand the structural and functional organization of the human body, understand the significance of homeostasis and be comfortable with commonly used terminology in anatomy and physiology.
2. Understand general concepts explaining the biochemical basis of life, specifically how biomolecules interplay in cells, tissues, organs and systems in the human body.
3. Describe major structural and functional features of mammalian cells.
4. Define features, similarities and differences between epithelial and connective tissues and the histology of important examples of these such as skin, bones, joints and muscles.
5. Describe major structural and functional characteristics of the human skeleton and skeletal musculature.
6. Describe in detail important concepts in anatomy and physiology of the nervous system, specifically those regarding the central, peripheral and autonomic systems, as well as the special senses.
7. Demonstrate the ability to creatively apply and bring relevance of anatomical and physiological concepts into health issues.

5. **Course Design**

Students should expect to spend on average about 9 hours per week out of class in reviewing theoretical material and reviewing literature for a pass (50%) in the subject. This course is delivered using a variety of methods. Students are required to prepare for lecture sessions using the online and text material, including recorded lectures and resources available on Blackboard. Students will attend lecture sessions and tutorials on their allocated dates, times and locations. Students will be required to participate in biweekly tutorials, midterms, and a final exam. Students will have access to a variety of online resources to facilitate learning. Students have the roles of active learners and have the responsibility of attending and actively participating in all planned student learning experiences, reading all relevant references pointed out during scheduled sessions and undertaking such other private study as will benefit their learning towards the learning objectives. Although no minimum attendance is required, students must be aware that sessions are available only at the times specified and cannot be repeated.

6. **Outline of Topics in the Course**

	Lecture 1	Lecture 2
1	Sept 10 Introduction	Chemical basis of life & Biomolecules
2	Sept 17 Cell Structure	Cell Function AND Tissues
3	Sept 24 Cell growth and development	
4	Oct 1 test 1 (15%)	Skin
5	Oct 8 Bones, Joints & Muscles 1	Skeletal Tissue
	Reading week	Reading week
6	Oct 22 Bones, Joints & Muscles 2	Muscle contraction
7	Oct 29 Bones, Joints & Muscles 3	
8	Nov 5 test 2 (15%)	Nerve signaling
9	Nov 12 Nervous system cells	Autonomic Nervous system
10	Nov 19 Central Nervous system 1	Central Nervous system 2
11	Nov 26 Peripheral Nervous system 1	Peripheral Nervous system 2 AND General & Special senses
12	Dec 3 test 3 (15%)	
	Final exam 45% (TBA) do not book vacations during this time Dec 6-15	

7. **Required Texts/Readings**

Patton, K.T., Thibodeau, G.A. (2019) Anatomy and Physiology, 10th edition. Elsevier, Inc. Includes Anatomy and Physiology- Pageburst E-Book on VitalSource (Retail Access Card), Anatomy and Physiology Online (User Guide and Access Code), Quick Guide to the Language of Science and Medicine with Brief Atlas of the Human Body (Retail Access Card), and Netter's Interactive 3D (Access Code).

Additional readings may be assigned or recommended during the course.

8. **Evaluation Method**

Results from three tests, five tutorial quizzes and a final exam will be used to calculate the final term mark. The timing and weighting of each of these is listed in the next section. Students who fail to complete any of these assessments are required to follow the procedure outlined below.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the Ontario Tech Academic Calendar.

9. **Assignments and Tests**

Type	Weight	Due Date
Tests (during class)		
1 *	15%	October 1
2 *	15%	November 5
3 *	15%	December 3
Tutorial Quizzes * (5)	2%x5=10%	In Tutorials
Final Exam	45%	To be announced (Dec 6-15)

* No deferred (make-up) test or tutorial will be scheduled for any reason

What if I miss an in-class assessment (test or tutorial)?
There will be NO opportunity to make up for missed assessments, ie there will be no deferred (make-up) test or tutorial will be scheduled for any reason. If you miss either a test or tutorial quiz, you need to complete this form within five working days in order for this missed assessment for be reweighed.

Grade Review/Reappraisals (including midterm and tutorial quizzes)
Matters concerning term work fall within the authority of your course instructor (either Drs. Elita Partosoedarso or Laura Banks). If a student has a concern regarding course work, the student must make an appointment with the course professor within two (2) weeks of receiving the graded material to review the disputed piece. A decision will be conveyed to the student within two (2) weeks. If this course of action does not satisfy the student s/he may seek final grade appeal.

Policy on Missed Final Examinations
If, for any reason, a student cannot write the final exam on the assigned date, s/he must obtain an application for a Deferred Final Examinations form from the Registrar's Office or the Registrar's website and present it to the Faculty Office.
If a student knows in advance that s/he is unable to write a final exam the student is required to give three (3) weeks' notice to write a deferred exam. Each case will be decided on an individual basis.
If a student misses the exam for medical or compassionate grounds a request for deferral, along with supporting documentation, must be provided to the Faculty within five (5) working days after the scheduled writing of the examination.
The decision on all students' request for a deferral will be sent to their mycampus email address. All deferred examinations will be scheduled no later than the end of the first week of classes in the following semester.
The final exam policy can be found on the UOIT Registrar's Office website:
http://www.uoit.ca/EN/main2/about/13525/14057/14152/Academic_Policies_and_Procedures/Finalex am.html

10. **Accessibility**

> Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.
>
> Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite. Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.
>
> Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are

8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct (if applicable)

UOIT is a community that values and promotes respect, integrity, diversity and accountability among all members of the university. These values can only be achieved in an environment that supports and protects the safety and security of its members. The UOIT Policy on Student Conduct defines and guides standards of student behavior at the university to uphold these values and ensure that behavior contrary to these standards are dealt with in a manner that is fair, open and effective.
http://uoit.ca/main/current-students/services/campus-safety/student-conduct-policy/index.php

12. Academic Integrity

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with Ontario Tech's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. **Turnitin (if applicable)**

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. **Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences. As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Detailed course objectives
Introduction
1. Define the terms *anatomy* and *physiology*.
2. Identify the characteristics of life.
3. List and discuss in order of increasing complexity the levels of organization of the body and the major organ systems, identifying the primary functions of each.
4. Describe the anatomical position
6. Name the cavities of the body and identify the major organs in each.
7. Discuss and contrast the axial and appendicular subdivisions of the body by identifying the specific anatomical regions in each area.
8. List the nine abdominal regions and the four abdominal quadrants.
9. List and define the principal directional terms and body planes used in describing the body and the relationships of its parts.
10. Explain the interaction between structure and function.
11. Define *homeostasis*.
12. Explain the importance of homeostatic control mechanisms and the operation of negative and positive feedback loops.
13. Define the three levels of homeostatic control.

Chemical basis of life
1. Explain why an understanding of basic chemistry is important in the study of life processes.

2. Explain the relationship among elements, compounds, atoms, and molecules.
3. List the major elements and major mineral elements found in cytoplasm.
4. Discuss atomic structure and explain how an atom's electron shells influence its ability to enter into chemical reactions.
5. Compare and contrast the three major types of chemical bonds.
6. List and describe the three basic types of chemical reactions that occur in living material.
7. Define *metabolism* and explain the difference between catabolism and anabolism.

Biomolecules
1. List the four major groups of organic substances in the body and identify the molecular structure of each.
2. Discuss the function of carbohydrates, list the three types, and give examples of each.
3. Describe the different types of lipids, their composition and major functions, and give examples of each.
4. Explain the role of structural and functional proteins in the body and provide examples of each.
5. Describe the four levels of protein structure and discuss the importance of protein shape for protein function.
6. Compare the structure of DNA and RNA and provide examples of each.
7. Describe the reaction for release of energy from ATP and explain the role of ATP in the cell.
8. List examples of combined forms of macromolecules in the body.
9. Discuss the relationship between abnormalities and deficiencies of biomolecules and disease, providing specific examples.

Cell Structure
1. Discuss the structure of the cell.
2. Describe the molecular structure and function of cell membranes.
3. Identify by name and discuss the structure and function of the cell cytoplasm and organelles.
4. Discuss the structure and function of the nucleus, including the organization and generalized function of chromatin material in the nucleus.
5. Describe the structure and function of the cytoskeleton and its associated organelles.
6. List and describe the different types of direct cell connections.

Cell function
1. Discuss the passive transport processes of diffusion, simple diffusion, and dialysis.
2. Discuss osmosis and compare factors that determine the potential osmotic pressure of electrolyte and nonelectrolyte solutions.
3. Describe the passive transport processes of facilitated diffusion and filtration.
4. Discuss the active cell transport mechanisms responsible for movement of some materials through cell membranes and compare and contrast them to the passive transport processes.
5. Describe the role of enzymes in cell metabolism and explain how an enzyme's shape relates to its function.
6. Outline the process of cellular respiration and discuss its importance.

Cell Growth and Development
1. Describe the molecular structure of deoxyribonucleic acid (DNA).
2. Discuss how genes control protein synthesis and determine hereditary characteristics.
3. Describe the growth phase of the cell life cycle.

Tissues
1. Define the term *tissue*.
2. Discuss the four principal types of tissues, the basic functions of each, and the process by which they develop.
3. Explain the extracellular matrix, its components, and how it holds some tissues together.
4. Explain the process of regeneration as it relates to tissue repair.
5. Discuss and give examples of the two major types of body membranes.
6. List and discuss some important structural and functional generalizations that apply to epithelium as a principal tissue type.
7. Classify membranous epithelium using cell shape and cell layers as criteria; discuss each type in terms of its structure, function, and location in the body.
8. Discuss glandular epithelium and compare endocrine and exocrine glands in terms of generalized function.
9. Discuss the structural classification of exocrine glands.
10. Explain how apocrine, holocrine, and merocrine glands differ in their method of secretion.
11. Discuss functions of connective tissue and the major types of connective tissue fibers, cells, and matrix in terms of structure and function.
12. List the major types of connective tissue and identify their important structural and functional differences.

Skin
1. Define the terms *integument* and *integumentary system*.
2. Describe the structure of the skin.
3. Describe the cell types and cell layers of the epidermis in thick skin and give the function of each.
4. Discuss epidermal growth and repair and the dermoepidermal junction.
5. Describe the layers, structural components, and functions of the dermis.
6. Discuss the composition and function of the hypodermis.
7. Discuss factors that influence skin color.
8. Discuss functions of the skin, including the composition and skin surface film.
9. Explain how the skin functions in the homeostasis of body temperature.
10. Describe the formation, structure, and growth of hair and nails.
11. Discuss and compare the structure and function of sweat (sudoriferous), sebaceous, and ceruminous glands.

Skeletal tissues
1. List and discuss the five homeostatic functions of bones.
2. List the four types of bones and give examples of each.
3. Identify the six major structures of a typical long bone and the parts of flat bone.
4. Identify each of the major constituents of bone as a tissue and discuss how structural organization contributes to function.
5. Identify by name and discuss each of the major components of a haversian system.
6. Compare and contrast cancellous bone and compact bone.
7. List and describe the functions of the three major types of cells found in bones.
8. Discuss the two types of bone marrow.
9. Explain the role bones play in maintaining homeostasis of blood calcium levels in the body.
10. Compare and contrast the development of intramembranous and endochondral bone.
11. Describe the process of bone remodeling and the steps involved in bone fracture repair.
12. Compare the basic structural units of bone and cartilage.

13. Identify the three specialized types of cartilage, give examples of each, and summarize the structural and functional differences among them.
14. Compare the mechanisms of growth in bone and cartilage.

Bones, joints and muscles
1. Identify the two main subdivisions of the skeleton and the primary subdivisions of the axial skeleton.
2. Do the following regarding the bones of the skull:
    • Distinguish between the bones of the skull and those of the face.
    • List the sutures and fontanels of the skull.
    • Discuss the clinical significance of the cribriform plate of the ethmoid bone.
3. Identify the hyoid bone.
4. Name the regions of the vertebral column and give the number of vertebrae in each segment.
5. Discuss the bony components of the rib cage, or chest.
6. Discuss disorders of the axial skeleton and the three primary types of abnormal vertebral curvatures.
7. List the primary subdivisions of the appendicular skeleton.
8. List the bony components of the shoulder.
9. Discuss the structures and functions of the arm, forearm, and hand.
10. List the bony components of the pelvic girdle.
11. Discuss the structures and functions of the thigh and leg.
12. Discuss the structural components and functional significance of the arches of the foot.
13. List the skeletal differences between men and women.
14. Discuss age-related changes in the skeleton.
15. Define the different types of bone fractures.
16. Define the term *articulation*.
17. Compare the classification of joints according to both structure and function.
18. List the types of fibrous joints and cartilaginous joints and give an example of each.
19. Discuss the seven structures that characterize diarthrotic joints and explain the functional significance of bursae.
20. Discuss the structural characteristics of uniaxial, biaxial, and multiaxial diarthroses and give an example of each.
21. Describe locations in the body where synovial joints can be found and the anatomical features of each.
22. Explain why knee injuries are among the most common type of athletic injury.
23. Identify the types of movement at synovial joints and give examples of specific joints where each occurs.
24. List the major connective tissue elements and the size, shape, and fiber arrangement of skeletal muscle.
25. Discuss the attachment of muscles.
26. Explain the functional classification of muscles based on movement patterns.
27. Describe how lever systems work and the three classes of levers, providing examples of body movements in each class.
28. Identify six features that may be used to name a muscle.
29. Identify major appendicular muscles, their points of attachment, and their function in the following areas:
30. Define *posture* and discuss its importance to the body as a whole.

Muscle Contraction

1. List and discuss the three generalized functions of skeletal muscle tissue.
2. Discuss the three characteristics of skeletal muscle cells that allow them to function as they do.
3. List and discuss the structural parts of skeletal muscle fibers that are also found in other types of cells and the structural parts of skeletal muscle fibers that are not found in other cells.
4. Discuss the structure and function of myofilaments.
5. Explain the series of steps in muscle contraction and the sliding-filament theory.
6. Explain the series of steps in muscle relaxation.
7. Identify and explain the energy sources for muscle contraction, including aerobic and anaerobic respiration.
8. Define a *motor unit* and *myography*.

Nervous System Cells
1. Describe the generalized functions of the nervous system.
2. Identify and describe the various subdivisions of the nervous system.
3. Identify and describe the structure and function of the five types of neuroglia, including the type of glial cells found only in the peripheral nervous system.
4. Classify neurons according to structural and functional characteristics.
5. Discuss the structural and functional components of a three-neuron ipsilateral reflex arc.
6. Differentiate between nerves and tracts, and white and gray matter.
7. Describe the stages of the healing process after injury to a peripheral motor neuron.

Nerve Signaling
1. Define *membrane potential* and identify the characteristics of resting membrane potentials and local potentials.
2. Describe the sequence of events in an action potential.
3. Compare and contrast continuous propagation of an action potential with saltatory conduction.
4. List and describe the structural components of the two types of synapses.
5. Explain the mechanism of conduction of an action potential across a synapse.
6. Compare spatial and temporal summation.
7. Explain how memories are formed.
8. Identify and describe examples of a neurotransmitter from each of the four main chemical classes.
9. Explain neural networks, including their function, development, and convergence and divergence.

Central Nervous System
1. Identify and locate the layers of the meninges.
2. Discuss the formation, circulation, and function of cerebrospinal fluid.
3. Discuss the location and generalized structure of the spinal cord.
4. List and describe one primary function of the major ascending and descending tracts of the spinal cord.
5. List the six major divisions of the brain.
6. Discuss processes of brain development.

Peripheral Nervous System
1. Discuss the generalized structure or branching of a typical spinal nerve.
2. Identify the location of the four major pairs of plexuses and give examples of nerves that emerge from each.
3. Describe the concept of dermatomes and myotomes and explain why they are clinically significant.
4. Identify the cranial nerves by name and give the generalized function of each.

5. Identify the basic principles of somatic motor pathways.
6. List and discuss several of the somatic reflexes that are clinically important.

Autonomic Nervous System
1. Identify the role of the autonomic nervous system and its two major subdivisions.
2. Compare and contrast the structures of the parasympathetic and sympathetic pathways.
3. Identify the autonomic neurotransmitters and receptors and where they are found; also, explain their functional advantages.
4. Discuss the function of the autonomic nervous system as a whole.
5. Compare and specify the functions of the sympathetic and parasympathetic divisions of the autonomic nervous system.

General and special Senses
1. Compare the functions of general and special sense organs.
2. Explain the sensory receptor response process and the functional characteristic of adaptation.
3. Describe the distribution of sensory receptors in the body.
4. Classify receptors according to their location and structure, and the types of stimuli that activate them.
5. Describe the receptors for pain, temperature, touch, and proprioception.
6. Discuss the structures and functions of the olfactory and taste sense organs.
7. List and discuss the functions of the major anatomical components in the external, middle, and inner ear.
8. Discuss the physiology of hearing.
9. Identify and describe the sense organs involved in the sense of balance.
10. Identify the external structures and accessory structures of the eye.
11. List the extrinsic and intrinsic eye muscles and give their functions.
12. Describe the layers of the eyeball, including the structure of the retina and the cells that compose it.
13. Discuss the cavities and humors of the eye.
14. Discuss the four processes that focus light rays on the retina.
15. Describe the function of photopigments, comparing and contrasting the functions of rods and cones in vision.

Faculty of Health Sciences
HLSC 1701U: Information Literacy and Written Communications for the Health Sciences
Course Outline for Fall 2019

1. Course Details & Important Date*

Term	CRN #	Course Type	Location	Day	Time
F19	42188-003 42187-002	HYB HYB	J 125 J 125	Friday Friday	11:10 a.m.-12:30 p.m. 12:40-2 p.m.

Classes Start	Classes End	Final Exam Period
September 6, 2019	December 4, 2018	No Final Exam

* For other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Milly Ryan-Harshman, PhD	UA2012		For course related questions, please use the course messaging function within Blackboard. Every effort will be made to respond to messages within 24 hours.

Office Hours: Wednesdays 11 a.m. – 4 p.m., Thursdays 11 a.m. – 4 p.m.

Laboratory/Teaching Assistant Name	Office	Phone	Email
TBD			

Office Hours:

3. Course Description

This course is an introduction and opportunity for first year Health Sciences students to develop their writing, information technology, and literacy skills. The emphasis in the course is on cultivating the students' writing skills to the level of scholarly writing within a prescribed format (e.g. Publication Manual of the American Psychological Association).

Students participate in activities that foster critical thinking as they research and evaluate online materials as well as participate in self and peer evaluation activities. Students are introduced to various authoritative sources of health information, and how to evaluate health information sources for their authoritativeness. In this course, the students will participate in the writing process from conduct of a literature review, evaluation of information sources, to the final output of an academic paper in the prescribed format. Academic integrity and technical writing skills are also emphasized.

4. Learning Outcomes

Upon successful completion of the course, the student will demonstrate the ability to perform the following. Information in parentheses following the learning outcomes indicate specific professional competencies as identified by individual health disciplines.

1. Use current writing composition technology and strategies (i.e. Microsoft Word, Excel, PowerPoint) to communicate in written format clearly, concisely, comprehensively, and accurately, using correct grammar and spelling. (cf. COKO 4.1.8; CMSLS 7.01; PHAC 6.1, 6.4)

2. Demonstrate a body of knowledge in health and related social sciences research (e.g. communication and learning) (cf. CNO 27)

3. Identify relevant and appropriate sources of information, including community assets and resources. (cf. PHAC 2.2)

4. Collect, store, retrieve, and use accurate and appropriate information on health issues. (cf. PHAC 2.3)

5. Demonstrate a foundational use of evidence and research to inform practice, health policies and programs. (cf. COKO 5.2.4; PHAC 1.4)

6. Analyze information to determine appropriate implications, uses, gaps, and limitations. (cf. PHAC 2.4)

7. Share new knowledge and experience with others through written communications. (cf. COKO 5.2.7)

8. Obtain feedback and demonstrates a willingness to consider opinions of others through a peer review process. (cf. CMSLS 6.03, 7.03; COKO 5.1.4)

9. Consider, calibrate, and incorporate own experiences and learning in practice through self-assessment and reflections. (cf. CMSLS 6.03; COKO 5.1.5, 5.1.6)

10. Provide constructive feedback to others through a peer review process (cf. CMSLS 6.03; COKO 5.1.7)

11. Articulate and practice the principles of academic integrity. (cf. CMSLS Code of Ethics; CNO 75; COKO 2.15.3, 3.1.4)

References:

Canadian Society for Medical Laboratory Science. (2015). *Competency profile: General medical laboratory technologist*. Retrieved from http://csmls.org/Certification/Certification-Exam/Competency-Profiles.aspx

College of Kinesiologists of Ontario. (2014). *Essential competencies of practice for kinesiologists in Ontario*. Retrieved from www.coko.ca/index.php/download_file/view/68/346

College of Nurses of Ontario. (2014). *Competencies for entry-level registered nurse practice*. Retrieved from http://www.cno.org/Global/docs/reg/41037_EntryToPracitic_final.pdf

Public Health Agency of Canada. (2008). *Core competencies for public health in Canada: Release 1.0*. (Catalogue No. HP5-51/2008). Retrieved from http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/about_cc-apropos_ce-eng.php

5. Course Design

All students in Faculty of Health Sciences are required to take this course. Mastering the skills required to become an academic writer can be achieved only through practice. Academic writing is focused on both process and perspective. The process can be taught using a lecture (face-to-face or recorded) format. However, perspective can only be learned from completing assignments in reading and writing, coupled with self-reflection on accomplishment and feedback.

Thus, this course is organized mainly as an **online/hybrid course** and reflects a commitment to the principles of adult education, including the concept of "learner centeredness" (i.e., maximizing instructional flexibility and accessibility while placing increased responsibility for learning on the learner).

Weekly material provided in the form of live or recorded lectures as well as other readings provide the foundation for student learning and practice in writing.

6. Outline of Topics in the Course

Week	Dates	Topic(s)	Notes
1	Sep 6	• Introduction & Course Outline • Academic Integrity & Plagiarism • Navigating the UOIT Library and Database Searches • APA Style Guide, MyWritingLab	*Readings:* • APA, Ch. 1, 6
2	Sep 13	• The Academic Writing Process and Using Academic Language • Media Literacy, Reading, & Choosing Your Topic/Thesis • Annotated Bibliographies	*Readings:* • APA, Ch. 3 • Review Ch. 2, 4, & 7 • A Reader's Guide to Assess Potential for Biases **Academic Integrity Assessment Due Friday, Sept. 20 @ 11:59 p.m. in Blackboard**
3	Sep 20	• Paraphrasing & Synthesis	**MyWritingLab Pre-Assessment Due Friday, Oct. 4 @ 11:59 p.m.**
4	Sep 27	• Technology to Support Writing • MS Word ○ Editing functions ○ Track Changes ○ Comments ○ APA Tool ○ APA Marking Rubric • Turnitin.com • Pearson Tutor Service	**Paper Proposal and Annotated Bibliography Due Friday, Oct. 11 @ 11:59 p.m. in Blackboard**
5	Oct 4	• Critical Thinking & Writing • Health Research • Types of Writing	
6	Oct 11	• Writing Strategies: • Introductions & Conclusions • Transitions	
7	Oct 25	• Writing Strategies: • Revising & Editing	

Week	Dates	Topic(s)	Notes
8	Nov 1	• Checklist re: the Elements of an Academic Paper • The Major Paper: Checking for Organization and Flow	*Activity:* • Review current paper against checklists **Rough Draft Due Friday, Nov. 1 @ 11:59 p.m. Submit to Blackboard, Turnitin, and Pearson Tutor.**
9	Nov 8	• Reporting Results	*Readings:* • APA, Ch. 5 o Review APA, Chaps 2 & 8 **Rough Draft Feedback (Peer Review) Assignment Due Friday, Nov. 8 @ 11:59 p.m. in Turnitin.**
10	Nov 15	Health Communications: Mass Media, Social Media, & Health: Electronic Media in Health Care; Consumer eHealth Sites; YouTube.	**Pearson Tutor Reflection Assignment Due Friday, Nov. 22 @ 11:59 p.m. in Blackboard.**
11	Nov 22	No lectures. This week is dedicated to working on your academic papers, Pearson Tutor Reflections, and MyWritingLab. Extended office hours in effect.	**Final Academic Paper due Friday, Nov. 29 @ 11:59 p.m. in Blackboard. Submit paper to Turnitin as well.**
12	Nov 29	No lectures. Devote your time to completing the final version of your academic paper. Extended office hours in effect.	**MyWritingLab Activities and Mastery Check due Wednesday, Dec. 4 @ 11:59 p.m.**

7. Required Texts/Readings

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

MyWritingLab from Pearson Education – provided via the TELE program

8. Evaluation Method

Components	Mark (% Total Grade)	Due Date
Academic Integrity Module	10%	September 20 – Blackboard Quiz
MyWritingLab Pre-Assessment (Path Builder)	Mark Deferred	October 4 – MWL Website
Paper Proposal with Annotated Bibliography	15%	October 11 – Blackboard Assignment
Rough Draft	15%	November 1 – Submit to Blackboard, Turnitin, and Pearson Tutor **(Submission to Turnitin ABSOLUTELY cannot be late!)**
Rough Draft Feedback (Peer Review)	10%	November 8 – Turnitin Assignment
Pearson Tutor Reflection Paper	10%	November 22 – Blackboard Assignment
Academic Paper	25%	November 29 – Blackboard Assignment
MyWritingLab Activities and Mastery Check	15%	December 4 – MWL Website

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

All assignments within this course are to be completed and submitted to Blackboard or other sites as a Microsoft Word document, unless otherwise specified.

The following provides a basic overview of the various assignments and assessments within the course. For the assignments, consult the detailed descriptions and grading rubrics in Blackboard™.

Academic Integrity Assessment – Due September 20

Throughout their university career, students are expected to respect the concept of academic integrity and abide by the principles set out by the academic policies of UOIT.

For this assignment, students will review the policies of UOIT as well as the supplied material regarding academic integrity. Students will then complete an assessment in Blackboard (unlimited attempts) of their knowledge on academic integrity. The score on the Academic Integrity Assessment is used as part of the course grade.

The achievement of a grade of 75% or better is required on the Academic Integrity Module to successfully complete the course.

MyWritingLab Path Builder – Due October 4

This assessment provides the student with an individualized learning environment to improve specific writing skills. By completing the Pearson MyWritingLab web-based pre-assessment, an individualized learning path to improve specific writing skills is created for the student. Online tutorials to address the identified writing skills are provided within Pearson MyWritingLab for the student to complete toward the final Mastery Check.

Paper Proposal and Annotated Bibliography – Due October 11

Students conduct a search of the literature for information to develop a selected thesis/topic on a current health care issue. Any topic is acceptable if it relates to a current (within the last 5 years) Canadian health issue and is highly relevant to Canadian health care. This initial work must include a working title, topic identification (one-page summary), a working thesis statement, and six authoritative sources with annotations by the student.

Rough Draft Assignment – Due November 1

Students submit a rough draft of their major paper to Turn-it-in and Pearson Tutor. This submission must be at least 8 pages (the estimated length of the final paper is 10-12 pages), not including title and reference pages. Students should concentrate their efforts on two aspects of writing. First, students should concentrate on putting words to paper. While revision is an important part of the writing process, this comes later. Do pay some attention to grammar, punctuation, and mechanics. Second, synthesizing information from a number and variety of sources is a key aspect of academic writing. "Synthesis" in academic writing is bringing a number of concepts from various sources together,

resulting in a new way of presenting information. Synthesis demonstrates the student's ability to integrate various sources of information using proper methods of citation.

Rough Draft Feedback (Peer Review) Assignment – Due November 8

This assignment will provide the student with an opportunity to demonstrate an ability to review and provide feedback on both the student's and another student's rough draft on their submissions. Ten questions should be answered for the student's own paper and for the paper distributed by Turnitin. Two types of feedback will be required. The first is to provide advice on grammar, punctuation, and mechanics using Turnitin features which will be explained in class. The second type is to assess the ability to synthesize the literature as part of the writing process for both the student's own work and the work of another student.

Reflection Paper – Due November 22

This assignment will provide the student the opportunity to use feedback from professional writing tutors to reflect on how the various recommendations will be incorporated into the final academic paper. Students will receive feedback from Pearson tutors on their rough drafts that will help them to reflect upon and discuss how they have improved and will continue to improve as an academic writer.

Academic Paper – Due November 29

Students are required to submit an argumentative paper regarding a current health issue. Any topic is acceptable if it is related to a current Canadian health issue; however, topics must be specific and students must be able to take a clear position on the issue. For example, students may not write about "obesity," but may write about a new theory on obesity, such as the role of high fructose corn syrup in promoting weight gain. Another example would be writing about increased funding for public health programs and services, but not "health care reform". Final papers should be submitted to both Blackboard via the assignment link and to Turnitin.com.

The achievement of a passing grade or better is required on the Academic Paper to successfully complete the course.

MyWritingLab Activities and Mastery Check – Due December 4

The expectation of this assignment is that the students have completed the suggested modules identified by the Pearson MyWritingLab Path Builder to improve their writing skills. Students will complete the Mastery Check to evaluate their improvement. The scores on the Mastery Check and evidence of work completed in MyWritingLab will be used as part of the course grade.

10. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite
Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.
Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct (if applicable)

Not applicable for this course.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in

collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin (if applicable)

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious obligations may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail and posted on Blackboard, Weekly News and signage around the campus.

17. Miscellaneous

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT is committed to the prevention of sexual violence in all its forms. For any UOIT student who has experienced sexual violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases. If you think you have been subjected to or witnessed sexual violence:

Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions with options that can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca

Learn more about your options at: www.uoit.ca/sexualviolence

OntarioTech
UNIVERSITY

Dr. Caroline Barakat

FACULTY OF HEALTH SCIENCES
HLSC 1810U-003 – Health Promotion and Healthy Active Living
Course outline for Fall 2019

1. **Course Details & Important Dates***

Term	Course Type	Day	Time
F	Core	W, F	11:10 – 12:30pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
North Campus UA1240	44417	September 5, 2019	December 4, 2019	December 6 – 15, 2019

* for other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. **Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Caroline Barakat	UA 3026	905 721 2000 x2173	Caroline.barakat@ontariotechu.ca

PLEASE SEND EMAILS TO THE ABOVE ADDRESS ONLY (NOT TO BLACKBOARD)
Office Hours: Wednesdays 2:00-3:00pm and by appointment.

Laboratory/Teaching Assistant Name	Office	Phone	Email
Kristina Sobolewski			
Office Hours: TBA			

3. **Course Description**

The purpose of this course is to provide the student with an introduction to the positive impact of healthy active living and health promotion activities across the lifespan for people of all abilities. This course will focus on chronic disease prevention and healthy living practices; specifically how different forms of physical activity, balanced nutritional practices, avoidance of harmful substances, stress reduction and practice of healthy sexual behaviours can positively impact health.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Define health and the determinants of health.
2. Explain the major definitions and concepts of health promotion.
3. Identify ways individuals can improve quality of life.
4. Identify chronic and infectious diseases that affect the health of our society in the 21st century.
5. Analyze how the built environment affects health.
6. Describe the causes of mental health issues in contemporary society and what you can do to prevent and manage mental health issues.
7. Describe the basic principles of healthy eating.
8. Identify contemporary issues concerning access to healthy food.
9. Understand the long-term impact of substance abuse and unhealthy sexual behaviors.
10. Describe what a healthy relationship is.
11. Assess the differences between health promotion and other modes of action in health care (e.g., preventive, protective, therapeutic, rehabilitative, etc.).
12. Identify local and global environmental issues and how they affect health.

5. Course Design

This course consists of 12 Modules. It is a lecture-based course (2 x 1.5 hours) that highlights definitions, theories, principles, and examples. There is one required textbook and other assigned readings available via Blackboard.

Lecture attendance is expected. If you are unable to attend lectures, it is highly recommended that you seek lecture notes from a classmate. I do not keep notes of my lectures. It is expected that students come to lectures prepared for class material; this means that students are expected to do the assigned readings before class and to complete all required course activities and assignments on time. Please follow course assignment instructions when submitting an assignment.

G**roup / team work may be required for course work.**

Students are expected to write midterms during the allocated time. Missed midterm exams will be reweighed towards other course evaluations. There will not be make-up exams for this course.

The final exam will be scheduled in December 2019 (date and time TBA).

6. Outline of Topics in the Course (Tentative)

Module	Dates	Module / Topic	Readings
	Sep 6	Introductions	
1	Sep 11	What is Health?	Ch 1
2	Sep 13	Mental Health	Ch 2, 3
	Sep 18		
3	Sep 20	Physical Activity	Ch 4
	Sep25		
4	Sep 27	Sleep	Ch 11 (p. 330 onwards), 5, 6
	Oct 2	Nutrition	
5	Oct 4	Nutrition	Ch 5, 6
	Oct 9	MIDTERM 1	
6	Oct 11	Substance Abuse	Ch 9, 10, 11
	Oct 16 Oct 18	FALL BREAK	
6	Oct 23	Substance Use	Ch 9, 10, 11
7	Oct 25	Healthy Relationships	Ch 7, 8
	Oct 30		
8	Nov 1	Violence	Ch 15
	Nov 6		
9	Nov 8	Preventing Disease	Ch 12 + other readings TBA
	Nov 13	MIDTERM 2	
10	Nov 15	Infectious Disease	Ch 13 + Other readings TBA
	Nov 20		
11	Nov 22	Environment & Consumerism	Ch 14, 16
	Nov 27		
12	Nov 29	Healthy Aging	Ch 17
13	Dec 4	Review	

7. Required Textbook / Readings

Health: The Basics 7h Edition (by Donatelle, Chow, & Kolen-Thompson), Pearson

ISBN 978-0-13-463559-0

APA style referencing is to be used for all assignments that require referencing. Additional readings are assigned or recommended during the course.

8. Evaluation Method

There will be six main evaluative components for this course:

1. Midterm #1 – 15%
2. Midterm #2 – 15%
3. Mindsight Assignment – 5%
4. Health Promoting Behaviour assignment (4 parts) – 20%
5. Term paper – 25%
6. Final Exam – 20%

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

See Outline of Topics (6) for dates of midterm exams. Please note that midterm exams will be conducted in person, on paper, and during the scheduled lecture.

Other due dates include the following:
September 26, 2019: Part 1 – Baseline tracking (5%)
October 10, 2019: Part 2 – Reflection and Goal Setting (5%)
October 31, 2019: Part 3 – Behaviour Change Tracking (5%)
November 14, 2019: Part 4 – Reflection (5%)
December 3, 2019: Term Paper (25%)
December 4, 2019: Mindsight Assignment (5%)

Students are required to upload all assignments to Blackboard by 9:00pm EST on the due date. Students may attempt to properly submit assignments after the due date but the instructor reserves the right to consider this as a regular late assignment and reweight the grade as indicated above.

- Late assignments will be penalized by 10% of the assignment total mark per 24-hour period to a maximum of 5 days (including weekends and holidays). The late penalty begins immediately after the posted time at which the assignment is due to Blackboard.
- After the 5-day maximum, assignments will not be accepted and a grade of 'zero' will be recorded for the assignment.
- Missed tests, without acceptable documentation, will result in a grade of '0'.

Detailed assignment instructions are available on Blackboard. Students are responsible for ensuring that assignments submitted to Blackboard are the correct files, the required format (see assignment descriptions), and properly uploaded.

All students must complete all course assignments, mid-terms, and final exam.

Students who miss an assignment or exam must submit a valid documented explanation (such as an OntarioTech Medical Statement or accident report) to the Office of the Dean of Health Sciences.

Students who miss an assignment for a valid reason will have their assignment grade component reweighed.

If you believe that an error has been made in grading a course requirement, please contact your teaching assistant. In the event that the issue is not resolved, please contact your instructor. Please note that upon appeal to the course instructor, the instructor reserves that right to re-grade any portion of the submitted material.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php
Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date

13. Professional Conduct

> It is expected that all students maintain academic honesty and will not cheat on assignments and examinations or plagiarize. Students are expected to review the sections on academic honesty outlined in the graduate calendar (http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

> Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.
>
> Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.
> http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct
>
> Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.uoit.ca/services/academic-support/index.php

15. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

16. Final Examinations

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found at
https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

19. Additional Resources

Academic Support
There are a variety of resources to help you improve your study skills and academic writing. Visit the Academic Support website for more information:
https://studentlife.uoit.ca/services/academic-support/index.php

Mental Health Support
Everyone struggles at some point. From transition to university life, to changes in expectations, to relationships, there are a lot of reasons you might seek help for your mental health. 1 in 5 Canadians experience a mental health concern in their lifetime. You are not alone.

Signs that something might not be quite right. If you notice any of the following situations, consider getting some support:
- Your mood is low for more than two weeks
- You've lost focus or motivation
- You're having difficulty sleeping or your energy levels are poor
- You feel extreme loneliness
- You think about harming yourself
- You feel extreme fear about certain situations

There are supports available on and off campus. Visit the Health and Wellness website for more information: https://studentlife.uoit.ca/services/health-and-wellness/index.php.

Course Outline Template

Faculty of Health Sciences
HLSC 1811U: Social Determinants of Health
Course outline for 2018 Winter – 004 Hybrid

1. Course Details & Important Dates*

Term	Section	Status	Course Type	Virtual Day	Time
2018 Winter	004	N/A	Hybrid	Monday	12:40pm-2pm

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA1240	74123	January 8, 2018	April 9, 2018	April 13-24, 2017

* For other important dates go to: www.uoit.ca >Current Students >Important Dates
January 19, 2018 – Last day to withdraw from a course without academic penalty and receive 100% refund.

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. T. Bryant	UA 2043		Blackboard

Office Hours: By appointment only. Please email Prof. Bryant on Blackboard to arrange a time to meet or to speak by telephone. Prof. Bryant will respond to emails Monday to Friday 8:30am to 4:00pm, within 48 hours, but **not on weekends**. **Emails sent after Friday 4pm will receive a reply the following Monday morning.**

Laboratory/Teaching Assistant Name	Office	Phone	Email
Yasaman Mirdamadi			Blackboard

3. Course Description

Examining the social determinants of health is essential because health inequalities cannot be explained by lifestyle choices alone. In this course, historical, social, political, and economic forces that influence health and health inequalities will be discussed. Demographic factors such as education, employment, income levels, ethnicity, and gender will be examined in light of their contribution to issues such as racism and sexism that can lead to health inequalities among groups. A key component of this course will be to explore the literature that focuses on specific determinants such as housing, food security, poverty, access to care, and health issues.

Prerequisite: HLSC 1300U or HLSC 1700U or HLSC 1701U or HLSC 1702U.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

- Examine and compare the definitions of health and wellness.
- Explain the relevance of the social determinants of health in different contexts such as HIV/AIDS, family violence, Aboriginal health and the higher incidence of cardiovascular disease among low income groups.
- Critically examine health inequities in vulnerable groups.
- Understand how social, political, historical and economic forces influence health.
- Describe the factors that influence health and health inequalities and the current approaches utilized to address them.
- Explain the importance of intersectoral and interprofessional collaboration to increase the health status of particular groups.

5. **Course Design**

The course consists of approximately 90 min. of on-line activity and 90-minute in-class meetings. Students must do weekly assigned reading, prepare a critical comment on the assigned reading, listen to the on-line lecture before coming to class each week. In-class activity will include interactive instructor-led discussions, guest lectures, and films. Evaluation will consist of weekly critical reflections on assigned readings, two short assignments, mid-term test, and final examination.

Learning is a shared responsibility for everyone involved in the course: students and instructor. To ensure a culture of learning, it is expected and essential that students complete weekly readings and assignments in order to do well in the course. It also the responsibility of students to ask questions when they do not understand a concept or other course material. This will enhance your learning. Please email Prof. Bryant on Blackboard when you have questions or concerns.

6.   Outline of Topics in the Course -- Topics or readings may be changed or added.

Date	Topic	Assigned Readings	On-line Activity
January 8, 2018	Introduction to course: Topics, evaluation, expectations, learning objectives, and course rules. What are SDOH?	Read the course outline.	Post two to three sentences on what you think contributes to health and social well-being by Wednesday, January 10, 2018, 2pm.
1. January 15, 2018	What is Health? Who is healthy and who gets sick?	HI: Ch. 1; CATIE. *The Social Determinants of Health and Structural Interventions*.	Post critical comment#1 on Ch. 1 by Jan. 15, 9am.
2. January 22, 2018	Living Conditions	HI: Ch. 2; College of Family Physicians. (2015). *Best Advice: Social Determinants of Health.*	Post critical comment #2 by Jan. 22, 9am.
3. January 29, 2018	Income and Education	HI: Ch. 3 - pp. 42-53; Raphael, D. & Bryant, T. (2014 Nov. 23). Income inequality is killing thousands of Canadians each year. *Toronto Star.*	Post critical comment #3 on pp. 49-60 by January 29, 9am. **Assignment 1 is due in class January 29, 2018**. **Upload your assignment on www.turnitin.com**
4. February 5, 2018	Employment Security and Working Conditions	HI: Ch. 3 - pp. 53-63; Burgard, S.A. & Lin, K.Y. (2013). Bad Jobs, Bad Health? How Work and Working Conditions Contribute to Health Disparities. *American Behavioural Scientist 57*(8), 1-19.	Post critical comment #4 by February 5, 9am.
5. February 12, 2018	Early Child Development, Food Security	HI: Ch. 4; Meili, R. & Gibson, C. (2017 March 24). To improve a child's health, follow Alberta's lead and give parents a raise. *The Globe and Mail.* Ubelacker, S. (2013 Aug. 29). Poverty lowers brain power, study suggests. *CTV News.* Power, E. (2012 Sept. 6). It's time to close Canada's food banks. *The Globe and Mail.*	Post critical comment #5 on Ch.4 by February 12, 9am.
Feb. 19 to 25, 2018	**READING WEEK**	**NO CLASS**	
February 26, 2018		**Mid-Term Test in class – 25-30 multiple choice questions.**	
6. March 5, 2018	Housing	Wellesley Institute (WI). (2010) *Precarious housing in Canada. Executive Summary* Toronto: WI. MacKay, K. & Wellner, J. (2013 July/August). OMA calls for urgent government action, housing-supportive policies to improve health outcomes of vulnerable populations. *Ontario Medical Review*.	Assigned readings are posted on Blackboard. Critical comment #6 is due by March 5, 9am.

6. Outline of Topics in the Course, cont'd

7. March 12, 2018	Built Environment and Health Inequities	Fitzpatrick & LeGory. (2003). "Placing" health in an urban sociology: Cities as mosaics of risk and protection. *City & Community 2*(1), 33-46. Giles-Corti, B. (2017 Oct. 12). What makes a city more liveable? *Policy Forum.*	Post critical comment #7 by March 12, 9am.
8. March 19, 2018	Social Exclusion	HI: Ch. 5; Society's excluded people 10 times more likely to die early (2017 Nov. 14). *Medical Express.*	Post Critical Comment #8 by March 19, 9am.
9. March 26, 2018	Social Exclusion of Indigenous Populations	Reading, C. & Wien, F. (2013). *Health inequalities and social determinants of Aboriginal Peoples' Health.* Prince George, B.C.: NCCAH. Galloway, G. (2017 March 14). Head of inquiry into residential schools says Ottawa lags on commitments. *Globe and Mail.*	Post Critical Comment #9 on assigned reading posted on Blackboard by March 19, 9am. **Assignment 2 due March 26 in class. Please upload your assignment on www.turnitin.com.**
10. April 2, 2018	Public Policy and Social Determinants of Health & Review	HI: Ch. 6; Raphael, D. (2017 Oct. 19). Viewpoint: Tommy Douglas may be back. *StarPhoenix.* Conference Board of Canada. (2017). *How Canada Performs*. Retrieved from: http://www.conferenceboard.ca/hcp/provincial/society.aspx	Post Critical Comment #10 by April 2, 9am. This will be the final critical comment!
Final Exam	To be determined.	Exam Period: April 11 – 22, 2018 The exam will consist of 75-multiple choice questions and will cover the term's work.	

7. Required Texts/Readings

Raphael, D. (2016). *Health and illness.* Second edition. Black Point, NS: Fernwood Publishing. To be referred herein to as HI.

American Psychological Association (2012). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC: American Psychological Association. To be referred herein to as APA.

Additional readings may be assigned or recommended during the course.

Additional online activities by be assigned as part of the course requirement.

Notes:
Powerpoint slide presentations and audio files of lectures will be posted each week in Content on the course website on Blackboard.

Course Outline Template

8. Evaluation Method

Evaluation for this course consists of two short assignments, a mid-term test, 10 weekly critical comments, and a final examination.	
10 Critical Comments due on-line each week before next class.	10%
Assignment 1 – Due Monday, January 29, 2018	15%
Mid-Term Test – Monday, February 26, 2018	20%
Assignment 2: Reflective Paper – Due Monday, March 26, 2018	20%
Final Exam – To be held during the exam period April 10-22, 2018	35%
TOTAL	100%

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. **Assignments and Tests: 10 Weekly Critical Comments due on-line (10%)**
Writing critical comments will help build critical thinking and analytic skills, and help with writing course assignments. In the critical comment, identify idea presented in the reading and explain why you find interesting or important in 60-70 words or six sentences maximum -- not a half or full page. **Do not summarize the reading.** The weekly reflection provides an opportunity for you to think critically about the readings and better understand your belief system. Writing – and reflecting -- helps reinforce your learning, and to read critically. Post your comment each week by clicking "Weekly Critical Comments" on the left panel on the homepage of the course website on Blackboard. Then click the appropriate folder to post your comment. Each comment is worth 1%. **Do not upload a Word document or your comment will not be marked. Please type your comment directly into the box that appears. Comments MUST be posted by Monday 9am each week to receive the point. The first comment is due Monday, January 15, 9am -- Mondays 9am each week for 10 weeks.** You will have one full week each week to post your comment. The critical comments are a participation mark for the course. A two-page article entitled, "The Analytic Essay", will be posted on Blackboard. The article provides helpful information on writing an analytic paper.

Assignment 1 (15% of final course grade) due in the Assignment 1 in class Monday, January 29, 2018: 3 pages maximum, excluding title page and bibliography: Prepare an analytic essay on "Food Waste and Food Insecurity in Canada," by Naomi Dachner and Valerie Tarasuk. This article is posted in the Assignment 1 folder in Content on Blackboard. Critically analyse the article and the topic being discussed. What is the authors' main argument? What social determinant of health are they discussing? Why is it an issue? At least 75% of your arguments must be based on the textbook and lecture material. Use headings to help organize your assignment. Follow the final page of this syllabus for assignment formatting. **Up to 5 points will be deducted for incorrect APA formatting. Consult an APA manual at the UOIT library or buy one.**

Mid-Term Test (20%) – Monday, February 26, 2018. This test (25-30 multiple choice questions) will cover assigned readings and lecture materials since the beginning of term.

Assignment 2: Reflection Paper (20%) 3 pages maximum (excluding title page and bibliography) due in class on Monday, March 26, 2018: Explain in your own words how this course has changed your thinking on health and will how it will inform your practice as a health professional. three pages maximum. At least 75% of your arguments must be based on the textbook and lecture material. Use headings to help organize your assignment and follow assignment formatting presented on Page 12 of this syllabus.
.
Final Examination (35% of final grade)**: F**inal exam on term's work – 75 multiple choice questions -- held during the winter exam period (April 13-24, 2018).

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through the Student Accessibility Services in a timely manner at the beginning of term, and provide relevant and recent documentation to verify the effect of their disability and to allow the University to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

Please speak to the instructor at the beginning of term and present the form from the Student Accessibility Services indicating the accommodations that you require.

11.   Professional Conduct (if applicable)

All roles and responsibilities related to professional suitability apply both in the classroom and in the practicum areas. Please see the UOIT Calendar Handbook for details. Behaviours not conducive to the learning classroom will not be tolerated and will be dealt with through the student rights and responsibilities policies.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application. Further information about academic misconduct can be found in the Academic Integrity link on your laptop.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counselling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13.   www.Turnitin.com

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Class ID: 17068455
Password: health18

Students who do not wish to have their work submitted to Turnitin.com must inform their instructor at the time the work is assigned and provide with their assignment a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Final Examinations

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services in C128, in the Gordon Willey Building.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates via MyCampus.

16. Class Rules for Assignments

- ******Assignment Schedule*: See above for assignment deadlines and weights. Check individual assignments for guidelines on the assignment. Assignments may be submitted in advance of their due date, though this will not guarantee that they will be returned sooner. *****

- *Assignment Deadlines*: Assignments are due at a particular time in class (usually at the beginning of class) on specified due dates. Please do not drop off your assignment during a lecture. This will be distracting to other students. Please wait until the end of class to submit your assignment to the instructor. Your cooperation will be appreciated.

- *Manage your time*: Time management is important as you well know. And it is especially important for this course. If you experience difficulties, you are encouraged to contact the UOIT Student Learning Centre: https://studentexperience.uoit.ca/academicSuccessCentre/bookAnAppointment.htm

- You are responsible for readings, assignment instructions, the syllabus, and other material provided. Please read the course syllabus carefully.

- When assignments are uploaded in the assignment dropboxes, it will generate an originality report. <u>You will not see your originality scores</u>. Prof. Bryant will let you know if there are any concerns about your assignments.

- *Marks are not based on how hard you work.* Marks are based on the quality of your work, not on how hard you worked or how much time you spent to produce it. This may be unfortunate, but the reality is that sometimes people work extremely hard, but do not produce quality results. Hard work always pays off one way or another, but it might not be reflected in the mark you receive on an assignment. If you are a hard worker, good for you. Keep working hard, and you will be rewarded. But, do not expect that you "deserve" a good grade because you worked hard on a particular assignment. Learning is accumulative. You will receive constructive feedback on assignments to help you improve and achieve your goals.

- *Marks are not based on the grade you want or expect in the course.* Marks are based on the quality of your work, not on what you want or think you should receive as a grade for the course. Although you may really want an A in this course, it is not an argument for obtaining a better mark for a course assignment. Nor is receiving A in other courses justification for an A in this course.

- ***Reassessment of marks.*** We strive to be fair in marking all assignments and are not motivated to treat one student more favourably or harshly than another. If you think that an assignment mark should be higher -- not because you "worked hard" on it or "wanted a better grade" -- you might wish to have it re-assessed. **Please provide a type-written explanation as to why you think your paper deserves a better grade in a single paragraph.** Please keep in mind, however, that a reassessment may result in: a) NO CHANGE in the mark, b) a HIGHER mark, or c) a LOWER mark. More likely, you will not receive a new grade, but constructive feedback on how to improve your grade on the next assignment.

Late assignments: The following policy guidelines apply to assignments submitted late:

- If, for any reason, a student misses an in-class assignment or exam for a legitimate reason and provides appropriate documentation **within a minimum three (3) days of the deadline to Student Services in UA 2000**, s/he will not be penalized. Appropriate documentation is an original UOIT Medical Statement: http://www.science.uoit.ca/assets/Advising~Docs/Medical_Statement.pdf signed by your health care provider. Or if there has been a death in the family, please provide a photocopy of a death certificate. Once appropriate documentation has been submitted, it is the responsibility of the student to make alternative arrangements with the instructor to set a deadline for completing and submitting work that is owed.

- If a student misses a set assignment deadline without a legitimate reason, or without speaking to the instructor within **at least one week prior to the deadline**, does not provide the proper documentation s/he will be penalized 5% per calendar day (including Saturday and Sunday).

- Assignments that are one week late (including weekends), and the student has not communicated with the instructor one week prior to the deadline before the deadline, **will not be accepted**.

- If a student cannot complete a piece of academic work for any reason, it is the student's responsibility to inform the course instructor at least one week BEFORE s/he is scheduled to submit, a piece of work. The course instructor will make a decision on a case by case basis.

Formatting for All Assignments

- 1½ line spacing with paragraph indentation, no spacing between paragraphs, 1 inch/2.54 cm. margins. Please use APA 6th edition citation style. The bibliography of sources you used to complete the assignment must appear at the end of your assignment. Please refer to 'The Analytic Essay' -- posted on Blackboard -- for guidance on how to structure assignments. **Please comply with the page limits for assignments.**

- Use sub-headings to help organize assignments, e.g. Introduction, Discussion (This section should appear before the conclusion.), Conclusion, etc.

- The assignments are academic essays which should have an introduction, discussion and conclusion. They require full sentences, proper paragraphing, and punctuation, etc. Please do not use the first-person narrative (i.e. "I will argue that … "). It is appropriate to state, "This paper will examine …" or "This paper will argue …"

- No semi-colons. Write clear, simple sentences. This will help avoid run-on sentences and make your writing clearer.

- **No direct quotes**. When citing information from the course text or from other sources, please explain the ideas of others **in your own words** and provide an in-text citation, E.G. (Raphael, 2010) and provide a full reference in the bibliography in correct APA citation style. A bibliography should appear at the end of your assignment.

- Please ensure that your name and student number appear on the first page of all your assignments.

IMPORTANT NOTES

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT Statement on Sexual Violence
UOIT is committed to the prevention of sexual violence in all is forms. For *any* UOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

Faculty of Health Sciences

HLSC2201 Introduction to Health Information Managmenet (HIM)
Course outline for Fall 2019

1. Course Details & Important Dates*

Term	CRN #	Course Type	Day	Time	Location
F	40527	Hybrid	Wed	1100h-1230h	UA2130

Classes Start	Classes End	Final Exam Period
September 5, 2019	December 4, 2019	December 6 – 15, 2019 There is no final examination in this course

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Kerry Johnson The best medium through which to contact me is Blackboard messaging or email. These are checked many times during the day. I am not regularly in the office to either answer calls or welcome drop-ins.	UA2017	X2896	For course related questions, please **_use the course messaging function_** within Blackboard. For emergency/urgent or non-course related questions, you may use the following: **kerry.johnson@Ontario Tech University.ca** Every effort will be made to respond to emails by 11 a.m. the next regular university work day (i.e. Monday to Friday)
Office Hours: Wednesday & Thursday 0900h – 1100h			

Teaching Assistant Name	Email
Sorcha Harrison	sorcha.harrison@ontariotechu.net

3. Course Description

This course provides students in the Health Sciences with an introduction to health information management (HIM), including discussions of the information systems used in healthcare planning and care delivery. Course topic areas include: (1) evaluating data, information and knowledge; (2) computer design and programming; (3) information access in healthcare settings; (4) expert systems and decision support; (5) electronic health records; (6) interoperability of health information systems; and (7) information management in the context of evidence-based practice and patient-centred care.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Explore Canadian models of healthcare information management.

2. Identify usage patterns of advance technologies in healthcare information management.

3. Evaluate the empirical foundation of information management practices.

4. Delineate connections between empirically sound practices of patient-centred care, more broadly-based frameworks of evidence-based practice in healthcare, and effective information management strategies.

5. Examine models of patient-centred care in the context of evolving healthcare information management systems.

5. Course Design

This course is organized as a **hybrid course** and reflects a commitment to the principles of adult education, including the concept of "learner centeredness" (i.e., maximizing instructional flexibility and accessibility while placing increased responsibility for learning on the learner).

Students will have a variety of assigned readings and in-class lectures to provide background and principle concepts to be further explored through graded online discussion questions in Blackboard.

Students are provided with the opportunity to work on collaborative projects. Individual knowledge is demonstrated through a mid-term/final individual assessments, as well as reflective journaling

6. Outline of Topics in the Course

NOTE: For purposes of course scheduling within the semester, dates for the academic weeks are listed from ***Thursday to Wednesday***.

Week	Dates	Topic(s)	Notes
1	Sept 5-11, 2019	Introduction	**Reading:** Abrams & Gibson, Chap 1 & 7
2	Sept 12-18, 2019	Data, Information, and Knowledge	**Reading:** Abrams & Gibson, Chap 4
3	Sept 19-25, 2019	Privacy: Information Access in Healthcare Settings	**Reading:** Abrams & Gibson, Chap 15, 16, & 17 **Team Charter due Friday, Sept 20, 2019 @ 2359h in Bb.** **Discussion responses due Wednesday, Sept 25, 2019 @ 2359h in Bb**
4	Sept 26-Oct 2, 2019	e-HIM: Information System Design	**Reading:** Abrams & Gibson, Chaps 8. 9. 10, & 11 **Discussion responses due Wednesday, Oct 2, 2019 @ 2359h in Bb**
5	Oct 3-9, 2019	e-HIM: Databases	**Reading:** Abrams & Gibson, Chap 13 **Team Annotated Bibliography due Friday, Oct 4, 2019 @ 2359h in Bb.**
6a	Oct 10-14, 2019	e-HIM: Electronic Health Records	

Week	Dates	Topic(s)	Notes
	Oct 15-20, 2019	**Fall Study Week**	
6b	Oct 21–23, 2019	e-HIM: Electronic Health Records (cont'd)	**Discussion responses due Wednesday, Oct 23, 2019 @ 2359h in Bb**
7	Oct 24-30, 2019		**In-class Test #1 Oct 30, 2019**
8	Oct 31-Nov 6, 2019	e-HIM: Interoperability of Health Information Systems	
9	Nov 7-13, 2019	• e-HIM: Health Information, Evidence-based Practice, and Patient-centred Care	**Reading:** Abrams & Gibson, pp. 310-312, Chap 19 **Team Video/Presentation due Friday, Nov 8, 2019 @ 2359h in Bb.**
10	Nov 14-20, 2019	Data Quality: Sorting, Retrieving, and Evaluating Information	**Reading:** Abrams & Gibson, pp. 237-240 **Discussion responses due Wednesday, Nov 20, 2019 @ 2359h in Bb**
11	Nov 21-27, 2019	• Data Quality: Decision Support and Knowledge Management • Health Information and Managing Health Information as a Profession	**Reading:** Abrams & Gibson, Chap 2; pp. 240-250 **Reflection due Nov 27, 2019 @ 2359h in Bb.**
12	Nov 28-Dec 4, 2019		**In-class Test #2 Dec 4, 2019**

7. Required Texts/Readings

Abrams, K.J., & Gibson, C.J. (Eds). (2013). *Fundamentals of health information management* (2nd ed). Ottawa, Canada: Canadian Healthcare Association.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

All assignments within this course are to be completed and submitted as a Word (2007 or later version) document, unless otherwise specified.

Additional readings may be assigned or recommended during the course

8. Evaluation Method

Components	% of Final Mark	Due Date
Team Charter	5%	September 18, 2019
Team Annotated Bibliography	15%	October 4, 2019
Test #1 – In-class	15%	October 30, 2019
Team Video Presentation	15%	November 8, 2019
Reflective Journal	15%	November 27, 2019
Discussion posts	20%	On-going throughout semester found in the Bb Assignment folder. See rubric for timings for discussion posts by students.
Test #2	15%	December 4, 2019

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

The following provides an overview of the assignments and assessments within the course. For the assignments, consult the detailed descriptions and grading rubrics in the learning management system (Blackboard™).

Team Charter Assignment – due September 18, 2019 @ 2359h

This assignment is to support the learning teams get organized and focus on their team goals through the exchange and documentation of contact information, team goals, ground rules, and conflict resolution

Team Annotated Bibliography Assignment – due October 4, 2019 @ 2359h

This assignment provides students with some insights into the breadth and scope of electronic records in the health care industry. The team's annotated bibliography will be used as a basis and initial topical literature review for the team video presentation.

Test #1 – in-class October 30, 2019

The mid-term examination includes all of the material covered and assigned readings and lectures during the first six weeks of the course. It will be in multiple-choice and T/F format consisting of 75 questions randomly selected for each student from a question bank.

Team Video Presentation Assignment—due November 9, 2019 @ 2359h

For this assessment, teams prepare and post a video presentation based upon a topic selected by the team from the annotated bibliography created earlier in the semester. Further details are posted in the assignment and grading rubric.

Reflection—November 27, 2019 @ 2359h

Reflective journaling in this course provides a formal opportunity for learners to examine and evaluate how the material in this course integrates within itself and across their other courses and learning. Learners will identify the integration of material as well as the application of the material to their specific health discipline of interest. Further details are posted in the assignment and grading rubric.

Discussion Posts—on-going throughout semester

Participation in the learning environment is an expectation of every student. Participation creates a collective and sharing learning environment. Knowledge and insights are gleaned from one another as learners have the opportunity to discuss and apply the material presented in the lectures and readings. See the Assignment folder for questions and due dates.

Test #2 – in-class December 4, 2019

The final examination will include all material covered in the course. The exam will be in a multiple-choice format and will consist of approximately 100 questions randomly selected for each student from a question bank.

Missed/Late Assignments

If, for any reason, a student misses an assignment or test (including a midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, the student will not be penalized. Legitimate reasons are illness or death in the family and appropriate documentation is an original UOIT Medical Statement signed by your health care provider or a photocopy of a death certificate respectively. Once the documentation has been proven valid, it is the responsibility of the student to negotiate alternative arrangements with the course instructor and set a new deadline for completion.

If a student misses a set assignment deadline without a legitimate reason or does not provide the proper documentation, the student will be penalized 10% per calendar day, (Saturday and Sunday are included), and the piece of work will receive a grade of '0' after the third day.

If a student cannot complete a piece of academic work for any reason, it _must_ be discussed with the course instructor at least 2 days _before_ the student is scheduled to write or submit the piece of work. The course instructor will make a decision on a case-by-case basis.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

Additional information on professional suitability can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the

pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.uoit.ca/services/academic-support/index.php

15. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

16. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the

regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at
https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of [Insert Faculty name]

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

UNIVERSITY OF ONTARIO
INSTITUTE OF TECHNOLOGY

Faculty of Health Sciences

HLSC2601 Introduction to Health Services Management
Course outline for Winter 2019

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
Winter		Hybrid	Monday	2:10-3:30 p.m.

Location	CRN #	Classes Start	Classes End	Final Exam Period
TBD	70548	January 7, 2019	April 6, 2019	April 8-20, 2019 There is no final exam in this course.

* For other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Kerry Johnson, EdD CHIM The best medium through which to contact me is Blackboard messaging or email. These are checked many times during the day. I am not regularly in the office to either answer calls or welcome drop-ins.	UA2017	x2896	For course related questions, please use the course messaging function within Blackboard. For _emergency/urgent or non-course_ related questions, you may use the following: **kerry.johnson@uoit.ca** Every effort will be made to respond to emails by 11 a.m. the next regular university work day (i.e. Monday to Friday)

Office Hours:

- Monday 1000-1300h
- I am regularly available online, as most of my teaching is online courses.
- I can be available at other times by appointment.

Teaching Assistant Name	Office	Phone	Email
Delana Theiventhiran	n/a	n/a	delana.theiventhiran@uoit.net

3. Course Description

This course provides an examination of key concepts of management and leadership theory as they apply to the health services sector. Major topics include management and leadership theory, basic functions of management, concepts of human resource management, human motivation theory, teams in health services delivery, and the relationship between ethics and law.

4. Learning Outcomes

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

1. Describe common contemporary models of leadership and management theories.

2. Articulate the differences between the concepts of leadership and management.

3. Discuss the basic functions of management.

4. Discuss the basic concepts of organizational behaviour theory.

5. Explain the nature and role of communication theory in health services management.

6. Discuss the concepts of resource management (i.e. human, financial, materials)

7. Discuss the concept and role of human resources management in the health services setting.

8. Explain the relationship of theories of human motivation to human resources management

9. Outline the benefits and challenges of working in a health services team environment (i.e. committees, task force, and work units).

10. Identify the relationship between ethics and the law in health services management.

11. Identify current leadership and management challenges for health care leaders and managers.

Resources consulted:

Canadian Health Information Management Association. (2010). *Learning outcomes for health information management*. London, Canada: Author

College of Kinesiologists of Ontario. (2014). *Essential competencies of practice for kinesiologists in Ontario*. Retrieved September 25, 2015 from http://www.coko.ca/application/files/8814/2922/1325/Essential_Competencies_of_P ra ctice_for_Kinesiologists_in_Ontario_November_2014-_amended_Feb._2015.pdf

Public Health Agency of Canada. (2008). *Core competencies for public health in Canada: Release 1.0*. (Catalogue No. HP5-51/2008). Retrieved September 10, 2015 from http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

5. Course Design

This course is delivered in either an online or hybrid format. Students will have a variety of recorded lectures and assigned readings to provide background and principle concepts to be further explored within the discussion questions or face-to-face learning environment. Students are provided with the opportunity to work on several individual and collaborative activities throughout the semester.

6. Outline of Topics in the Course

Unit	Week of	Topic	Required Reading/Notes
1	**Jan. 7-13, 2019**	Introduction: Stepping into Management	Liebler/McConnell, Ch. 1, 2
2	**Jan. 14-20, 2019**	Leadership and Management Theory (Leading)	Liebler/McConnell, Ch. 3, 4 **Discussion responses due Sunday, January 20, 2019 @ 2359h in Blackboard**
3	**Jan. 21-27, 2019**	Organizational Behaviour Theory (Organizing)	Liebler/McConnell, Ch. pp. 167-191 **Reflection Paper due Friday, January 25, 2019 @ 2359h in Blackboard**

4	Jan. 28 – Feb. 3. 2019	Communication	Liebler/McConnell, Ch. 11 **Discussion responses due Sunday, February 3, 2019 @ 2359h in Blackboard**
5	Feb. 4-10, 2019	Planning	Liebler & McConnell, Ch. 5
6	Feb. 11-17, 2019	Performance Improvement (Controlling)	Liebler & McConnell, Ch. 13 **Communication Strategy Assignment due, Friday, February 15, 2019 @ 2359h in Blackboard**
5	**Feb. 18-24, 2019**	**Winter Study Break**	
7	**Feb. 25 – Mar. 3, 2019**	**In-class Test #1**	
8	Mar. 4-10, 2019	Committees, Teams & Conflict Management	Liebler & McConnell, Ch. 7, pp. 322-339 **Discussion responses due Sunday, March 10, 2019 @ 2359h in Blackboard**
9	Mar. 11-17, 2019	Human Resources & Motivating Employees	Liebler & McConnell, Ch. 9, 14, 15 & pp. 191-198, 307-341 **Human Rights Code due Friday, March 15, 2019 @ 2359h in Blackboard**
10	Mar. 18-24, 2019	Budgeting	Liebler & McConnell, Ch. 8, 12
11	Mar. 25-31, 2019	Health Law and Ethical Considerations	**Business Proposal (team assignment) due Friday, March 29, 2019 @ 2359h in Blackboard**
12	**April 1-5, 2019**	**In-class Test #2**	

7. Required Texts/Readings

<u>Required:</u>

Liebler, J. G., & McConnell, C.R. (2017). *Management principles for health professionals* (7th ed.). Sudbury, MA: Jones & Bartlett Learning

.

<u>Recommended:</u>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Teaching and assessment methods will be a combination of: (a) traditional testing for fundamental concepts (i.e. examinations), (b) alternative assessments for practical application of concepts, and (c) learning participation. The grading schematic is as follows:

Components	% of Final Mark	Due Date
Reflection Paper	15%	**Friday, January 25, 2019**
Communication Strategy Paper	15%	**Friday, February 15, 2018**
Test #1	15%	**Monday, February 25, 2019**
Human Rights Code	10%	**Friday, March 15, 2018**
Business Proposal	15%	**Friday, March 29, 2018**
In-class participation/Online discussion	15%	On-going throughout semester
Test #2	15%	**Monday, April 1, 2019**

Final course grades may be adjusted to conform to program or Faculty grade

distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. **Assignments and Tests**

Reflection Paper – due January 25, 2019

Understanding oneself and his or her capabilities as a leader and manager are an important component of development in today's health care environment. For this assignment, students will complete online assessments of leadership and management skills, reflecting on personal strengths and areas for improvement. Based on current literature, the student will outline a personal plan for growth and development in leadership and management skills.

Communication Strategy Assignment – due February 15, 2019

Health care around the world is in a constant state of change. As such, organizations are needing to adapt to the changing health care environment. Effective health care leaders are skilled communicators. For this assignment, students will identify a change that needs to happen within a health care organization (real or fictitious), and outline a communication plan that permeates throughout the organization of that change.

Test #1 – February 25, 2018

The mid-term examination will cover all of the material covered in the first six weeks of the course. It will be in a multiple-choice format consisting of approximately 75 questions.

Human Rights Code – due March 15, 2018

Students will complete an online tutorial on the Ontario Human Rights Code and complete an online assessment of the material covered in the tutorial.

Business Proposal Assignment – due March 29, 2019 (Team Project)

In this assignment, teams of students will identify a current health care issue that would require the initiation of a new service or program within a health care organization. Each team will develop a business proposal for the new service that covers the critical elements for consideration of the proposed change.

This assignment also *requires a self and peer evaluation completed by each individual student*. As this evaluation is a fundamental component of individual

grade calculation for the team project, *students who do not submit their evaluations within three calendar days of the assignment due date will receive a grade, less the weighting component of the self-evaluation* (approximately 1/3 of the graded assignment). See the Policy for Individual Grades on Team Assignments for details on how individual grades for team assignments are calculated in this course.

In-class Participation/Online Discussion—on-going throughout semester

Attendance and participation in the learning environment (face-to-face or online) is an expectation of every student. Participation creates a collective learning environment. Knowledge and insights are gleaned from one another as learners have the opportunity to discuss and apply the material presented in the lecture and readings. During the semester, activities (face-to-face) or discussion (online) will be assigned and included as part of the course in-class participation.

NOTE: Online students should check each week/module to ensure they identify when they should be participating in the discussion, as they are only available for the one week (i.e. Sunday 11:59 p.m. to Sunday 11:59 p.m.).

Final Examination – April 1, 2019

The final examination will cover all of the material covered in the course. The exam will be in a multiple-choice format and will consist of approximately 150 questions.

Missed/Late Assignments

If, for any reason, a student (learning team) misses an assignment or test (including a midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, the student (learning team) will not be penalized. Legitimate reasons are illness or death in the family and appropriate documentation is an original UOIT Medical Statement signed by your health care provider or a photocopy of a death certificate respectively. Once the documentation has been proven valid, it is the responsibility of the student to negotiate alternative arrangements with the course instructor and set a new deadline for completion.

If a student misses a set assignment deadline without a legitimate reason or does not provide the proper documentation, the student will be penalized 10% per calendar day, (Saturday and Sunday are included), and the piece of work will receive a grade of '0' after the third day. Non-submission of the work will result in an incomplete (INC) status on the course, unless there has been

consultation/permission granted by the instructor or documentation has been filed to substantiate a non-submission.

If a student cannot complete a piece of academic work for any reason, it _must_ be discussed with the course instructor at least 2 days _before_ the student is scheduled to write or submit the piece of work. The course instructor will make a decision on a case-by-case basis.

10. **Accessibility**

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. **Professional Conduct (if applicable)**

Not applicable for this course.

12. **Academic Integrity**

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and

tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. **Turnitin (if applicable)**

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in the Turnitin.com restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. **Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. **Freedom of Information and Protection of Information Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please consult your Faculty office for information regarding appropriate contacts for FIPPA-related concerns

16. Student Feedback Surveys

Student feedback of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, feedback surveys are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about feedback surveys will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Additional UOIT Statements

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT is committed to the prevention of sexual violence in all is forms. For anyUOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

·   Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
·   Learn more about your options at: www.uoit.ca/sexualviolence

**HLSC2802U Introduction to Health Care
Course outline for Fall Semester 2019**

1. **Course Details & Important Dates***

Term	Course Type	Day	Time
F	On-line	Monday	

Location	CRN #	Classes Start	Classes End	Final Exam Period
UB2080	43773	Sept. 5, 2019	Dec. 4, 2019	Dec. 6-15, 2019

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines – **Last date to add or drop courses: October 2, 2019**.

2. **Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. T. Bryant	UA2043		Blackboard
Office Hours: **By appointment only**. Please email Prof. Bryant on Blackboard to arrange a time to meet or speak with her via telephone. Prof. Bryant will respond to emails Monday to Friday 8:30am to 4:00pm, within 48 hours, **but not on weekends**. **Emails sent after Friday 4pm will receive a reply the following Monday morning.**			

Laboratory/Teaching Assistant Name	Office	Phone	Email
N/A – No TA has been assigned to this course.			
Office Hours:			

3. Course Description

Healthcare in Canada is publicly funded and privately delivered. The purpose of this course is to understand the evolution of the Canada's healthcare delivery and financing from a theoretical perspective, which examines the role of ideas, the perspective of key stakeholders and the legislative role of key federal initiatives. Key to the learning experience is the conceptualization of the role of public and private sector, impact of medical dominance and the biomedical model, citizen engagement, primary healthcare reform and the emergence of public health. 3 cr, 3 lec. Prerequisites: HLSC 1300U or HLSC 1701U or HLSC 1702U. Credit restriction: HLSC 2801U.

4. Learning Outcomes

On the successful completion of the course, students will be able to:
- Understand the historical evolution of Canadian health care system and the impact of history on the funding and delivery of health care
- Define key terms used to describe the Canadian health care system
- Apply key concepts to better understand the issues within health care delivery and financing
- Engage in critical thinking about the debates that surrounds the sustainability of the Canadian health care system.

5. Course Design

The course consists of weekly on-line lectures and activity each week. Evaluation will consist of 10 weekly critical reflections on assigned readings, three short assignments (max. 3 pages each not including bibliography), and a final examination.

Learning is a shared responsibility for everyone involved in the course: students and instructor. To ensure a culture of learning, it is expected and essential that students complete weekly assigned readings and assignments in order to do well in the course. It is also expected that students will monitor the on-line platform on the course website.

It is expected that students in this course will work an average of approximately 3 hours for every hour of class time. It is expected that assigned on-line activities per week will take approximately 70 minutes. Therefore, the total time considered 'class time' for this course is 150 minutes (2.5 hours). It is expected that students will do about 7.5 hours hours/week of work on average (some weeks more, some weeks less).

6.   Outline of Topics in the Course

Date	Topic	Assigned Readings	On-line Activity
1. Sept. 9, 2019	Introduction to Course		Bonus Comment (1%): Identify a critical healthcare issue and explain why is critical in 2 or 3 sentences by Sept. 11, 6pm.
Sept. 9, 2019	Overview of the Canadian Health Care System	*About Canada: Health Care* (HC)*:* Chap. 1	Post a critical comment on assigned reading by Sept.14, 6pm.
2. Sept. 16, 2019	Development of Canadian Medicare	HC: Chap. 2	Post a critical comment on Chap. 2 by Sept. 16, 9am.
3. Sept. 23, 2019	Federal Legislation on Health Care	HC: Chap. 3	Post a critical comment on Chap. 3 by Sept. 23, 9am.
4. Sep. 30, 2019	Experiences in the Healthcare System	Health Council of Canada. (2014). *Where you live matters: Canadian views on health care quality.* Reading is posted in the Lecture 4 folder in Content.	Post critical comment on assigned reading by Sept. 30, 9am. Assignment 1 due in Assignment 1 dropbox in Content on Blackboard by 5pm.
5. Oct. 7, 2019	Gaps in Canadian Medicare	HC: Chap. 4	Post a critical comment on Chap. 4 by Oct. 7, 9am.
Oct. 15 – 20, 2019	**FALL READING**	**WEEK -- NO CLASS**	
6. Oct. 21, 2019	Medicare and the Welfare State	Promoting the health of Canadians within the Liberal Welfare State. Posted in Oct. 21 folder.	Post a critical comment on assigned reading by Oct. 21, 9am.
7. Oct. 28, 2019	Primary Care Reform	HC: Chap. 5	Post a critical comment on Chap. 5 by Oct. 28, 9am.
8. Nov. 4, 2019	Critical Healthcare Issues	HC: Chap. 6	Post a comment on assigned reading by Nov. 4, 9am. Assignment 2 due in Assignment 2 dropbox in Content on Blackboard by 5pm.
9. Nov. 11, 2019	Critical Issues: Health Human Resources	Bourgeault, I. (2016). Commentary: Optimizing advanced practice nursing roles in Canada.	Post a critical comment on assigned reading by Nov. 11, 9am. Reading is posted in Week 9 folder.
10. Nov. 18, 2019	Critical Issues: Privatization	HC: Chap. 7	Post final critical comment on Chap 7 reading by Nov. 18, 9am.
11. Nov. 25, 2019	Next Steps for Medicare	HC: Chap. 8	.
12. Dec. 2, 2019	Key Course Issues		Assignment 3 due in Assignment 3 dropbox in Content on Blackboard by 5pm**.**

7.   Required Texts/Readings

Armstrong, P. & Ar mstrong, H. (2016). *About Canada: Health Care.* Blackpoint, NS: Fernwood Publishing. To be referred to in this syllabus as HC.

American Psychological Association (2012). *Publication Manual of the American Psychological Association.* 6th Ed. Washington, DC: American Psychological Association. To be referred herein as APA.

> *Additional readings may be assigned or recommended during the course.*
>
> *Additional online activities by be assigned as part of the course requirement.*

8. Evaluation Method

Evaluation consists of 10 weekly critical comments on assigned readings due each week before class, three short assignments (3 pages maximum), and a final examination.

.Evaluation Component	Due Date	Value
10 weekly critical comments on assigned readings	Due on-line each week by Monday 9am.	10%
Assignment 1 (3 pages maximum	Monday, September 30, 2019, 11:59pm	15%
Assignment 2 (3 pages maximum)	Monday, November 4, 2019, 11:59pm	20%
Assignment 3 (3 pages maximum)	Monday, December 2, 2019, 11:59pm	20%
Final Exam on material covered during the term	To be held during regular fall exam period.	35%
TOTAL		**100%**

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

10 Weekly Critical Comments due on-line (10%)

Writing critical comments will help build critical thinking and analytic skills, and help with writing course assignments. In the critical comment, identify an idea presented in a reading and explain why or how you find it interesting or important in 60-70 words or six sentences maximum -- not a half or full page. **Do not summarize the reading.** The weekly reflection provides an opportunity for you to think critically about readings and better understand your belief system. Writing – and reflecting -- helps reinforce your learning, and read critically. Post your comment each week by clicking "Weekly Critical Comments" on the left panel on the homepage of the course website on Blackboard. Then click the appropriate folder to post your comment. Each comment is worth 1%. **Do not upload a Word document or your comment will not be marked. Please type your comment directly into the box that appears. Comments MUST be posted by Monday 9am each week to receive the point. A bonus comment worth 1% is due by Sept. 11, 6pm. Identify a healthcare issue you think is important and explain why. The first comment on an assigned reading is due by Monday, September 16, 9am -- Mondays 9am each week for 10 weeks.** You will have one full week each week to post your comment. The critical comments are a participation mark for the course.

Assignment 1 (15% of final course grade) due in the Assignment 1 dropbox in Content on Monday, October 7, 11:59pm: 3 pages maximum, excluding bibliography: Prepare an essay on "Medicare needs a culture change, not more money", by Andre Picard. This article is posted in the Assignment 1 folder in Content on Blackboard. Critically analyse the article and the topic being discussed. What is the author's main argument? How consistent are his claims with research on the issues he identifies? What has he left out? At least 75% of your arguments must be based on the textbook and lecture material. Use headings to help organize your assignment. Follow the guide for assignment formatting on Page 11 of this syllabus. **Up to 5 points will be deducted for incorrect APA formatting. Consult an APA manual at the UOIT library or buy one.** A two-page article entitled, "The Analytic Essay", will be posted on Blackboard. The article provides helpful information on writing an analytic paper.

Assignment 2 (20%) 3 pages maximum, excluding the bibliography – due Monday, November 4, 2019, 11:59pm in the Assignment 2 dropbox in Content: Read "Pharmacare today, like medicare 50 years ago, makes sense", by Tom Walkom of the Toronto Star. Identify and discuss his central argument. How do Walkom's claims compare with material presented in this course? Discuss the pros and cons of having or not having it covered by Medicare. At least 75% of your arguments must be based on the textbook and lecture material. Use headings to help organize your assignment. Refer to assignment formatting presented on Page 11 of this syllabus.

Assignment 3 (20% of final grade) – **Due Monday, December 2, 2019, 11:59pm in Assignment 3 dropbox in Content- . Critical Issues in Health Care - 4 pages maximum, excluding the bibliography.** Discuss privatization in health care. What forms of privatization have occurred in health care in Ontario? What are the pros and cons of privatization? What should the role of government be? At least 75% of your arguments must be based on the textbook and lecture material. Use headings to help organize your assignment and follow assignment formatting presented on Page 11 of this syllabus.

Final Examination (35% of final grade)**:** Final exam on term's work – 75-100 multiple choice questions -- held on Blackboard during the fall exam period (December 6-15, 2019).

10. Accessibility

Accommodating students with disabilities at Ontario Tech University is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite. Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11.   Professional Conduct

All roles and responsibilities related to professional suitability apply both in the classroom and in the practicum areas. Please see the UOIT Calendar Handbook for details. Behaviours not conducive to the learning classroom will not be tolerated and will be dealt with through the student rights and responsibilities policies.

12. Academic Integrity

Students and faculty at Ontario Tech share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with Ontario Tech's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all Ontario Tech students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin

Ontario Tech and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.
Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14.   Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty oncerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

CLASS RULES FOR ASSIGNMENTS

- *****Assignment Schedule*: See above for assignment deadlines and weights. Check individual assignments for guidelines on the assignment. Assignments may be submitted in advance of their due date, though this will not guarantee that they will be returned sooner. *****

- *Assignment Deadlines*: Assignments are due at a particular time in class (usually at the beginning of class) on specified due dates. Please do not drop off your assignment during a lecture. This will be distracting to other students. Please wait until the end of class to submit your assignment to the instructor. Your cooperation will be appreciated.

- *Manage your time*: Time management is important as you well know. And it is especially important for this course. If you experience difficulties, you are encouraged to contact the UOIT Student Learning Centre: https://studentexperience.uoit.ca/academicSuccessCentre/bookAnAppointment.htm

- You are responsible for readings, assignment instructions, the syllabus, and other material provided. Please read the course syllabus carefully.

- When assignments are uploaded in the assignment dropboxes, it will generate an originality report. You will not see your originality scores. Prof. Bryant will let you know if there are any concerns about your assignments.

- *Marks are not based on how hard you work.* Marks are based on the quality of your work, not on how hard you worked or how much time you spent to produce it. This may be unfortunate, but the reality is that sometimes people work extremely hard, but do not produce quality results. Hard work always pays off one way or another, but it might not be reflected in the mark you receive on an assignment. If you are a hard worker, good for you. Keep working hard, and you will be rewarded. But, do not expect that you "deserve" a good grade because you worked hard on a particular assignment. Learning is accumulative. You will receive constructive feedback on assignments to help you improve and achieve your goals.

- ***Marks are not based on the grade you want or expect in the course.*** Marks are based on the quality of your work, not on what you want or think you should receive as a grade for the course. Although you may really want an A in this course, it is not an argument for obtaining a better mark for a course assignment. Nor is receiving A in other courses justification for an A in this course.

- ***Reassessment of marks.*** We strive to be fair in marking all assignments and are not motivated to treat one student more favourably or harshly than another. If you think that an assignment mark should be higher -- not because you "worked hard" on it or "wanted a better grade" -- you might wish to have it re-assessed. **Please provide a type-written explanation as to why you think your paper deserves a better grade in a single paragraph.** Please keep in mind, however, that a reassessment may result in: a) NO CHANGE in the mark, b) a HIGHER mark, or c) a LOWER mark. More likely, you will not receive a new grade, but constructive feedback on how to improve your grade on the next assignment.

LATE ASSIGNMENTS:
The following policy guidelines apply to assignments submitted late:

- If, for any reason, a student misses an in-class assignment or exam for a legitimate reason and provides appropriate documentation **within a minimum three (3) days of the deadline to Student Services in UA 2000**, s/he will not be penalized. Appropriate documentation is an original UOIT Medical Statement: http://www.science.uoit.ca/assets/Advising~Docs/Medical_Statement.pdf signed by your health care provider. Or if there has been a death in the family, please provide a photocopy of a death certificate. Once appropriate documentation has been submitted, it is the responsibility of the student to make alternative arrangements with the instructor to set a deadline for completing and submitting work that is owed.

- If a student misses a set assignment deadline without a legitimate reason, or without speaking to the instructor within **at least one week prior to the deadline**, does not provide the proper documentation s/he will be penalized 5% per calendar day (including Saturday and Sunday).

- Assignments that are one week late (including weekends), and the student has not communicated with the instructor one week prior to the deadline before the deadline, **will not be accepted.**

- If a student cannot complete a piece of academic work for any reason, it is the student's responsibility to inform the course instructor at least one week BEFORE s/he is scheduled to submit, a piece of work. The course instructor will make a decision on a case by case basis.

FORMATTING FOR ALL ASSIGNMENTS

• 1½ line spacing with paragraph indentation, no spacing between paragraphs, 1 inch/2.54 cm. margins. Please use APA 6th edition citation style. The bibliography of sources you used to complete the assignment must appear at the end of your assignment. Please refer to 'The Analytic Essay' -- posted on Blackboard -- for guidance on how to structure assignments. **Please comply with the page limits for assignments.**

• Use sub-headings to help organize assignments, e.g. Introduction, Discussion (This section should appear before the conclusion.), Conclusion, etc.

• The assignments are academic essays which should have an introduction, discussion and conclusion. They require full sentences, proper paragraphing, and punctuation, etc. Please do not use the first-person narrative (i.e. "I will argue that … "). It is appropriate to state, "This paper will examine …" or "This paper will argue …"

• No semi-colons. Write clear, simple sentences. This will help avoid run-on sentences and make your writing clearer.

• **NO DIRECT QUOTES**. When citing information from the course text or from other sources, please explain the ideas of others **in your own words** and provide an in-text citation, E.G. (Raphael, 2010), and provide a full reference in the bibliography in correct APA citation style. A bibliography of all sources used and cited in your assignment should appear at the end of your assignment.

• Please ensure that your name and student number appear on the first page of all your assignments.

IMPORTANT NOTES

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT Statement on Sexual Violence

UOIT is committed to the prevention of sexual violence in all is forms. For *any* UOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

• Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca

  • Learn more about your options at: www.uoit.ca/sexualviolence

UNIVERSITY OF ONTARIO
INSTITUTE OF TECHNOLOGY

Faculty of Health Sciences

HLSC3203: Health Data Analytics in Canadian Health Care
Course outline for Winter 2016

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
W		Online	N/A	N/A

Location	CRN #	Classes Start	Classes End	Final Exam Period
Online	73470	January 11, 2016	April 8, 2016	April 13-24, 2016

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Kerry Johnson, EdD CHIM The best medium through which to contact me is Blackboard messaging or email. These are checked many times during the day. I am not regularly in the office to either answer calls or welcome drop-ins.	UA2017	x2896	For course related questions, please use the course messaging function within Blackboard. For emergency/urgent or non-course related questions, you may use the following: **kerry.johnson@uoit.ca** Every effort will be made to respond to emails by 11 a.m. the next regular university work day (i.e. Monday to Friday)

Office Hours:

- Tuesday 11 a.m. to 3 p.m. (online—I will be online for quick email responses)
- Friday 9 a.m. to noon (I will be in my office UA 2017 on campus)
- Other times by appointment

3. Course Description

Health care is one of the most data-intense industries today. However, the data within the system often is not used to the best advantage to address health care research and business questions. Data sources have traditionally been in the hospital setting. More and more data is being collected at every level of the health care delivery system to assess, monitor, and provide treatment to

Canadians. This course will expose the student to various data sources within the continuum of the Canadian health care system, providing the student with methods for the analysis, interpretation, and application of the data to health care research and business questions. Data quality activities as well as planning for future data needs within various health care sectors will be a point of emphasis throughout the course. Prior completion of HLSC2201U Introduction to Health Information Management is recommended, but not required.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Apply the data analysis process to relevant sources of health care data across the continuum of health care.

2. Analyze health care data using consistent matrices, indicators, standards, and benchmarks to investigate research and business questions within the health care sector.

3. Evaluate health care data sources for their quality and applicability to address research and business questions within the health care sector.

4. Analyze trends and needs in health care data and data collection.

5. Examine, create and deploy effective methods for analyzing health care data at the local, regional, and national levels for the assessment and improvement of the health of Canadians

5. Course Design

This course is delivered in either a hybrid or completely distance format. During "lectures" (face-to-face or recorded), students are introduced to the fundamentals of health data analytics within Canada supplemented by appropriate examples from the literature and specific organizations (e.g. Canadian Institute for Health Information, Institute for Clinical Evaluative Sciences, Ministry of Health). Outside of the "classroom", students are provided the opportunity for practical application of health data concepts learned through project-based collaborative learning.

6. Outline of Topics in the Course

Week	Week of	Topic	Required Reading/Notes
1	Jan. 11-17, 2016	Data Analysis Process	• Horton, Ch. 1 & 2 • See Abrams & Gibson, Ch. 14
2	Jan. 18-24, 2016	Data Presentation	**Excel Tutorials due Friday @ 11:59 p.m.**
3	Jan. 25-31, 2016	ICD-10-CA/CCI and Coding Process	• See Abrams & Gibson, Ch. 5
4	Feb. 1-7, 2016	CIHI Databases, Registries, & Grouping Methodology	
5	Feb. 8-14, 2016	Health Data in Research	• Horton, Ch. 10, 12, 13 **Briefing Note Assignment due Friday @ 11:59 p.m.**
-	Feb. 15-21, 2016	**Mid-term break**	
6	Feb. 22-28, 2016	Operational Information & Statistics	• Horton, Ch. 3-8 **Research Proposal due Friday @ 11:59 p.m.**
7	Feb. 29-Mar 6, 2016	No new material	**Mid-term examination**
8	Mar. 7-13, 2016	Performance Indicators and Reporting Frameworks	Horton, Ch. 9, 11 **Research Proposal peer reviews due Friday @ 11:59 p.m.**
9	Mar. 14-20, 2016	Balanced Scorecards	
10	Mar. 21-27, 2016	Practical Applications of Data Usage	See Abrams & Gibson, Ch. 18
11	Mar. 28-Apr. 3, 2016	No new material	**Balanced Scorecard Assignment due Friday @ 11:59 p.m.**
12	Apr. 4-10, 2016	Data Quality	

7. Required Texts/Readings

Required:

Horton, L.A. (2012). *Calculating and reporting healthcare statistics* (4th ed.).

Chicago, IL: American Health Information Management Association

Recommended:

Abrams, K.J., & Gibson, C.J. (Eds.). (2013). *Fundamentals of health information*

management (2nd ed). Ottawa, Canada: Canadian Healthcare Association

American Psychological Association. (2009). *Publication manual of the American*

Psychological Association (6th ed.). Washington, DC: American

Psychological Association.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Teaching and assessment methods will be a combination of: (a) traditional testing for fundamental concepts (i.e. examinations), (b) alternative assessments for practical application of concepts, and (c) learning participation. The grading schematic is as follows:

Components	% of Final Mark	Due Date
Excel Tutorials	5%	January 22, 2016
Briefing Note Assignment	10%	February 12, 2016
Mid-term examination	15%	Week of February 29, 2016
Research Proposal Assignment	15%	February 26 & March 11, 2016
Balanced Scorecard Assignment	20%	April 1, 2016
In-class participation/Online discussion	15%	On-going throughout semester
Final Examination	20%	TBD

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. **Assignments and Tests**

Excel Tutorials Assignment – due January 22, 2016, 11:59 p.m.

This tutorial assignment is meant as an orientation or refresher to Microsoft Excel and the functions in the application to complete the assignments for this course.

Administrative Data Assignment – due February 12, 2016 11:59 p.m.

Administrative data collectd (DAD and NACRS) in acute care insitutions have a number of uses within the Canadian health care setting. A number of organizations use the data colleced within the acute care ettings. These include, but are not limited to, the health care insitution here the data is generated, CIHI, provincial and territorial ministries/departments of health, Statistics Canada, and researcch organizations such as ICES.

For this assignment, students will prepare a paper outlining the general uses of administrative data at various levels within the Canadian health care system (i.e. local, provincial/territorial, and national), providing specific examples of how organizations have used the data at each level.

Research Proposal Assignment – due February 26 & March 11, 2016, 11:59 p.m.

This is a two-part assignment. The first portion of this assignment, students will prepare a research proposal of their choosing for a research question that can be addressed by using data from the Canadian Institute for Health Information (CIHI) Discharge Abstract Database (DAD). Students will also provide an analysis of a sample of the data to answer the research question, providing any commentary on how the research question or data analysis may need to be adjusted.

The second portion of the assignment will provide each student with the opportunity to review and provide feedback to other students on their submissions. Students will be evaluated on their proposal and the feedback they provide to others.

Mid-term examination – Week of February 29, 2016

The mid-term examination will cover all of the material covered in the first six weeks of the course. It will be in a multiple-choice format consisting of approximately 75 questions.

Balanced Scorecard Assignment – due April 1, 2016, 11:59 p.m. (Team Project)

Using the Balanced Scorecard (BSC) Framework, the DAD and NACRS databases, as well as data from the HIT tool, assigned teams of students will create a BSC with two indicators for each of the quadrants. Teams may create or use whatever BSC format they prefer. They may wish to do some investigation on the Internet for BSCs published by other healthcare organizations. Individual marks for the assignment will be based upon the complete submission of the team, weighted by feedback from a self and peer evaluation.

In-class Participation/Online Discussion—on-going throughout semester

Attendance and participation in the learning environment (face-to-face or online) is an expectation of every student. Participation creates a collective learning environment. Knowledge and insights are gleaned from one another as learners have the opportunity to discuss and apply the material presented in the lecture and readings. During the semester, activities (face-to-face) or discussion (online) will be assigned and included as part of the course in-class participation.

Final Examination – To be administered during Examination Period April 13-24, 2016

The final examination will cover all of the material covered in the course. The exam will be in a multiple-choice format and will consist of approximately 150 questions.

Missed/Late Assignments

If, for any reason, a student (learning team) misses an assignment or test (including a midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, the student (learning team) will not be penalized. Legitimate reasons are illness or death in the family and appropriate documentation is an original UOIT Medical Statement signed by your health care provider or a photocopy of a death certificate respectively. Once the documentation has been proven valid, it is the responsibility of the student to negotiate alternative arrangements with the course instructor and set a new deadline for completion.

If a student misses a set assignment deadline without a legitimate reason or does not provide the proper documentation, the student will be penalized 10% per calendar day, (Saturday and Sunday are included), and the piece of work will receive a grade of '0' after the third day. Non-submission of the work will result in an incomplete (INC) status on the course, unless there has been consultation/permission granted by the instructor or documentation has been filed to substantiate a non-submission.

If a student cannot complete a piece of academic work for any reason, it _must_ be discussed with the course instructor at least 2 days _before_ the student is scheduled to write or submit the piece of work. The course instructor will make a decision on a case-by-case basis.

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Professional Conduct (if applicable)

Not applicable for this course.

12. Academic Integrity

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Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin (if applicable)

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in the Turnitin.com restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

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http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

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14. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the

regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

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Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

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The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please consult your Faculty office for information regarding appropriate contacts for FIPPA-related concerns

16. **Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Ontario Tech University

Faculty of Health Sciences
HLSC 3501U (2501U): Health Law
Course Outline (last taught 2015)

1. Course Details & Important Date*

Term	CRN #	Course Type	Location	Day	Time
F19	42188-003 42187-002	HYB HYB	J 125 J 125	Friday Friday	11:10 a.m.-12:30 p.m. 12:40-2 p.m.

Classes Start	Classes End	Final Exam Period
September 6, 2019	December 4, 2018	No Final Exam

* For other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
			For course related questions, please use the course messaging function within Blackboard. Every effort will be made to respond to messages within 24 hours.
Office Hours: Wednesdays 11 a.m. – 4 p.m., Thursdays 11 a.m. – 4 p.m.

Laboratory/Teaching Assistant Name	Office	Phone	Email
TBD			
Office Hours:

3. Course Description

The goal of this course is to expose students to a wide range of legal issues arising in health care settings. Traditionally, the physician-patient relationship has been the focus of health law. This course will cover legal issues arising from that relationship such as consent, professional negligence, and the discipline of health professionals. However, relationships and issues at the broader systems level are the subject of increasing legal regulation and health law scholarship. Thus we will also address such topics as the regulation of pharmaceuticals and health research, global health law, and health system organization.

In this course, we will discuss how legal instruments can aid policy-makers in the achievement of health policy goals such as enhanced access to services, cost containment, and improved quality of care. Similarly, we will discuss the limits of the law as a tool for reform and situations in which the law acts as an impediment to the achievement of health policy goals.

During this course, students will be exposed to numerous areas of law, including constitutional law, criminal law, tort law, administrative law, statutory interpretation, international law, and intellectual property law. Because health law is a multidisciplinary field, our readings and discussions will draw from numerous disciplines, including law, health policy, biomedical ethics, the social sciences, and the health sciences.

4. Learning Outcomes

Upon successful completion of the course, the student will demonstrate the ability to perform the following.
- Gain an understanding of how basic legal principles apply to a variety of health issues and in a variety of health care settings.
- Recognize the potential legal issues that arise with respect to particular health issues.
- Identify how legal instruments can aid policy-makers in the achievement of health policy goals such as improved accessibility, cost containment, and improved quality of care.
- Identify the limits of the law as a tool for reform or social change and situations in which the law acts as an impediment to the achievement of health policy goals.

5. Course Design

All students in Faculty of Health Sciences are required to take this course. Mastering the skills required to become an academic writer can be achieved only through practice. Academic writing is focused on both process and perspective. The process can be taught using a lecture (face-to-face or recorded) format. However, perspective can only be learned from completing assignments in reading and writing, coupled with self-reflection on accomplishment and feedback.

Thus, this course is organized mainly as an **online/hybrid course** and reflects a commitment to the principles of adult education, including the concept of "learner centeredness" (i.e., maximizing instructional flexibility and accessibility while placing increased responsibility for learning on the learner).

Weekly material provided in the form of live or recorded lectures as well as other readings provide the foundation for student learning and practice in writing.

6. Outline of Topics in the Course

To be completed…..

7. Required Texts/Readings

To be completed…..

8. Evaluation Method

Components	Mark (% Total Grade)	Due Date
Assignment 1	20%	
Midterm Exam	20%	
Assignment 2	20%	
Assignment 3	20%	
Final Exam	20%	

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

All assignments within this course are to be completed and submitted to Blackboard or other sites as a Microsoft Word document, unless otherwise specified.

The following provides a basic overview of the various assignments and assessments within the course. For the assignments, consult the detailed descriptions and grading rubrics in Blackboard™.

10. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite
Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.
Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct (if applicable)

Not applicable for this course.

12. Academic Integrity

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If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail and posted on Blackboard, Weekly News and signage around the campus.

17. Miscellaneous

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT is committed to the prevention of sexual violence in all its forms. For any UOIT student who has experienced sexual violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases. If you think you have been subjected to or witnessed sexual violence:

Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions with options that can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca

Learn more about your options at: www.uoit.ca/sexualviolence

Faculty of Health Sciences

HLSC 3601U: Interprofessional Health Care Teams
Course outline for Winter 2016

1. **Course Details & Important Dates***

Term	Section/Prof.	Course Type	Day	Time	Location*	CRN #
Winter	001/ Zitzelsberger & Papaconstantinou	Lecture	Thursday	2:10-5:00 pm	LHEARN Centre	70552

*LHEARN Centre (Lakeridge Health Education and Research Network) at Lakeridge Health Oshawa, 1 Hospital Court, Oshawa, ON

Classes Start	Classes End	Final Exam Period
January 11, 2016	April 11, 2016	April 13 to 24, 2016

   * for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. **Instructor Contact Information**

Instructor Name	Office	Phone	Email
Hilde Zitzelsberger	UA3036	905.721.6886, ext. 3811	Contact through Blackboard
Efrosini Papaconstantinou	UA3031	905.721.6886, ext. 3736	Contact through Blackboard
Office Hours: In person/telephone/Skype by appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Harmeet Nanner			Contact through Blackboard
Haley Warren			Contact through Blackboard
Office Hours: In person/telephone/Skype by appointment			

   *Instructors/TA will strive to respond to email communication within a reasonable period of time, normally within 2 business days.

Prerequisites & Corequisites:
NURS 2420 - Knowing Through Inquiry [Min Grade: C]
OR NURS 0420 - Nursing Bridge [Min Grade: C]
OR HLSC 2030 - Interpersonal and Inter-professional Communication [Min Grade: D]
OR HLSC 2601U - Introduction to Health Management [Min Grade: D]

3. Course Description

The use of well-organized cross-functional teams has led to dramatic improvements in innovation, productivity and levels of service for organizations in all sectors. The course will focus on the meaning and nature of purposeful relationships and interactions. Students will deal with issues such as empowerment, team building, motivation, diversity, conflict management, negotiation and change.

4. Learning Outcomes

Students who successfully complete the course will experience and assimilate the following:

1. Debate the strengths and limitations of interprofessional collaborative team-based practice;

2. Explore self and the personal values and beliefs that influence interprofessional collaborative team-based practice;

3. Integrate knowledge of effective communication, negotiation skills and conflict resolution strategies to enhance interprofessional practice and positive team functioning;

4. Examine how empowering others' influences collaboration and colleagueship;

5. Compare and contrast the potential influence that diverse professional values and beliefs, and codes of ethics have on team functioning, and critically analyze and synthesize these concepts into a fictional patient situation;

6. Analyze the need for quality improvement strategies, and as a simulated interprofessional health care team propose a quality improvement change project for a fictional health care organization;

7. Assimilate into practice the principles of performance management of self and others.

5. Course Design

Discussion, team work, critique, reflection and reconstruction of interprofessional team experiences are the processes we will use in the course. Students will be introduced to interprofessional health care teams through class activities, reflective exercises, team building exercises, team presentations and lectures. Students' participation will be evaluated through 1) a midterm test; 2) student team Interprofessional Health Care Practice posters, and 3) a final exam. The student team posters will be viewed by all students in the class.

6. Outline of Topics in the Course

Week	Focus	Readings	Date
Week 1	Welcome to the LHEARN Centre Overview of the course Introduction to IPP	Coffey & Anyinam: Chapter 1	January 14
Week 2	Introduction to IPP continued - Dimensions of IPP Foundations of IPP (I) - Teams and teamwork	Coffey & Anyinam: Chapter 2, 3 National Interprofessional Competency Framework: http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf	January 21
Week 3	Foundations of IPP (I) - Professional roles and relationships	Coffey & Anyinam: Chapter 4	January 28
Week 4	Foundations of IPP (II) - Introduction to collaboration	Coffey & Anyinam: Chapter 5	February 4
Week 5	Foundations of IPP (III) - Problem-solving, conflict resolution, and negotiation	Coffey & Anyinam: Chapter 6	February 11
	Reading Week		February 15-19

Week 6	Midterm test – 35%		February 25 at the LHEARN Centre
Week 7	Foundations of IPP (III) - Leadership Midterm check-in	Coffey & Anyinam: Chapter 7	March 3
Week 8:	Issues in IPP (I) - Interprofessional education	Coffey & Anyinam: Chapter 8	March 10
Week 9:	Issues in IPP (II) - Interprofessional health care policy and regulation	Coffey & Anyinam: Chapter 9	March 17
Week 10	Interprofessional Health Care Practice Poster Conference Day		March 24
Week 11	Issues in IPP (III) - Outcomes and measuring success Team Optimization	Coffey & Anyinam: Chapter 10 Roadmap for co-creating interprofessional models of care: http://www.stjoe.on.ca/education/pdf/roadmap.pdf	March 31
Week 12:	Future Directions - Moving beyond IPP to intersectoral collaboration Course wrap-up	Coffey & Anyinam: Chapter 11	April 7
Exam Period	Final Exam – 40% (Cumulative) Date/time: TBA Location: TBA		

7. Required Texts/Readings

Coffey, S. & Anyinam, C. (2015). Interprofessional Healthcare Practice. Toronto, ON: Pearson Toronto.

You can purchase a hard copy or an e-copy of the course text through the campus bookstore. The e-copy edition has rental options (i.e. access to the text for 180 days) as well as purchase options.

The following resource is highly recommended for use across the program:
American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington: American Psychological Association.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Components	Due Dates*	Grade Distribution
Midterm Test	Date/time: February 25 2016 during class Location: LHEARN Centre	35%
Final Exam (Cumulative)	Date/time: TBA Location: TBA	40%
Team Interprofessional Health Care Practice Poster Presentations	Poster and abstract due Thursday March 24 2016 prior to class time. Bring your poster for display at the conference and submit your poster and abstract to Blackboard course assignment drop boxes Presentation date: March 24 at the Interprofessional Health Care Practice Conference at the LHEARN Centre	25%
Total		**100%**

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

Description of course assignments and marking rubrics are available in the Course Assignment folder in Blackboard.

Team Participation and Contribution
Group participation is required in this course. Collaborative teams for small group work in the class and for the student team Interprofessional Health Care Practice Poster Presentations will be established in the first week of the course. All students are expected to participate fully in assigned team work. Teams having any difficulties with tasks or relationships may meet with the instructor by appointment.

Policy on Missed IN TERM Academic Work
If, for any reason, a student misses an in-class assignment or test (including a midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, s/he will not be penalized. Legitimate reasons are illness or death in the family and appropriate documentation is an original UOIT Medical Statement signed by your health care provider or a photocopy of a death certificate respectively. Once the documentation has been proven valid it is the responsibility of the student to negotiate alternative arrangements with the course professor and set a new deadline for completion.

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12. Turnitin (if applicable)

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If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

15. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

UNIVERSITY OF ONTARIO
INSTITUTE OF TECHNOLOGY

FACULTY OF HEALTH SCIENCES

HLSC 3630: Health Finance
Course outline for Fall 2015

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
F		Online (class/lecture)	N/A	N/A

Location	CRN #	Classes Start	Classes End	Final Exam Period
Virtual/ Online	43095	September 8, 2015	December 3, 2015	Not Applicable

   * for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Christine Gordon, MSc, MBA	N/A	N/A	Christine.Gordon@uoit.ca
Office Hours: By request, conducted through Adobe Connect			

Laboratory/Teaching Assistant Name	Office	Phone	Email
N/A			
Office Hours:			

3. Course Description

This course is designed to introduce students to the methods of funding health care institutions and budget preparation as a management tool. The major components to the course include financial management, factors included in budget preparation, techniques of preparing staffing patterns as well as capital and operating (staff/supply) budgets, cost monitoring and variance analysis.

Students will also be become aware of and gain an understanding of Canada's health care system, the financial issues, needs and pressures within it, and alternative funding sources that can be used. The market (including competition) is often suggested as a way to alleviate financial pressures faced by a publicly funded health system. Because of this, it is important to understand some economics and its relation to health care, including the concepts of efficiency, moral hazard, and

adverse selection. The course content will provide students with a sense of the "larger picture" and the issues involved in financing health care. This broader knowledge will help individuals working in the health care sector understand why choices are made and the true nature of the system they work in.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Outline the development of financing of health care in Canada within historical, economic, political and theoretical contexts;
2. Explain the organization of health care in Canada and its financing arrangements;
3. Explain the role of markets in health care financing, including costs and benefits;
4. Identify and critique the current and future trends in health care financing;
5. Utilize and communicate theoretical concepts introduced in the course;
6. Identify and examine specific strategies and/or approaches to financing health care at the individual- and community-levels;
7. Critically appraise and discuss information from various sources related to financing of health care;
8. Construct original ideas about financing health care and clearly communicate them.

5. Course Design

This course will be delivered entirely online, in an asynchronous format. Students are not required to meet online or in person at a specified time.

The first half of the course will focus on the "larger picture" system-level topics related to how the health care system and providers within the system are funded. The second half of the course will focus on the tools used by non-financial managers within health care to effectively manage resources.

A variety of recorded lectures, videos, required readings, surveys, online journal entries and online quizzes will be used to achieve the learning objectives.

As there is limited face-to-face contact or synchronous online components to this course, students are expected to contact the instructor with any questions. Students are expected to review the course outline and ask for clarification where required.

6. Outline of Topics in the Course

Date/Topic	Key Deliverables
September 8 - 12 Module One: Introduction and Overview	• Journal entry
September 13 - 19 Module Two: The Market	• Journal entry
September 20 - 26	• Journal entry

Module Three: Insurance	• Assign 1 Due (Sept 26 by 11:59pm)
September 27 – October 3 Module Four: Revenue Generation	• Journal entry
October 4 – 10 Module Five: Purchasing Health Care	• Journal entry • Assign 2 Due (Oct 10 by 11:59pm)
October 11 – 17 Module Six: Economic Evaluation (Thanksgiving is on Monday, October 13)	• Journal entry • Assign 3 Due (Oct 17 by 11:59pm)

Thursday, October 22 to Saturday, October 24 Online Midterm Quiz Available
• 40 multiple choice, true/false, fill-in-the blank and short essay questions
• Modules 1 – 6 <u>plus</u> all online content covered to date
• Time allowed for Midterm Quiz: 50 minutes
• **The midterm will be available from Thursday, October 22 (12:01 AM) until Saturday, October 24 (11:59 PM):**
    – Students may set the midterm anytime time during this period.
    – Students can access the midterm <u>only once</u> during this time period.
Additional access to the Midterm will not be allowed.	

October 25 – 31 Module Seven: Accountability Agreements	• Journal entry
November 1 – 7 Module Eight: Finance and Accounting Concepts, Financial Management and Reporting	• Journal entry • Assign 4 due (Nov 7 by 11:59pm)
November 8 - 14 Module Nine: Budgeting and Financial Planning	• Journal entry •
November 15 - 21 Module Ten: OHRS/MIS	• Journal entry • Assign 5 due (Nov 21 by 11:59pm)
November 22 - 28 Module Eleven: Case Costing, Capital Budgeting and Developing Business Cases	• Journal entry

Tuesday, December 1 – Thursday, December 3 Online Final Quiz Available
• 30 multiple choice, true/false, fill-in-the blank and short essay questions
• Modules <u>after</u> the midterm quiz and all online content covered since the midterm quiz.
• Time allowed for Final Quiz: 40 minutes
• The Final Quiz will be available from Tuesday, December 1 (12:01 AM) until Thursday, December 3 (11:59 PM):
    – Students may set the Final Quiz anytime during this time period.
    – Students will be allowed to access the Final Quiz <u>only once</u> during this time period.
Additional access to the Final Quiz will not be allowed.	

7. Required Texts/Readings

Recommended Text

Guinness, L. & Wiseman, V. (Eds). (2011). *Introduction to health economics (2nd ed.).* Berkshire, England: Open University Press. ISBN 9780335243563

- A copy of the text will be available on reserve in the library.

APA citation style will be used in this course. Please refer to the following resources:

- http://www.uoit.ca/assets/Section~specific/Current~students/Academic~resources/Library/PDF/APA.pdf
- http://www.apastyle.org/

Additional readings will be assigned or recommended during the course.

8. Evaluation Method

Students will be evaluated through weekly journal entries (worth 10% of final grade), five (5) assignments (worth 50% of final grade), a mid-term (worth 25% of final grade) and a final quiz (worth 15% of final grade).

Class participation through online journal entries: Each student is required to contribute a journal entry for **each lecture**, starting with lecture 2. The journal entry should summarize **three** key points from the lecture and be between **100 – 200 words**. The mark will be based on the quality of the entry (entry is "on-topic", relevant and shows evidence of analysis). Information describing where to submit the journal entry will be provided on Blackboard. The compilation of all journal entries will make up 10% of the final grade. Feedback on journal entries will be provided periodically throughout the term.

Over the term five (5) **assignments** will be posted to Blackboard. The assignments will be short essay or briefing note style and will incorporate both the course materials provided by the instructor, and relevant sources that you locate through secondary research. The final grade for assignments will be based on the top four (4) grades for the five (5) assignments. The total weight of all assignments is 50% of the final grade.

A multiple choice **midterm quiz** (worth 25% of the final grade) and a multiple choice **final quiz** (worth 15% of the final grade) will be administered through Blackboard.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

Component	Value	Date Due
A. Journal Entries	10%	Weekly by Saturday by 11:59pm
B. Assignments, done individually	50%	Assign 1 Sat, Sept 26 by 11:59pm

unless otherwise stated • (Best 5 of 6, worth 10 percent each)		Assign 2 Sat, Oct 10 by 11:59pm Assign 3 Sat, Oct 17 by 11:59pm Assign 4 Sat, Nov 7 by 11:59pm Assign 5 Sat, Nov 21 by 11:59pm
C. Online Midterm Quiz (Individual)	25%	Sat, Oct 24 by 11:59pm
D. Online Final Quiz (Individual)	15%	Thurs, Dec 3, 2014 by 11:59pm

LATE ASSIGNMENTS and DISCUSSION POSTING will NOT be accepted.
Discussion posts and/or assignments that are submitted to Blackboard after the due date will not be graded.

A student who misses a mid-term exam must submit to the Office of the Dean of Health Sciences a documented explanation, such as a UOIT Medical Statement or accident report, in order to avoid a zero grade for the mid-term.

The instructor may provide a make-up midterm exam or may re-weigh other components of the grading scheme, such as the final exam, if that exam covers substantially the whole course as is normally the case.

10. **Accessibility**

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite. Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes

MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct (if applicable)

Students should treat emails to the course instructor as a <u>formal</u> means of communication and compose them accordingly.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin (if applicable)

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the

Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner

ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Faculty of Health Sciences

Course outline for HLSC 3631U Health Policy and Process
2019 Winter Term

1. Course Details & Important Dates*

Term	Course Type	Day	Time
W	Hybrid	R	2:10 – 3:30 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA1240		January 10, 2019	April 4, 2019	N/A

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
David Rudoler	UA3024	3816	Blackboard
Office Hours: <u>By appointment only</u>. Please email david.rudoler@uoit.net to make an appointment to meet. The instructor will respond to emails sent Friday after 4:00pm on the following Monday.			

3. Course Description

This course introduces policy concepts, elements, analytical processes and outcomes of health policy. Knowledge on public policy analysis will be applied to Canadian health policy issues in the context of the World Health Organization's definition of health and well-being. This course will not only assist in the development of critical thinking, application of evidence-based decision making, and critiquing skills; but will also help develop knowledge of Canada's evolving health care system in response to economic, cultural, technological, political, ideological, and globalization factors and forces. 3 cr, 3 lec.

4. Learning Outcomes
On the successful completion of the course, students will be able to:

- Develop a sound knowledge of health policy development in the Canadian context
- Analyze health care policy issues using public policy analysis theory and established and evolving processes.
- Discuss the implications of historical, economic, cultural, political, legal, technological, and globalization factors on public policy making.
- Effectively use relevant current key resources from various perspectives when discussing health care policy issues.
- Use multiple perspectives and critical thinking skills when analyzing particular health policies.
- Apply knowledge of the policy process – including problem definition, policy instruments and design, policy implementation, and policy and program evaluation – to the analysis of health policies.

5. Course Design
This is an online course. Video lecture files and PowerPoint slides will be posted for students each week. Students will post a critical comment on each of the assigned readings each week, and watch the online lectures. Students will prepare an Options Paper (5 pages maximum), and work with a group of students to conduct an online discussion of a case study in health policy. Finally, students will write a final take-home exam consisting of short- and long-answer questions.

6. Outline of Topics in the Course

Topic	Required Readings	Activities
Week 1 **January 10** Lecture 1.1: Introduction to course, course design evaluation methods, and academic integrity Lecture 1.2: Introduction to health policy Lecture 1.3: The policy cycle Lecture 1.4: The policy analyst	Howlett, Ramesh & Perl (HR&P): Chapter 1 Howlett, M., & Wellstead, A. M. (2011). Policy Analysts in the Bureaucracy Revisited: The Nature of Professional Policy Work in Contemporary Government. *Politics & Policy*, *39*(4), 613–633. Optional Reading Lasswell, H. D. (1970). The emerging conception of the policy sciences. *Policy Sciences*, *1*(1), 3–14. Garson, G. D. (1980). From policy science to policy analysis: A quarter century of progress? *Policy Studies Journal: The Journal of the*	Critical comments on required readings (complete by 2:00 PM EST on January 10th) Online survey (complete by 4:00 PM EST on January 11th)

	Policy Studies Organization, *9*(4), 535–544.	
Week 2 **January 17** Lecture 2.1: Ideas, Interests and Institutions Lecture 2.2: Ideas, Interests and Institutions: Canadian Health Care Policy Lecture 2.3: Ideas, Interests and Institutions: Two Cases in Canadian Health Policy	HR&P Chapter 3 Deber & Mah (D&M) Chapter 1 (pages 1 – 33)	Critical comments on required readings (complete by 2:00 PM EST on January 17th) In-class: Provide groups and top-three rankings for Cabinet Committee Submission topic. I will ensure you get one on your top three choices.
Week 3 **January 24** Lecture 3.1: Canadian Health Care System Lecture 3.2: Public Policy and the Government Lecture 3.3: Public policy products **Guest Lecture:** Mr. Mahindan Kanakaratnam, Senior Policy Advisor, Ontario Public Service	D&M Chapter 1 (pages 45 – 65) Commission on the Future of Health Care in Canada. (2002). Building on values: The future of health care in Canada. Ottawa: National Library of Canada. **Read Chapter 1 "Sustaining Medicare" only.** Optional Reading Marchildon, G. P. (2013). Canada: Health system review. *Health Systems in Transition*, 15(1): 1-179.	Critical comments on required readings (complete by 2:00 PM EST on January 24th)
Week 4 **January 31** Lecture 4.1: Policy science	HR&P Chapter 2 Maioni, A. (1997). Parting at the Crossroads: The Development of Health Insurance in Canada and the United States, 1940-1965.	Critical comments on required readings (complete by 2:00 PM EST on January 31st) Complete online survey (in-class)

Lecture 4.2: Theories of public policy Lecture 4.3: Health Insurance in Canada and the US	*Comparative Politics*, *29*(4), 411–431.	
Week 5 February 7 Lecture 5.1: Agenda Setting Lecture 5.2: Policy Windows, Punctuated Equilibrium, and Causal Stories	HR&P Chapter 4 Pump, B. (2011). Beyond metaphors: New research on agendas in the policy process. *Policy Studies Journal: The Journal of the Policy Studies Organization*, *39*(s1), 1–12. Stone, D. A. (1989). Causal stories and the formation of policy agendas. *Political Science Quarterly*, *104*, 281–300.	Critical comments on required readings (complete by 2:00 PM EST on February 7th) Submit Policy Brief via Blackboard by <u>2:00 PM EST on February 7th</u>
Week 6 February 14 Lecture 6.1: Policy Formulation Lecture 6.2: Policy instruments and health policy Lecture 6.3: Evidence-based policy **Guest Lecture:** Mr. Ben Elling, Senior Policy Advisor, Ontario Public Service	HR&P Chapter 5 Howlett, M. (2009). Policy analytical capacity and evidence-based policy-making: Lessons from Canada. *Canadian Public Administration: Administration Publique Du Canada*, *52*(2), 153–175. <u>Optional</u> DeLeon, P. (1992). Policy Formulation: Where Ignorant Armies Clash by Night. *The Review of Policy Research*, *11*(3-4), 389–405.	Critical comments on required readings (complete by 2:00 PM EST on February 14th)
Mid-Term Break February 18 – 22, 2019		
Week 7 February 28	HR&P Chapter 6	Critical comments on required readings (complete by 2:00 PM EST on February 28th)

Lecture 7.1: Decision-making Lecture 7.2: Rational comprehensive vs. incrementalism Lecture 7.3: Decision-making, non-decisions, and accretion	Lindblom, C. E. (1979). Still Muddling, Not Yet Through. *Public Administration Review*, *39*(6), 517–526. Bachrach, P., & Baratz, M. S. (1962). Two Faces of Power. *The American Political Science Review*, *56*(4), 947–952. Weiss, C. H. (1980). Knowledge Creep and Decision Accretion. *Knowledge*, *1*(3), 381–404.	
Week 8 March 7 Lecture 8.1: Implementation Lecture 8.2: Environmental uncertainty	HR&P Chapter 7 Hinings, C. R., Casebeer, A., Reay, T., Golden-Biddle, K., Pablo, A., & Greenwood, R. (2003). Regionalizing healthcare in Alberta: Legislated change, uncertainty and loose coupling. *British Journal of Management*, *14*, S15–S30. Hupe, P., & Hill, M. (2007). Street-level bureaucracy and public accountability. *Public Administration*, *85*(2), 279–299. Optional Bergen, A., & While, A. (2005). "Implementation deficit" and "street-level bureaucracy": policy, practice and change in the development of community nursing issues. *Health & Social Care in the Community*, *13*(1), 1–10.	Critical comments on required readings (complete by 2:00 PM EST on March 7th)
Week 9 March 14 Lecture 9.1: Evaluation, Policy Learning and Feedback Lecture 9.2: Economic evaluation	HR&P Chapter 8 DeLeon, P. (1983). Policy evaluation and program termination. *The Review of Policy Research*, *2*(4), 631–647. Kernick, D. P. (2003). Introduction to health economics for the medical practitioner. *Postgraduate Medical Journal*, *79*(929), 147–150.	Critical comments on required readings (complete by 2:00 PM EST on March 14th) Submit group Cabinet Submission presentation to professor via Blackboard by <u>Monday, March 11th</u> As "Cabinet Minister" post comments/ questions on assigned Cabinet submission by <u>Friday, March 15th</u>.

Week 10 March 21 Lecture 10.1: Policy change Lecture 10.2: Policy legacies and path dependence	HR&P Chapter 9 Pierson, P. (2000). Increasing returns, path dependence, and the study of politics. *The American Political Science Review*, *94*, 251–267. Hutchison, B., Abelson, J., & Lavis, J. (2001). Primary care in Canada: So much innovation, so little change. *Health Affairs*, *20*, 116–131. Optional Rudoler, D., Peckham, A., Grudniewicz, A., & Marchildon, G. (2018). Coordinating primary care services: A case of policy layering. *Health Policy* [In Press].	Critical comments on required readings (complete by 2:00 PM EST on March 21st) In-class: Cabinet Submission Presentations (Groups 1 – 2)
Week 11 March 30 Lecture 11: Future of health care policy in Canada	No readings	Review / Exam prep In-class: Cabinet Submission Presentations (Groups 3 – 5) Take Home Exam posted on Blackboard on March 30, 4:00 PM EST
Week 12 April 4	No readings	Review / Exam prep In-class: Cabinet Submission Presentations (Groups 6 – 7) Take Home Exam Due on Thursday, April 11th

7. Required Texts/Readings

Howlett, M., Ramesh, M., & Perl, A. (2009). *Studying public policy: Policy cycles & policy subsystems* (3rd ed.). Don Mills, ON: Oxford University Press.

Deber, R., & Mah, C. L. (2014). *Case Studies in Canadian Health Policy and Management, Second Edition*. University of Toronto Press.

American Psychological Association (2012). *Publication Manual of the American Psychological Association*, 6th Ed. Washington, DC: American Psychological Association.

Additional readings are listed in course outline (section above)

8. **Evaluation Method**

   a. Participation **10%**

   b. 10 weekly critical comments **10%**

   c. Policy brief (due February 7, 2019) **20%**

   d. Cabinet Committee Project
      - Group "Cabinet Committee" briefing (due March 11, 2019) **15%**
      - "Cabinet Committee" comments/questions (due March 15, 2019) **5%**
      - In-class presentation and response to "Cabinet Committee" comments/questions **15%**

   e. Final Take-Home Exam (due April 11, 2019) **25%**

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. **Assignments and Tests**

Attendance
Attendance will be taken each week. Your attendance will factor into your participation grade.

Course Surveys
There will be two course surveys. The first will occur in Week 1. The purpose of this survey is to provide the instructor with information about your experience with policy analysis and your expectations for the course.

The second survey will occur in Week 4 to provide the instructor with feedback on whether students feel the course is achieving learning objectives and meeting expectations. This will allow for course adjustments (if necessary).

Links to the course surveys will be posted on Blackboard.

Note: Completing the surveys will factor into your participation grade.

10 Critical Comments on Course Readings

Each week you will prepare a brief reflection on the assigned readings. Discussion points will be provided each week by the instructor, and will be posted on Blackboard. Respond to each discussion point in about 100 words. Do not summarize the reading. Each week's discussion is worth 1 point for a total of 10% of your final course mark. Preparing weekly reflections will strengthen your writing and critical analytic skills. Critical comments must be submitted (with the exception of Weeks 11 and 12) by 2 PM EST on the due date to earn the point. Do not upload a Word document. Please type your comment directly into the box that appears on your screen on the course website.

Plan to read assigned readings early in the week to post early to avoid difficulties posting your comment on Blackboard. The critical comments are a participation mark. You will receive a pass or fail grade. To receive a passing grade you must demonstrate that you have completed the readings, must critically apply concepts from the readings, and must articulate your thoughts intelligibly.

Policy Brief

You are a senior policy advisor in the Mental Health and Addictions Branch of the Ministry of Health and Long-Term Care. Your branch is responsible for strategy policy concerning the delivery of mental health and addiction services for the province.

The Minister of Health and Long-Term Care is seeking to announce a new initiative to address rising concerns over the availability of supports for mental health and addictions. Your Director has asked you to provide an objective analysis of the top two priorities for mental health and addictions in Ontario over the next 5 years. You will analyze these two priorities and make a recommendation to the Minister. In constructing this analysis, you should be aware of the key actors and their views on this issue, the contextual factors that may affect the feasibility of your recommendation, as well as the scientific evidence. It is your duty to provide government with objective and evidence-informed policy advice.

Your policy brief must include the following sections:

- Purpose: One sentence stating the purpose of the note.

- Key Points: Five bullets that succinctly summarize your recommendation and the facts that lead you to that conclusion.

- Background: What are the key issues in mental health and addictions policy in Ontario? What events have pushed these issues onto the political agenda? What are the views of key stakeholders?

- Analysis: Based on your review of the background information and current context, propose two priorities for mental health and addictions. Evaluate the pros and cons of each priority. Pros and cons can focus on any number of issues you deem important based on your reading of the issue (e.g., cost, feasibility, alignment with political/government priorities, equity, sustainability, etc.).

- Recommendation: Identify your top priority for the government to address over the next five years.

Your policy brief should be no more than 6 double-spaced typed pages (not including references) (12 point font, 1 inch margins). Please feel free to use bullet points, but all content should be written in full sentences. All references must be cited using APA format. Your policy brief must be submitted via Blackboard by 2:00 PM EST on February 7, 2019.

Resources:
In addition to the course readings, the following links provide resources on health care in Canada and mental health and addiction issues in Canada and Ontario. However, you are free to explore other resources so long as they are from reputable resources (e.g., peer reviewed journals, government or broader public sector organizations, think-tanks, not-for-profit organizations). However, information from all resources should be applied critically.

- Canadian Institute for Health Information (CIHI) Mental Health and Addictions https://www.cihi.ca/en/mental-health-and-addictions
- Centre for Addiction and Mental Health (CAMH). Reports & Books https://www.camh.ca/en/health-info/guides-and-publications
- Centre for Addiction and Mental Health (CAMH) Monitor https://www.camh.ca/en/science-and-research/institutes-and-centres/institute-for-mental-health-policy-research/camh-monitor
- Health Quality Ontario (HQO) yearly reports http://www.hqontario.ca/System-Performance/Yearly-Reports
- Marchildon, G. P. (2013). Canada: Health system review. *Health Systems in Transition*, 15(1): 1-179. http://www.euro.who.int/__data/assets/pdf_file/0011/181955/e96759.pdf
- Report from the Canadian Chronic Disease Surveillance System: Mental Illness in Canada, 2015. https://www.canada.ca/en/public-health/services/publications/diseases-conditions/report-canadian-chronic-disease-surveillance-system-mental-illness-canada-2015.html

Cabinet Committee Project
Group "Cabinet Committee" briefing (15%)

You will be assigned a group and a case-study topic during the first three weeks of class. You are expected to use all materials provided, including all course texts in your analysis of your case. Additional research is encouraged so long as materials are from reputable sources. All sources must be cited using APA format and an appropriately formatted reference list must be provided on the final slide of your presentation.

You will take on the role of a team of senior public servants in the Ontario Public Service. You will formulate a plan to address your group's policy issue and make your proposal to the Cabinet Committee on Health, Education and Social Policy.

When completing your Cabinet Submission, you must use the template provided. Your presentation should be no longer than <u>15 slides (not including title page or references.</u> Slides should use 16 point Arial font. Along with your presentation, you must also include a coversheet for the "Cabinet Committee" members (instructions for this coversheet are included in the provided template).

Your presentation and coversheet must be submitted to the professor via Blackboard by <u>March 11, 2019</u>.

<u>"Cabinet Committee review (5%)</u>
As a "Cabinet Committee" member you will review your assigned presentation (provided during the Third Week of Class). You will then post **one** individual comment on the discussion board. Your comment will be marked on a pass or fail basis. In order to receive a passing grade you must assume the role of a Cabinet Minister. This means you must ensure that the recommendation will serve the public interest, and that it is superior to other potential policy options (even the status quo). Your question or comment must challenge the presenters on what you see as the key issues and must elicit a direct response. All comments must be directly relevant to the issues raised in the presentation. Individual questions/comments must be posted on Blackboard by <u>March 15, 2019</u>.

<u>In-class presentation response to "Cabinet Committee" comments/questions (15%)</u>
Groups will present to Cabinet Committee during Weeks 10 – 12 (see schedule for details). Groups will present for no longer than **20 minutes**. This will be followed by 10 minutes for questions. Cabinet Committee members can pose the comments/questions they posted on Blackboard as well as any follow-up comments/questions. Groups should come prepared to respond to each Committee member's comments/questions.

<u>The vote</u>
Following question period, each Committee member will vote for or against the motion (you may abstain).

<u>Note</u>: Being present for the question period and vote will factor into your participation grade.

<u>Final Take-Home Exam</u>

The final exam will be take-home and will consist of two short-answer (~ 600 words each) and one long-answer (~1,200 words) question. The take-home exam will be provided on Blackboard by 4:00 PM EST on March 30, 2019 and will be due via **TurnItIn** by April 11, 2019. The exam should be written in essay format and include appropriate citations in APA format. The exam will be worth 25% of your final grade.

10. Students with Disabilities

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite
Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.
Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct

All roles and responsibilities related to professional suitability apply both in the classroom (including online) and in the practicum areas. Please see the UOIT Calendar Handbook for details. Behaviours not conducive to the learning will not be tolerated and will be dealt with through the student rights and responsibilities policies. It is expected

that students will be respectful in all their communications with the instructor and other students on the Discussion Board and other sessions that may be scheduled during the term.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must do the following:

1) provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover
%20sheet.pdf

2) prepare an annotated bibliography of sources used for the assignment. In this bibliography, the student must specify how the source contributed to their assignment.

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Freedom of Information and Protection of Privacy Act
The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca
15. Course Evaluations
Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

UNIVERSITY OF ONTARIO
INSTITUTE OF TECHNOLOGY

FACULTY OF HEALTH SCIENCES

HLSC 3710U-002: Ethics
Course Outline for Winter 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F	Hybrid	Wednesday	12:40-2 p.m.

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA 1220	72985	January 9	April 3	No Final Exam

* For other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Milly Ryan-Harshman	UA 2012	N/A	via Blackboard Learn e-mail
Office Hours: Mondays 10 a.m. – 12 p.m., Tuesdays 1 p.m. – 4 p.m. and Wednesday mornings by appointment only.			

Laboratory/Teaching Assistant Name	Office	Phone	Email

3. Course Description

In this course, students will explore the history of ethics with particular emphasis on the theories that apply to ethics in health care. Ethical decision-making will be discussed, and students will gain practical knowledge in the application of ethics to health care by examining special topics in biomedical ethics.

4. Learning Outcomes

On the successful completion of the course, students will be able to:
- Describe and create content about the key philosophers who contributed to ethics.
- Illustrate ways in which religion, politics/policy, culture, science/technology, and economics influences ethical decisions.
- Describe the development of ethical theories.
- Explain the roles of health care professionals in ethical decisions affecting individuals, families, communities.
- Discuss the importance of narrative ethics in health care.
- Apply the principles of ethical decision-making to case studies
- Appraise professional codes of ethics regarding their practical implications and applications.
- Compare ways of including the principles of self-determination, well-being, and equity into shared decision-making about health care delivery.
- Critically examine the ethical issues which arise in human research, health promotion, disease prevention, and biomedical advancements.

5. Course Design

Lectures will be posted to Blackboard and may include presentations, case studies, or other materials re: current issues in health care ethics. Students will have one quiz on the history of ethics and all other assignments will be focused on students' abilities to present and/or analyze arguments about issues in health care ethics. Tutorials will complement the lectures, allowing students to discuss topics related to nursing ethics. Attendance at both lectures (80% of total mark) and tutorials (20% of total mark) is highly recommended because assessments will be focused on students' abilities to present evidence and arguments about particular issues. Learning facts about ethics is not sufficient to understanding ethical dilemmas in health care.

6. Outline of Topics in the Course

Session	Dates	In-Class Activities	Online Activities & Readings
Week 1	Jan 9	Introduction to Course History of Ethics	Ethics Minutes Videos
Week 2	Jan 16	Moral Philosophy	Reading: Biomedical Ethics: A Canadian Focus, Chapter 1

Week 3	Jan 23	Biomedical Ethics: Principlism and Narrative Ethics	Principlism or Narrative Ethics Article by McCarthy **Exam: The History of Ethics - Online Exam** **Due Wednesday Jan 23 @ 11:59 p.m.**
Week 4	Jan 30	Allocation of Resources and Justice as Fairness	Biomedical Ethics: A Canadian Focus, Chapter 7, Delivery of Health Care and Resource Allocation **Proposal: Analytical Research Essay** **Due Jan 30 @ 11:59 p.m.**
Week 5	Feb 6	Public Health Ethics	Biomedical Ethics: A Canadian Focus, Chapter 8, Public Health Article by Kass
Week 6	Feb 13	Research Ethics	Biomedical Ethics: A Canadian Focus, Chapter 9, Research with Humans
Week 7	Feb 27	Health Care Decision Making Part 1 – Capacity and Informed Consent	Biomedical Ethics: A Canadian Focus, Chapter 2
Week 8	Mar 6	Health Care Decision Making Part 2 – Moral Value, Personhood, and Moral Agency	Posted Articles **Paper: Analytical Research Essay** **Due Wednesday Mar 6 @ 11:59 p.m.**
Week 9	Mar 13	Management of Health Information and Predictive Genetic Testing	Biomedical Ethics: A Canadian Focus, Chapter 3, Management of Medical Information Posted Articles
Week 10	Mar 20	Assisted Human Reproductive Technologies and Eugenics	Biomedical Ethics: A Canadian Focus, Chapter 5, Reproductive Ethics Posted Articles
Week 11	Mar 27	Regenerative Medicine	Posted Articles and Websites
Week 12	Apr 3	End-of-Life Care	Biomedical Ethics: A Canadian Focus, Chapter 6 **Special Topics Assignment: Due Wednesday Apr 3 @ 11:59 p.m.**

7. Required Texts/Readings

Required Texts:

Fisher, Russell, Browne, and Burkholder. Biomedical Ethics: A Canadian Focus, 3rd edition. Oxford University Press, 2018.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Components	Mark (% Total Grade)	Due Dates	
Exam: The History of Ethics	15%	Wednesday, Jan 23 @ 11:59 p.m.	
In-Class Assignments	10% (2 X 5% each, best 2/3)	TBD	
Proposal: Analytical Research Essay	10%	Wednesday, Jan 30 @ 11:59 p.m.	
Paper: Analytical Research Essay	25%	Wednesday, Mar 6@ 11:59 p.m.	
Assignment: Special Topics	20%	Wednesday, Apr 3 @11:59 p.m.	
Tutorials	20%	TBD	

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9.   Assignments and Tests

There will be one exam and three assignments plus in-class activities in the lecture portion of this course. The exam will be comprised of an online quiz of multiple choice questions on the history of ethics. The assignments include a paper proposal and an analytical paper plus an assignment that measures knowledge and understanding of special topics in ethics. Students also will be expected to interact with one another via tutorials that are worth 20% of the course mark.

Missed Tests

If, for any reason, a student misses an assignment or test (including a midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, the student will not be penalized. Legitimate reasons are illness or death in the family and appropriate documentation is an original UOIT Medical Statement signed by your health care provider or a photocopy of a death certificate respectively. Once the documentation has been proven valid, it is the responsibility of the student to negotiate alternative arrangements with the course instructor and set a new deadline for completion.

If a student misses a set assignment deadline without a legitimate reason or does not provide the proper documentation, the student will be penalized 10% per calendar day, (Saturday and Sunday are included), and the piece of work will receive a grade of '0' after the third day. Non-submission of the work will result in an incomplete (INC) status on the course, unless there has been consultation/permission granted by the instructor or documentation has been filed to substantiate a non-submission.

If a student cannot complete a piece of academic work for any reason, it _must_ be discussed with the course instructor at least 2 days _before_ the student is scheduled to write or submit the piece of work. The course instructor will make a decision on a case-by-case basis.

10. Accessibility

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

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Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct (if applicable)

12. Academic Integrity

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Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin (if applicable)

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15.   Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

17. Miscellaneous

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT is committed to the prevention of sexual violence in all its forms. For any UOIT student who has experienced sexual violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases. If you think you have been subjected to or witnessed sexual violence:
Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions with options that can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca

Learn more about your options at: www.uoit.ca/sexualviolence

OntarioTech
UNIVERSITY

HEALTH SCIENCES
HLSC 3800 (001 and 014): Critical Appraisal of Statistics in Health Science
Course outline for Fall Semester, 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F 2019	In-Class	Monday Thursday	5:10 PM – 8:00 PM 6:40 PM – 9:30 PM

Location	CRN #	Classes Start	Classes End	Final Exam Period
UA1120 UA1120	40538 43154	September 5, 2019	December 4, 2019	December 6-15, 2019

* For other important dates go to:
https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Nooshin Khobzi Rotondi	UA3060	905-721-8668 ext. 3543	nooshin.rotondi@uoit.ca
Office Hours: Mondays 4:00 PM to 4:50 PM (UA3060) Thursdays 5:30 PM to 6:20 PM (UA3060), or by appointment (please contact me directly using my faculty email: nooshin.rotondi@uoit.ca)			

Teaching Assistant Name	Office	Phone	Email
Lucas Martignetti			lucas.martignetti@uoit.net
Rachit Desai			rachit.desai@uoit.net
Beheshta Momand			beheshta.momand@uoit.net
Joel Dissanayake			joel.dissanayake@ontariotechu.net
Office Hours: By appointment (please contact the TAs directly using their emails listed above)			

3. Course Description

This course offers an introduction to critical appraisal skills in assessing evidence presented in health science, with a focus on real-life relevance. The application of statistical methods to the study of research questions will be explored in terms of both descriptive and inferential statistics. Topics to be included are: randomized experiments and observational studies, measurements, frequency distribution, measures of central tendency and variability, correlation and regression, sample survey, probability, confidence intervals construction and hypothesis testing.

4. Learning Outcomes

On the successful completion of the course, students will be able to:
- Understand the application of a variety of statistical methods to analyze real-world problems in the Health Sciences based on the principles of study design and data reporting
- Develop a fundamental understanding of parametric and nonparametric statistics
  - how the various standard statistical techniques / procedures / programmes are applied,
    - conditions under which they apply, and the
    - decisions and interpretations of each
- To organize and present data in meaningful formats that are easily understood or consumed by various audiences.
- To use statistical reasoning and probability theory to validate, analyze and interpret data obtained in the Health Sciences.
- To understand the differences between "statistical significance"; "decision" and "interpretation" based on the statistical evaluation and context of the acquired data.

*In reality, **Statistics** is a collection of methods for planning experiments or research, obtaining data; and then organizing, summarizing, and analyzing the collected raw data; followed by interpreting, and drawing conclusions and inferences; and finally presenting the data so as*
decisions may be made with reasonable assurance.

5. Course Design

The course is presented in a weekly format with a 3-hour lecture per week.

Lecture Notes will be posted on Blackboard prior to class. Students are expected to either print the lecture notes and bring them to class, or to view them on their laptops during class.

Recommended: You will need a non-programmable, non-graphing, scientific calculator. You are expected to bring the **calculator** to class.

Computer Software: The Statistical Package for the Social Sciences (SPSS) is available through Information Technology Services. You will need to ensure that you download the software to your laptop, if it is not already pre-installed. We will be using SPSS throughout the course. For Ontario Tech provided laptops, follow these software download instructions. If you have your own device, please follow these instructions on how to download software via the Ontario Tech Software Portal.

Tutorials: Will be held weekly for 1 hour (in-class delivery). Students will be required to complete a worksheet at each tutorial. Worksheets will be based on the previous week's lecture and will include problems to be completed by hand and by computer (SPSS). The problems will prepare students for upcoming tests, assignments and the final exam, thus it is **highly recommended** that you attend each tutorial and complete all the worksheets.

6. Outline of Topics in the Course

Week	Topic*	Notes
1	Introduction: Course Information, Populations/Samples, Descriptive/inferential statistics, Measurement scales, Study designs	Tutorials start week 2 (Tuesday, September 10, 2019)
2	Intro to SPSS, Describing and Exploring Data, Measures of Central Tendency	Tutorial 1
3	Measures of Variability, Box plots, Probability, Binomial Distribution, Review for Test #1	Tutorial 2
4	Article Review Normal Distribution and z-scores	Tutorial 3 Assignment 1 introduced **Test #1 at beginning of class**
5	Hypothesis Testing, p-values/confidence intervals, One Sample Inference (Z-test and t-test)	Tutorial 4
6	One Sample Inference (Z-test and t-test) cont., Two Sample Inference (unpaired and paired data)	Tutorial 5 **Assignment #1 Due**
7	**Fall Study Week (No classes)**	**Fall Study Week (No classes)**
8	Two Sample Inference (unpaired and paired data) cont., Non-parametric statistics	Tutorial 6
9	Analysis of Binary and Categorical Data (inference for proportions and chi-square test), Review for Test #2	Tutorial 7
10	How to critically appraise research articles, Reliability and validity, statistical significance vs. clinical importance	Tutorial 8 Assignment 2 introduced **Test #2 at beginning of class**
11	ANOVA	Tutorial 9
12	Correlation and regression	Tutorial 10 **Assignment #2 Due**
13	**Review for Final Exam**	Tutorial 11
Final exam period	**Final Exam**	
*Note: Lecture topics and weeks are approximate and are subject to change.		

7. **Required Texts/Readings**

There are **_no required_** textbooks for this course.

Suggested (optional) textbooks and resources:

Gravetter, F.J., & Wallnau, L.B. (2013). *Statistics for the Behavioral Sciences, 9th edition.* Belmont CA: Thomson-Wadsworth

Norman and Streiner (2014). Biostatistics, The Bare Essentials. People's Medical Publishing House – USA

https://www.bmj.com/about-bmj/resources-readers/publications/statistics-square-one

https://nool.uoit.ca/mathematics/index.php

http://davidmlane.com/hyperstat

Additional readings may be assigned or recommended during the course.

8. **Evaluation Method**

The course mark will be calculated as follows:

Tutorials (10 at 2% each):	20%
Assignment 1:	10%
Assignment 2:	10%
Test 1:	15%
Test 2:	15%
Final Exam:	30%

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. **Assignments and Tests**

Tutorials (10 x 2%):
Students will be graded for attendance and participation (completing the worksheets) in the tutorials for a grade of either 0 or 2% per tutorial. There are 11 tutorials, so you may miss 1 tutorial without penalty. However, **if you miss any additional tutorials the percentage allocated to those tutorials will be reweighed (e.g., added to the Final Exam).**

Assignments (2 x 10%):
Further details will be provided about the assignments as we move through the semester. The purpose of the assignments is to provide hands-on experience using statistical analysis techniques in SPSS as they pertain to the course material, as well as the application of critical appraisal skills in evaluating research articles. Students may discuss the assignments among themselves so long as they understand the material and **turn in their own work, in their own words.**

All assignments will be posted online (Blackboard) two weeks before the due date and are to be downloaded by the student. Students must submit assignments on the dates they are due through Blackboard.

Tests (2 x 15%) and Final Exam (30%):
All students registered for this course are required to write all tests and final exam at the scheduled dates and times. All tests and final exam will be closed-book. Students may supply their own _hand-written_ single 8½ x11 crib sheet (both sides) and a non-programmable, non-graphing, scientific calculator may be used. Laptops, tablets, cell phones or any other electronic devices will NOT be permitted.

Test 1 will test material covered since the beginning of term. Test 2 will test material covered since Test 1, plus core concepts from earlier in the course. The final exam will test all material covered to date; inclusive of lecture notes, tutorials and additional readings if so warranted. Further information will be provided at least one week prior to the scheduled examination.

Students are **not** allowed to share calculators or any other materials during exams.

See the Outline of Topics in the Course section (6) for dates of assignments and tests.

Missed Assignments or Tests:
Students who miss an assignment or a test for a legitimate reason must submit a valid documented explanation (such as a UOIT Medical Statement) to the Office of the Dean of Health Sciences **no later than three working days after the missed assignment/test date.**

Legitimate reasons include hospital stays, serious illness, family emergencies (illnesses, accidents or death), or similar circumstances. Examples of reasons that are NOT considered acceptable include (but not limited to): travel, vacations or special occasions, job-related scheduling conflicts, job interviews, attending a social or sporting event, got stuck in traffic or simply you overslept.

Missed assignments or tests without valid documentation will receive a grade of '0'. There will be no make-up assignments or tests. Students who miss an assignment or test for a valid reason will have their assignment or test grade component reweighed.

Missed Final Exam:
A student who has missed a final examination because of an incapacitating illness, severe family emergency or other compelling reason may apply for a deferred examination. A student needing to defer an examination must submit an Application for Deferred Final Examination to the faculty office, along with supporting documentation, no later than **three working days** after the scheduled examination date. Faculties will only grant deferred examinations where sufficient documentation is submitted by the student.

Where the application for deferral is based on incapacitating illness, the student must present a UOIT Medical Statement completed and signed by a duly licensed practitioner and dated no later than 24 hours after the examination date. Failure to provide a UOIT Medical Statement shall constitute grounds for the dismissal of an application under this section.

Faculties may also grant a deferred examination to a student who is scheduled to write and complete three examinations within a 24-hour period. In this case, the exam in the middle of the three is the one that will be considered for deferral. Scheduling is conducted in such a way as to minimize the instance of consecutive examinations for students.

Deferred examinations will normally be scheduled no later than the end of the first week of classes in the following semester. If a student who is granted an examination deferral does not write the exam on the scheduled deferred examination date, a grade of zero will be recorded for the final examination unless the student can demonstrate an incapacitating illness, severe family emergency or other compelling reason for a further deferral.

Other:
Please note that students have **one week** after the posting of test and assignment results to contact the course professor about marking concerns.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services

provided, you can visit the SAS website at
https://studentlife.uoit.ca/services/accessibility/index.php
Students may contact Student Accessibility Services by calling 905-721-3266, or
email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or
quizzes MUST register online using the SAS test/exam sign-up module, found
here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx.
Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days
before the date of the test.

Students must register for final exams by the registration deadline, which is
typically two (2) weeks prior to the start of the final examination period. SAS will
notify students of the registration deadline date.

13. Professional Conduct (if applicable)

N/A

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility
to maintain the integrity of the teaching and learning relationship. This relationship
is characterized by honesty, fairness and mutual respect for the aim and principles
of the pursuit of education. Academic misconduct impedes the activities of the
university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's
regulations on Academic Conduct which sets out the kinds of actions that
constitute academic misconduct, including plagiarism, copying or allowing one's
own work to copied, use of unauthorized aids in examinations and tests,
submitting work prepared in collaboration with another student when such
collaboration has not been authorized, among other academic offences. The
regulations also describe the procedures for dealing with allegations, and the
sanctions for any finding of academic misconduct, which can range from a
resubmission of work to a failing grade to permanent expulsion from the university.
A lack of familiarity with these regulations on academic conduct does not
constitute a defense against its application. This information can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at
https://studentlife.uoit.ca/services/academic-support/index.php

15. **Turnitin (if applicable)**

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

16. **Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination.

These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at
https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Dr. Caroline Barakat

FACULTY OF HEALTH SCIENCES
HLSC 3805U-003 – INTRODUCTIONTO EPIDEMIOLOGY (ONLINE)
Course outline for Fall 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
F	Core	Fully Online	Fully Online

Location	CRN #	Classes Start	Classes End	Final Exam Period
Oshawa North Campus	41212	September 5, 2019	December 4, 2019	December 6 – 15, 2019

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Caroline Barakat	UA 3026	905 721 2000 x2173	Caroline.barakat@uoit.ca
PLEASE SEND EMAILS TO THE ABOVE ADDRESS ONLY AND NOT TO BLACKBOARD. Office Hours: Wednesdays 2:00-3:00pm and by appointment.			

3. Course Description

This course offers an introduction to the fundamentals of epidemiology. The application of epidemiologic principles will be discussed using real-life examples and scientific literature in health science. Topics include historic development, basic concepts, key terminologies and health indicators, descriptive and analytic epidemiology, design strategies and statistical analysis in epidemiology. Other topics may be included if time permits.
Credit hours: 3
Prerequisites: HLSC 3800U (Critical Appraisal of Statistics in Health Science)

4. Learning Outcomes

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

1. Relate key events and people to the development of epidemiology through learning about the historical role and the changing emphasis of the discipline from its early days to the present time.

2. Understand basic epidemiologic language.

3. Describe the principles and methodologies used in epidemiology and epidemiological applications.

4. Differentiate between the various epidemiologic study designs and recognize the advantages and disadvantages of each study design, including overview of biases.

5. Apply basic epidemiological data analysis.

6. Critically evaluate epidemiological events and evidence for the relationship between factors and health-related outcomes.

7. Compute basic epidemiologic statistics.

5. Course Design

This course consists of 10 Modules. Students will have access to corresponding lectures, assigned readings, and a series of online activities. *Students are expected to view the lectures, perform the assigned readings, and undertake all course activities on a regular basis.*

Lectures intend to highlight theories, principles, and applications. The lectures will be delivered via video accessible on the course BlackBoard page. Students are able to view the lectures at any time / day through an internet connection.

Activities will be accessible for a 1-2 week period with weekly activities opening on the first Monday around 9am on a weekly basis and closing at 11:59pm on the specified days. PLEASE NOTE THAT ALTHOUGH MOST OF THESE GRADED ACTIVITIES ARE LABELLED AS 'TESTS' ON BLACKBOARD, THEY ARE NOT REAL TESTS OR QUIZZES, RATHER THEY ARE BRIEF CHECKPOINTS THAT ARE MEANT TO REINFORCE CONCEPTS COVERED IN LECTURES AND READING MATERIALS, AS WELL AS HELP STUDENTS ACHIEVE A HIGH LEVEL OF CRITICAL THINKING AND ENGAGEMENT. Activities constitute components of the learning experience, whereby students are encouraged to go beyond the presented course material and seek outside resources in order to complete certain tasks.

Group / team work may be required for course work.

The final exam will be scheduled in December 2019 (date and time TBA); A checklist of course activities for each module will also be available on Blackboard. Students are encouraged to go through each Module checklist at the completion of the corresponding tasks, before moving on to the next module.

6. Outline of Topics in the Course

Module	Module / Topic	Readings	Activity	Open Activity Period	Worth (%)
	Course Overview			Sep 9	
1	Foundational Concepts in Epidemiology	Merrill Ch. 1, 2	I	Sep 9 - 23	2.5
2	Understanding Health Outcomes	Merrill Ch. 3	II	Sep 16 - 30	2.5
3	Designing an epidemiological study I	Merrill Ch. 4 - 5	**Assignment 1 Due by 11:59pm on Oct 2**		10
Mid-term 1 (Tentatively opens at 9am on October 4 and closes at 1pm on October 5)					15
4	Descriptive Epidemiology and Health Indicators	Merrill Ch. 5, 6	III	Oct 7 - 21	2.5
Reading week					
5	Designing an epidemiological study II	Merrill Ch. 7 - 8	IV	Oct 21 - Nov 4	2.5
6	Epidemiology and Causal Inference	Merrill Ch. 9	V	Oct 28 – Nov 11	2.5
Mid-term 2 (Tentatively opens at 9am on November 7 and closes at 1pm on November 8)					15
7	Planning an Epidemiological Study	Merrill Ch. 10	VI	Nov 11 - 25	2.5
8	Investigating clusters	Merrill Ch. 10	**Assignment 2 Due by 11:59pm on Nov 20**		10
9	Chronic Disease Epidemiology	Merrill Ch. 11	VII	Nov 18 – Dec 2	2.5
10	Epidemiological statistics	Merrill Ch. 12	VIII	Nov 25 – Dec 5	2.5
Final Course Exam (30%) Date and Time TBA					

7. Required Textbook / Readings

Merrill R. (2017). Introduction to Epidemiology 7th edition. Jones & Bartlett Learning.
978 1 284 09435

Additional readings are assigned or recommended during the course.

8. Evaluation Method

There will be six main evaluative components for this course:

1. Course activities: There will be 8 graded course activities. Cumulatively they will constitute 20% of the course final grade.

2. Two assignments worth 10% each

3. Two mid-term evaluations: each worth 15%

4. Final exam – 30%

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9.   Assignments and Tests

See Outline of Topics (6) for dates of activities and course assessments.

All students must undertake weekly course activities. All students must also complete the course assignments, and mid-term and final course evaluations. Students who miss an activity or an evaluation must submit a valid documented explanation (such as a UOIT Medical Statement or accident report) to the Office of the Dean of Health Sciences. Missed activities or course evaluations without valid documentation will receive a grade of '0'. Students who miss an assignment for a valid reason will have their assignment grade component reweighed.

10. Accessibility

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite. Students taking courses on the Downtown Oshawa Campus Location can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct (if applicable)

It is expected that all students maintain academic honesty and will not cheat on assignments and examinations or plagiarize. Students are expected to review the sections on academic honesty outlined in the graduate calendar (https://shared.uoit.ca/shared/faculty/grad/assets/publications/Graduate-Calendar/UOIT_GraduateCalendar_2013_2014.pdf).

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

15. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Faculty of Health Sciences

Public Health I: HLSC 3820U Course Outline

By Professor Wally J. Bartfay, RN, PhD

<u>Phone</u>: 905-721-8668 ext. 2765

<u>E-Mail</u>: wally.bartfay@uoit.ca (Note: Please send your e-mails and/or questions to my primary UOIT address only and NOT to Blackboard).

<u>Office Location and Hours</u>: Room UA 3022 (Science building 3rd floor), Fridays 11:00 am to noon or by appointment.

<u>Course Location and Time</u>: Fridays 8:10 am to 11:00 am, University Pavilion (UP 150).

*NOTE: This is an important document and should be saved for future reference. It may be required for certification, credit transfer and/or employment. All students must be familiar with the policies and procedures as outlined by The University of Ontario Institute of Technology (UOIT) and the Faculty of Health Sciences.

COURSE DESCRIPTION:

Public health is a holistic and evidence-informed discipline that seeks to promote, maintain and/or restore the health and well-being of individuals, families, communities or entire populations over the lifespan through primary health care initiatives and interventions. This course introduces students to current public health theory, practice mandates and challenges facing public health care professionals in Canada. An overview of the 36 core competencies deemed essential for all health care professionals, as outlined by the Public Health Agency of Canada (PHAC, 2007) under the following 7 broad categories will be highlighted: (i) public health sciences; (ii) assessment and analysis; (iii) policy and program evaluation; (iv) implementation and evaluation; (v) partnership, collaboration, and advocacy; (vi) diversity and inclusiveness, and (vii) leadership. The course provides an overview of the primary health care approach in Canada which encompasses the following five types of health care: (i) Promotive; (ii) preventive; (iii) curative; (iv) rehabilitative, and (v) supportive/ palliative. The role of health care professionals in achieving the major goal of primary health care in Canada to build community capacity with the objective of achieving sustainable health and well-being through primary health care initiatives will be critically examined.

SPECIFIC LEARNING OUTCOMES/ OBJECTIVES

Students who successfully complete the course have reliably demonstrated the ability to:

- Distinguish between the five levels of prevention (primordial, primary, secondary, tertiary, quaternary) and apply associated public health approaches to illustrate and critically evaluate the effectiveness of various local, regional, national and international public health initiatives, health promotion programs, and/or policies;
- Critically examine physical, biochemical, socio-political, cultural, spiritual and environmental factors that can both negatively and positively affect individuals, families, groups or entire communities;
- Describe and examine the strengths and limitations of the 15 social determinants from a public health perspective;
- Describe the importance and critically examine local, regional, national and international communicable and non-communicable disease tracking and surveillance public health systems;
- Describe and apply various population-based measures of health burden and how they are utilized to examine the impact and effectiveness of public health initiatives and programs in Canada and globally;
- Describe the role of public health professionals and workers in maintaining, achieving, restoring and promoting health and well-being across the lifespan,

including vulnerable populations (e.g., Indigenous people, new immigrants, homeless, elderly);

- Critically examine and evaluate a variety of current and emerging public health issues and challenges facing Canadians across the lifespan in the new millennium, and
- Design and apply principles of public health theory and practice to plan for and/or address an actual or emerging public health concern in Canada.

CORE COMPETENCIES FOR PUBLIC HEALTH IN CANADA ADDRESSED IN THE COURSE PUBLIC HEALTH I: HLSC 3820U

Core Competencies	Competency Statements
1.0 Public Health Sciences	1.1, 1.2, 1.3, 1.4, 1.5
2.0 Assessment and Analysis	2.1, 2.2, 2.4, 2.5
3.0 Policy and Program Planning, Implementation, and Evaluation	3.1, 3.2, 3.6, 3.7
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.2, 4.3
5.0 Diversity and Inclusiveness	5.1, 5.2, 5.3
6.0 Communication	6.1, 6.2
7.0 Leadership	7.1, 7.2

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1.* Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

REQUIRED TEXTBOOK

Bartfay, W. J. & Bartfay, E. (2020). Public Health in Canada 2.0 (3nd edition). 4050 Westmark Drive, Dubuque, IA 52004: Kendall Hunt Publishing Company. ISBN: 978-1-7924-0923-3

See link for textbook: https://he.kendallhunt.com/product/public-health-canada-20
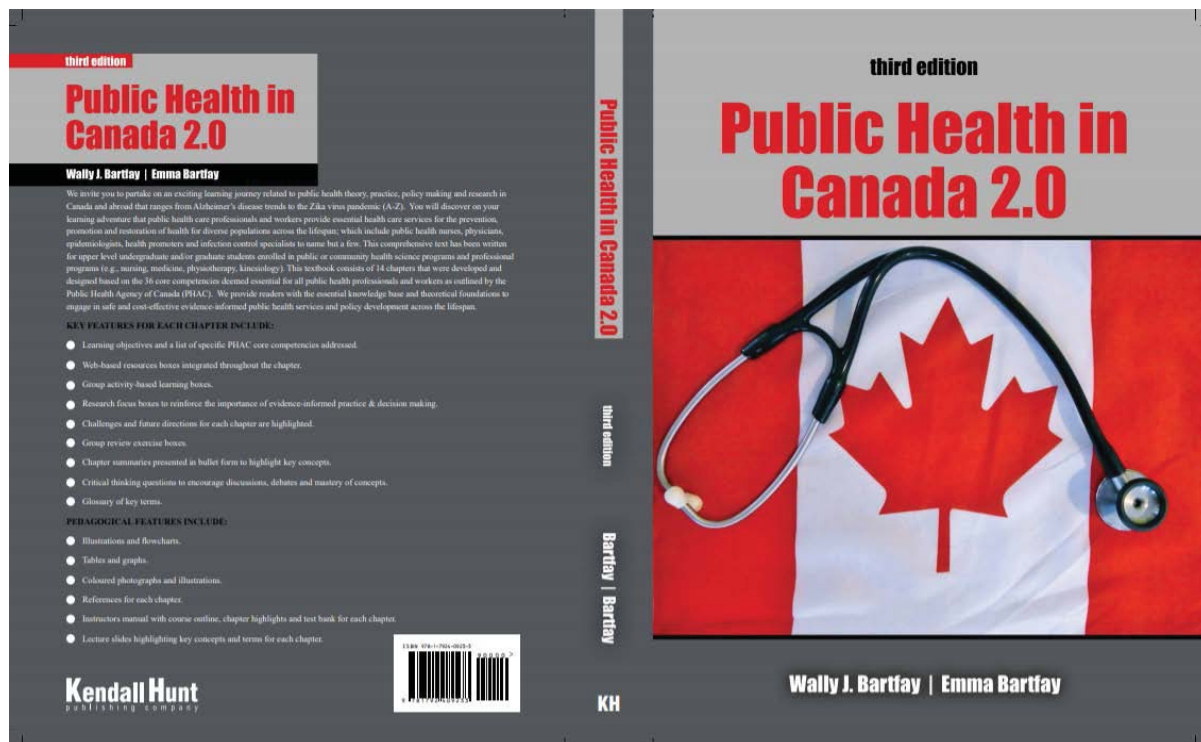
Note: The third edition is required for this course and is available in both hard copy and/or E-book versions. The 3rd edition contains updated information, vital statistics, case studies, and resource materials not contained in the first two editions of this textbook. If you are taking both HLSC 3820U and HLSC 3821U, it is highly recommended that you purchase the hard copy for cost savings purposes, given that the E-book version license expires after 1 year.

RECOMMENDED CAREER RESOURCE FOR PUBLIC HEALTH

Seltzer, B. (2016). 101 Careers in Public Health (2nd edition). Springer Publishing Company, APHA Press: New York. ISBN 978-0-8261-9598-2

EVALUATION PROCEDURES, DUE DATES AND
GRADE DISTRIBUTION SUMMARY TABLE

Critical Components	Due Dates*	Percentage (%) of Grade
Case Study I: Group Review Exercise "Shot of Confusion" Chapter 1	Jan 24	5%
Case Study II: Group Review Exercise "Sicko" Chapter 3	Feb 14	5%
Case Study III: Group Review Exercise "The Vaccine Wars" Chapter 7	March 20	5%
Mid-term Exam I	Feb 28	15%
Mid-term Exam II	March 27	15%
YouTube Public Health Video (15%) and Written Brief/ Technical Report (5%)	March 13	20%
Final exam (Note: includes all assigned readings, videos, podcasts, lectures and class discussions for the entire semester)	TBA	35%
Optional bonus assignments/ exercises (3 +total)	TBA in class only (1 mark each)	1% each
	Total	100% + 3 optional bonus

Note: Any changes to the above will be announced in class and/or on Blackboard.

GRADING SCHEME

Grade	Percentage	Grade points	Grade points description
A+	90-100	4.3	Excellent. Strong evidence of originality and independence of thought; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base; an outstanding ability to communicate.
A	85-89	4	
A-	80-84	3.7	
B+	77-79	3.3	Good. Substantial knowledge of subject matter; some evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; an ability to communicate clearly and fluently.
B	73-76	3	
B-	70-72	2.7	
C+	67-69	2.3	Adequate. Student is profiting from his/her university experience; an acceptable understanding of the subject matter; ability to develop solutions to simple problems in the material; some

ability to organize and analyze ideas; an ability to communicate adequately.

C	**60-66**	**2**	
D	**50-59**	**1**	**Marginal.** Some evidence that critical and analytic skills have been developed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate.
F	**0-49**	**0**	**Inadequate.** Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; an inability to communicate.

Marks	Grade	Marks	Grade	Marks	Grade
90 – 100	A+	77 – 79.9	B+	67 – 69.9	C+
85 – 89.9	A	73 – 76.9	B	60 – 66.9	C
80 – 84.9	A-	70 – 72.9	B-	50 – 59.9	D
				Below 50	F

CLASS SCHEDULE, REQUIRED READINGS
AND LEARNING ACTIVITIES

Dates	Lectures Topics, Required Readings and Class Preparation
Jan 10	**Introduction & Course overview** **Chapter 1: Foundations and Essential Concepts for Public Health** **Watch YouTube Video: This is public health mini-lecture 1: What is public health?** https://www.youtube.com/watch?v=haEEhIKFHG0&index=4&list=UU1JpTVSozqQgpbMExe1txqQ **Read news article: Getting the point: What Canadians need to understand about the flu shot (November 20, 2018).** https://news.ontariotechu.ca/archives/2018/11/getting-the-point-what-canadians-need-to-understand-about-the-flu-shot.php?utm_source=Social&utm_medium=Web&utm_campaign=news **Listen to Podcast: Don't believe the hype: You should still get your flu shots. Charles Adler Tonight Show (September 23, 2019).** https://omny.fm/shows/charles-adler-tonight/don-t-believe-the-hype-you-should-still-get-your-f?utm_source=weeklyReport&utm_medium=email&utm_campaign=20191001-Don%E2%80%99t-believe-the-hype:-You-should-still-get-your-flu-shots!-(Dr.-Wally-Bartfay-shares-expertise-on-Charles-Adler-Tonight-podcast) **(Hint: Take notes on these because materials/ concept will appear on exams)**
Jan 17	**Watch the following 2 YouTube Videos** **(i) This is public health mini-lecture 2: What is health promotion and the 5 levels of prevention?** https://www.youtube.com/watch?v=Q6w7IVV6En4&list=UU1JpTVSozqQgpbMExe1txqQ&index=3 **(ii) This is public health mini-lecture 3: The 15 social determinants of health** https://www.youtube.com/watch?v=RPMevVzptc0&list=UU1JpTVSozqQgpbMExe1txqQ&index=2

Jan 24 & 31	**Chapter 2: Understanding the concept of health: It's evolution and definitions** **Watch the following YouTube Video:** **(i) This is public health mini-lecture 5: Understanding the concept of health-It's evolution and definition** https://www.youtube.com/watch?v=l_K0VaHy06A&t=891s **Case Study I due Jan 24.**
Feb 7 & 14	**Chapter 3: Medicare in Canada: History and Current Challenges** **Research in Public Health: Basic concepts and procedures (RCTs and Field Investigations)** **Read the following 2 news articles:** **Transforming dementia care through technology: Ontario Tech University and Ontario Shores unveil new research partnership (October 28, 2019).** https://news.ontariotechu.ca/archives/2019/10/transforming-dementia-care-through-technology-ontario-tech-university-and-ontario-shores-unveil-new-research-partnership.php **Whitby Ontario Shores teams up with Ontario Tech on dementia research (November 4, 2019).** https://www.durhamregion.com/community-story/9673377-whitby-s-ontario-shores-teams-up-with-ontario-tech-on-dementia-research/?utm_source=weeklyreport&utm_medium=email&utm_campaign=20191119-whitby%27s-ontario-shores-teams-up-with-ontario-tech-on-dementia-research-(durhamregion.com-article) **(Hint: Take notes on these because materials/ concept will appear on exams)** **Case Study II due February 14**
Feb 17-23	**Family Day (Feb. 17th) and Winter Study Break (Feb 18 -23).** **No scheduled classes** **Review all required lectures, readings, podcasts and videos to date in preparation for Midterm I.** **Formally meet with group members to further discuss, plan and produce Public Health Video**

Feb 28	**Midterm 1**
March 6	**Chapter 4: Indigenous Health in Canada**
March 13	**Chapter 6: Epidemiology: Essential Concepts for Public Health** **See PBS documentary: Spillover: Zika, Ebola and Beyond** **https://www.youtube.com/watch?v=0dA-Ls9Iw24** **Public Health Video and Written Brief Due**
March 20	**Chapter 7: Human Responses to Disease, Illness and Sickness** **Case Study III due: See Group Review Exercise "The Vaccine Wars" Chapter 7**
March 27	**Midterm II** **(All new required readings, lectures and videos since Midterm I)**
April 3	**TBA**
April 5-17th	**Study break (April 5th) and Final Exam Period (April 6-17th).** **Date and Location of Final Exam TBA**

Note: **The class schedule, due dates for assignments, in class exams, presentations and/or required readings may change at the discretion of the professor.**

SPECIAL NEEDS STUDENT

- If you are a special needs student and require additional time for writing assignments, exams or other needs, please notify the professor of your specific needs with the appropriate supporting documentation during the first week of classes so that the appropriate arrangements to accommodate your learning needs can be arranged.

CLASS POLICY ON LATE ASSIGNMENTS, CLASS PROJECTS/ PRESENTATIONS AND/OR EXAMS

- **No supplemental examinations, projects, presentations and/or assignments will be offered for this course.**
- **ALL** required exams, projects, presentations and/or assignments must be satisfactorily completed in order to successfully complete the learning outcomes (objectives) for this course.
- All exams, assignments, projects and presentations remain the property of UOIT and will only be returned to the student(s) at the discretion of Dr. Bartfay.
- Anyone demonstrating dishonesty, plagiarism, cheating or unethical behaviour in relation to any aspect of this course will receive an F grade and will be dealt with in the severest manner allowed by university policy and the Faculty of Health Sciences.
- It is the responsibility of the student to inform Dr. Bartfay and the teaching assistant of any extenuating circumstances, which shall be examined on a case-to-case basis when necessary.
- **Note: Due dates for specific assignments, class projects/presentations and in class exams are provided to the student during the first week of classes. Students need to take accountability and responsibility to schedule their time to ensure that all required assignments, projects and/or in class exams are completed and prepared for well in advance of the due dates.**
- Late submissions of assignments, class projects/ presentations and/or exams, without the professor's prior written consent for documented legitimate reasons (e.g., medical reasons, death in family, must appear as a witness in a court of law or jury duty) will NOT be accepted and will receive a grade of "F". Inappropriate reasons for late submissions include inter alia: family vacations, other exams or assignments due on the same day, sporting events, and attendance at conferences.
- If for documented legitimate reasons only (e.g., death in the family, medical reasons, witness in a court of law or jury duty), a student cannot write the final exam on the assigned date, s/he must pick up a Deferred Standing

Agreement (DSA) form from the Faculty Office and present it to the Department within 7 days of the exam. A registered letter will be sent to you in advance confirming the results of your DSA and details of the exam you may be scheduled to write.

- Unless otherwise stated, all written assignments must be submitted as a hard copy (paper format) printed using a laser or high quality ink jet printer in class on the noted due date. Faxes, electronic copies, e-mail file attachments, compact disks, memory sticks, magnetic disk or other electronic file/data storage systems will NOT be accepted or opened due to the high number of computer viruses and worms present.

- <u>NOTE</u>**: For group written or oral assignments/ class projects and/or presentations, all members of the group shall receive the identical grade, irregardless of individual claims of intellectual input and/ or contributions made with the following two exceptions:**

(1) You have not made any intellectual contributions to the preparation of the public health YouTube video and/or group review exercise or class assignment and Dr. Bartfay has been formally notified by other students in your group in writing of this with attached signatures of the group members. In this case, you will receive a zero mark for the project regardless of what mark the project receives.

(2) In this case, Dr. Bartfay and/or the teaching assistant will leave it up to your group members to decide how many marks you should earn for the project if any, unless there is an acceptable reason with appropriate supporting documentation (e.g., surgery, death in family, required to be a witness in a court of law) for your absence and inability to complete an assignment, project and/or presentation (see UOIT specific policies and procedures for required documentation).

- Class seminars, lectures, workshops and/or presentations cannot be electronically recorded which includes videotaping, digital recordings, cell phones or other electronic or digital recording means, without the prior written consent of the lecturer, invited guest or presenters.

SPECIFIC DETAILS AND INSTRUCTIONS
FOR ASSIGNMENTS

Group Case Studies: (15% total)

- **Be sure to carefully number all your pages, questions and responses!**
- **Please STAPLE your assignment together or place it into a binder. Do not fold-up the corners and hand it in as such.**
- All exercises are to be done with 2 to 6 people maximum to stimulate critical thinking, discussions, consultations and/or debate.
- The assignments may be done with different individuals at your discretion and preference.
- Your responses should be justified and supported using additional peer-reviewed literature and/or credible sources (E.g., PHAC, CIHI, Statistics Canada, WHO).
- Please submit only one hardcopy for this assignment to Dr. Bartfay. Please ensure that you utilize Canadian/ UK spelling of all key terms and words for your presentation slides (e.g., fibre, colour, centre, behaviour, etc.).
- All assignments must be submitted on the specific due dates listed in class (see class schedule).
- No late assignments or substitutes will be accepted.
- These assignments must be type-written and no more than 6 pages in length, double spaced employing 12 point font Times New Roman excluding cover page, references and/or appendices.
- Please use Vancouver-style formatting for all assignments (latest version). Vancouver is a numbered referencing style commonly used in the health sciences internationally, and consists of citations to someone else's work in the text, document, slide or video, which is indicated by the use of a number, a sequentially numbered reference list at the end of the document, presentation or file which provides full details of the corresponding in-text reference. See https://michener.ca/students/library/referencing-writing-help/vancouverstyle/ and/or https://guides.lib.monash.edu/citing-referencing/vancouver
- Please submit only one hardcopy for these noted assignments to Dr. Bartfay.
- *Note: Electronic copies will not be accepted (Sorry, too many viruses, malware, spyware, and worms out-there and I won't open any attached electronic files sent).

YouTube Public Health Video Assignment: (15%)

- **Choose one of the following 3 topics:**
  - **(i) What exactly is public health?**
  - **(ii) What are the 5 levels of prevention?**
  - **(iii) What are the 15 social determinants of health?**

- The learning intent or objective of this assignment is to get you thinking about what public health actually is from a Canadian and global perspective as well.
- Although this assignment will use social media (i.e., YouTube) as the platform for engaging your target population or audience to convey your message, the knowledge, skills and proficiencies you will acquire are germane, transferable and applicable to other forms and applications for engaging in public health education, prevention and/ or promotion campaigns during your select career in public health.
- **This is a small group assignment comprised of between 3 to 6 individuals maximum. Note: No individually produced videos will be accepted. Public health professionals and workers do not work in silos, but in interdisciplinary teams. Hence, this assignment reflects the realties, nature, and practice norms of public health in Canada and globally.**
- You may use any software you wish for the production of this video (e.g., MS Moviemake, Filmora, etc).
- **Note: No drawings, animations and/or cartoon-type videos (e.g., Go Animate, PowToons) please!**
- The total length of the video posted to YouTube should be exactly 3 minutes in duration. Please note that video`s that are shorter or longer in duration will be penalized for failure to follow detailed written instructions and requirements. This is a critical component in public health, especially where budgets are also tight and time dependent with specific required objectives to be meet.
- Ensure that you have a clear title for your video, the course name and code, university, professor teaching the course, date of production at the beginning of the video, and properly cited and complete references and credits at the end.
- Not all students have to appear in the video per se, but all must have intellectual input into the process and/or production (e.g., someone to locate peer-reviewed articles, videographer, special effects person, narrator, producer, etc).
- Please ensure that the credits appear at the end of your video and also on the hardcopy report (see below).
- Clearly cite and note relevant published peer-reviewed reports, government policy statements (e.g., Health Canada, Public Health Agency of Canada, WHO, UNICEF, etc.) and/or peer-reviewed articles to support your viewpoints

(minimum of 5 credible websites (e.g., PHAC, CIHI, WHO) and 5 current {< 5 years} peer-reviewed articles). Please cite references according to **Vancouver-style format** (most recent version) in your video and on the hardcopy report handed-in to Dr. Bartfay.

- **Be careful not to use copyrighted, registered or trademarked materials (e.g., photo's, diagrams, video's, clip art, cartoons, etc) and be sure to acknowledge and give credit to all sources referenced.**

WRITTEN BRIEF/ TECHNICAL REPORT
FOR PUBLIC HEALTH VIDEO (5%)

- The group should provide Dr. Bartfay with a 3 to 4 pages maximum brief or technical outline (hardcopy only please and double-spaced) of your public health video and complete references (Vancouver style) cited.
- This brief/ technical report should provide a brief overview of your video with the following headings:
  - (i)   Aim and significance of public health video (1 mark);
  - (ii)   A brief overview of how the video was planned and executed. Note: You may include in the appendices e-mail correspondences, brain-storming session notes, minutes of meetings held, preliminary story-boards, etc to show your thought and production processes) (2 marks);
  - (iii)   A list and brief description of every person's intellectual input and contribution to the production of your public health video (e.g., researcher for statistics, story board developer, videographer, special effects person, video and sound editor, writer, director, producer, etc). (2 marks)
  - (iv)   Please provide a complete list of supporting references cited using Vancouver style, (e.g., recent CANADIAN statistics, trends, government reports, peer-reviewed articles, etc). (1 mark)
- **Please include the YouTube link for your video on the cover page**.
- **NOTE: Please cite and employ current (< 5 years) Canadian and/or global statistics (e.g., Statistics Canada, CIHI, PHAC, WHO) to support current issues, trends and/or examples cited in your video.**
- Creativity, originality, imagination, innovation and vision are all critical components for successfully marketing your message(s) to your target population for a variety of public health communications, forums and mediums.
- Employ a variety of current and relevant public health examples to highlight your message and reinforce critical concepts. Make sure to reference these appropriately also.
- **Post your video to YouTube prior to or on the due date for this noted assignment. (Don`t forget to provide the link for your video on the cover page of your written technical report for your video).**

- Most importantly, have **FUN** doing this assignment (how many views or hits did you get?)
- ***Note: If you public health video goes "viral" (≥ 10,000 views) by the due date, you will get 1 extra bonus mark!**

Marking Rubric for Public Health YouTube Video:

Grading Criteria	Percentage of grade
• Creativity, vision, originality and imagination • Insightfulness, innovation, inventiveness and resourcefulness • Viewer appeal and appropriateness for stated target Canadian population • Overall quality of video produced (audio & video, prompts used, special effects, etc.) • Logical sequencing of events, experiences and/or facts portrayed	5%
• Use of appropriate & relevant documents, policy statements and/or published articles • References cited are properly acknowledged within video and in credits at end of video (correct Vancouver-style format used) • **MINIMUM** of 5 credible websites and 5 current (within past 5 years) peer-reviewed articles properly employed and referenced • No typo's, incomplete or missing citations • Proper Canadian/ UK spelling of all terms (e.g., behaviour, colour, fibre, programme, etc). Note UOIT is a Canadian University, not an American one!	5%
• Video clearly provides a contemporary, clear and accurate description, account and understanding of chosen topic. • Up-to-date, clear, appropriate and relevant examples provided to reinforce definitions and/or key concepts highlighted in the video • Logical and clear organization of the key points in the video with introduction/ overview, main concepts or ideas and concluding summary remarks • Public health video within stated time line of 3 minutes total duration.	5%
Total: (Note: +1% bonus if video goes viral ≥ 10,000 views at due date)	**15%**

GENERAL EXAM POLICIES

All students registered in this course are required to write all the exams at the scheduled dates and times. You are only allowed to write the exams once and only in the specific section you are registered in.

Mid-term exams: (15% each, 30% total)
These 2 exams will comprise of multiple choice questions, fill-in-the-blanks (matching) and/or short-answer type written questions. The exact format will be announced in class one week prior to the exam. **All illegible responses and blanks will be deemed incorrect.**

Final Exam: (35%)
All students will write the final exam at the date and time scheduled by the university. The exact date and time for the final exam will be announced as soon as they become available. This exam will comprise of multiple choice questions, fill-in-the-blanks (matching) and/or short-answer type written questions. The exact format will be announced in class one week prior to the exam. **All illegible responses and blanks will be deemed incorrect.**

What you are allowed to bring to the all exams:
- UOIT student I.D.
- pens or pencils and sharpener
- highlighter marker
- reading glasses and/or magnifier glass
- an eraser
- a calculator
- a beverage (e.g., water, coffee, orange juice)
- You smile!

What you are NOT allowed to bring to the all exams:
- smart-phone, tablet, and/or other portable communication or electronic device
- any books
- any notes
- food items
- **PLEASE TURN-OFF YOUR CELL PHONES DURING EXAMS!**

Missed Exams

Students **MUST** write all exams during the scheduled dates and times. If you cannot write the exams on the assigned dates due to a valid reason, you must notify the professor and the student advisor with the written documentation (e.g., a doctor's

note) stating dates and reasons for your absence, according to UOIT policies and procedures regarding the time lines required to submit documentation(s).

Note: All documentation provided will be authenticated by the Faculty of Health Science student advisor. Acceptable reasons include hospital stays, serious illness, family emergencies (e.g., serious accidents, illness, death) or similar circumstances. Permission to write make-up exams will be assessed on a case-to-case basis. Arrangement – if allowed – must be made as soon as possible. The professor will establish the date and format for make-up exams, which may be different from the original exam.

For final exam deferral, it is your responsibility to check with the student advisor regarding the appropriate UOIT policies and regulations.

Examples of reasons that are <u>NOT</u> considered to be acceptable for missing a scheduled exam, assignment and/or class presentation include (but are not limited to): Travel, family vacations booked prior and/or special occasions, job-related scheduling conflicts and/or job interviews, attending conferences or workshops, attending social and/or sporting events, you overslept, you cannot find a parking spot on campus and/or you get stuck in traffic.

As the dates of exams are provided to you at the beginning of the term, it is your responsibility to ensure that you do not have any personal and/or work scheduling conflict(s) at the time of a scheduled exam, presentation and/or assignment. If a scheduled exam, presentation or assignment is missed without a valid documented and confirmed reason (see above), the student will receive a zero mark in all noted cases.

All exams and presentation materials and handouts remain the property of the University, and will not be released to students. If you wish to view your exam(s), please email me at **wally.bartfay@uoit.ca** or the course's teaching assistant to set-up an appointment at a mutually convenient time. In your email, please indicate your name, student number and reasons to view the exam script. You will only be allowed to view your own exam of the current academic year after the exam has been completed and marked. All viewing will take place in Dr. Bartfay's or the teaching assistant's office in their presence, and only one student may view his/her exam at a time.

Academic Conduct
(UOIT undergraduate Calendar section 15)

- Faculty members and students share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, integrity, truthfulness, authenticity, fairness, and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the University community, and is punishable by appropriate disciplinary action.

- The University and its members have the responsibility of providing an environment which does not facilitate the inadvertent commission of academic misconduct. Students and faculty should be made aware of the actions which constitute academic misconduct, the procedures for launching and resolving complaints, and the penalties for commission of acts of misconduct.

Academic Misconduct (UOIT POLICY):

Academic misconduct includes, but is not limited to:

- Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, and/or threatening others).

- Violation of safety regulations in a classroom, laboratory or other setting of learning.

- Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.

- Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.

- Plagiarism, which is the act of presenting the ideas, words, or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material.

- Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.

- Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.

- Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.
- Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.
- Faculty members are encouraged to pursue suspected cases of academic dishonesty with formal charges. Students should, however, review the Academic Honesty policy for themselves at: http://www.uoit.ca/calendar/

Grade Component Deadline (Academic Council Policy)

- The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first few weeks of classes.

Graded Feedback Rule (Academic Council Policy)

- Under normal circumstances, written evaluative feedback and at least one mark must be received by students in all courses prior to the final withdrawal date from a course, without receiving a grade.

*Note: We are partners in your learning journey in public health, please feel free to ask lots of questions in class and come see me in my office regarding your class assignments, presentations, exams or career ambitions in public health. I wish you all the best in your studies at UOIT!

Faculty of Health Sciences

Public Health II: HLSC 3821U Course Outline

By Professor Wally J. Bartfay, RN, PhD

PHONE: 905-721-8668 ext. 2765

E-MAIL: wally.bartfay@uoit.ca (Note: Please send e-mails and/or questions to my primary ONTARIO TECH UNIVERSITY address only and NOT to Blackboard)

OFFICE HOURS: Thursdays 10:00 to 10:30am or by appointment in UA 3022 (Science Building 3rd Floor)

COURSE LOCATION AND TIME: Thursdays 11:00 am to 2:00 pm in UA 2220

*NOTE: This is an important document and should be saved for future reference. It may be required for certification, credit transfer and/or employment. All students must be familiar with the undergraduate calendar, policies and procedures as outlined by The University of Ontario Institute of Technology (ONTARIO TECH UNIVERSITY) and the Faculty of Health Sciences.

Public Health II (HLSC 3821) course developed by Dr. Wally J. Bartfay July 25, 2013 and updated and last revised August 17, 2019. ©Wally J. Bartfay 2019.

## **OVERVIEW OF COURSE**

This course builds upon concepts and theories introduced in Public Health I (HLSC 3820U) and seeks to build and refine problem solving and critical analysis skills for public health planning, implementation and evaluation for evidence-informed primary health care initiatives to address a variety of current and emerging health care issues in Canada and abroad. Evidence-informed public health practice refers to the incorporation of observations and findings derived from research, public health care practice, clinical expertise, client preferences and other available resources to make informed decisions about public health care practice, and the delivery of safe and cost-effective primary health care services in Canada. The role of allied health care professionals and workers in achieving the major goal of public health in Canada to build community capacity to achieve sustainable health and well-being through primary health care initiatives will be critically examined. Topics include the role played by public health care professionals in meeting health care challenges facing Canadians such as childhood obesity, elderly and chronic diseases, Indigenous populations, the poor and homeless, outbreaks, epidemics and pandemics, emergency and disaster planning and responses, and occupational and environmental health.

LEARNING OUTCOMES/ OBJECTIVES

The specific learning outcomes/ objectives for each unit covered is detailed at the beginning of each of the chapters assigned to you in your textbook (see below). In addition, each chapter provides the reader with a detailed list of which of the specific 36 Core Competencies deemed essential for all public health workers and professionals by the Public Health Agency of Canada (2007). These competencies are also detailed at the beginning of each of the assigned chapters in your textbook.

REQUIRED TEXTBOOK

Bartfay, W. J. & Bartfay, E. (2018). <u>Public Health in Canada 2.0 (2nd edition).</u> 4050 Westmark Drive, Dubuque, IA 52004: Kendall Hunt Publishing Company. ISBN: 978-1-5249-5383-6. KHQ ISBN 978-1-5249-6506-8.

See link for textbook: <u>https://he.kendallhunt.com/product/public-health-canada-20</u>
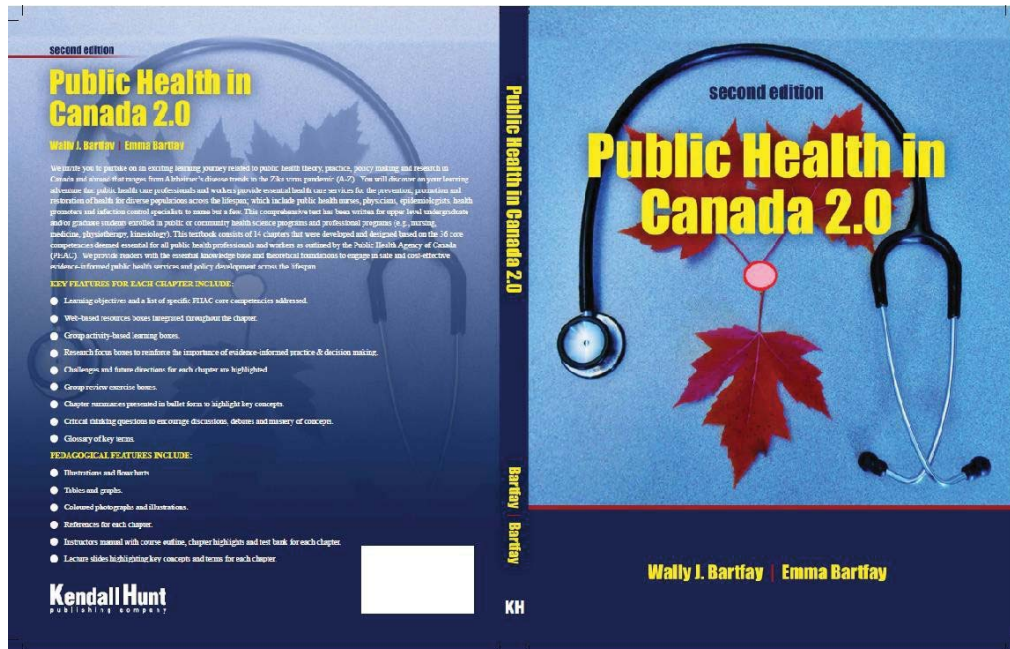
Note : The second edition is required for this course and is available in both hard copy and/or E-book versions. The 2nd edition contains updated information, vital statistics, case studies, and materials along with additional critical chapters not contained in the 1st edition of the textbook.

RECOMMENDED CAREER RESOURCE:

Seltzer, B. (2016). 101 Careers in Public Health (2nd edition). Springer Publishing Company, APHA Press: New York. ISBN 978-0-8261-9598-2

EVALUATION PROCEDURES, DUE DATES AND GRADE DISTRIBUTION

Important note: Marks are "not lost" per se, but earned! Hence, you don't begin with 100% with marks subsequently deducted, but with zero (0) and earn your marks accordingly.

Critical Components	Due Dates*	Percentage (%) of Grade
Mid-term Exam I Note: Students will have an opportunity to complete optional bonus questions on this exam based on assigned readings, class discussions and/or presentations.	Oct 3	15%
Mid-term Exam II Note: Students will have an opportunity to complete optional bonus questions on this exam based on assigned readings, class discussions and/or presentations.	Nov 7	15%
Written Brief for E-Health Promotion / Prevention Legacy Project due on date of formal oral presentation	Nov 21 (Groups 1-5) Nov 28 (Groups 6-10)	5%
Formal Oral Presentation of E-Health Promotion/ Prevention Legacy Project	Nov 21 (Groups 1-5) Nov 28 (Groups 6-10)	20%
3 Critical thinking public health case studies (5% each)	TBA	15%
Final exam **Includes all assigned readings, lectures and class discussions for the entire semester.** Note: Students will have an opportunity to complete optional bonus questions on this exam based on assigned readings, class discussions and/or presentations. Rescue and/or Incentive Clause: If you obtain a higher mark on your final exam, in comparison to all marks obtained to date, than your final exam will be your official mark obtained for the entire course. So study hard!!	TBA	30%
	Total =	100%

Important note: Marks are "not lost" per se, but are earned. Hence, you don't begin with 100% with marks deducted, but with zero (0) and earn your marks accordingly. Any changes to the above will be announced in class and/or posted on Blackboard (e.g., cancellations due to bad weather conditions).

GRADING SCHEME

Grade	Percentage	Grade points	Grade points description
A+	90-100	4.3	**Excellent/ outstanding/ exceptional.** Strong evidence of originality and critical thinking and synthesis of best available evidence; outstanding and exceptional organization; capacity to analyze and synthesize; superior grasp and mastery of subject matter with sound critical evaluations; evidence of extensive knowledge base; leadership skills, an outstanding ability to communicate effectively employing various mediums both alone and in group settings with peers.
A	85-89	4.0	**Exceedingly good**
A-	80-84	3.7	**Very good**
B+	77-79	3.3	**Good.** Substantial knowledge of subject matter; good evidence of organization and analytic ability; a moderate degree of originality and independence of thought; reasonable understanding of relevant issues; evidence of familiarity with literature; an ability to communicate clearly and fluently both alone and in group settings with peers.
B	73-76	3.0	**Substantial/ ample**
B-	70-72	2.7	**Sufficient/ adequate**
C+	67-69	2.3	**Adequate to suitable.** Student is profiting from their university experience; has an acceptable/ adequate/ fair understanding of the subject matter; ability to develop solutions to simple problems in the material; some ability to organize and analyze ideas; has some ability to communicate adequately using various mediums alone and in group settings with peers.
C	60-66	2.0	**Fair to reasonable**
D	50-59	1.0	**Marginal to poor.** Some but very limited evidence that critical and analytic skills have been developed or employed; rudimentary knowledge of the subject matter; significant weakness in the ability to communicate using a variety of mediums alone or in group settings.
F	0-49	0	**Inadequate and negligible.** Little evidence of even superficial preparation and/or understanding of subject matter and/or course outcomes/ learning objective meet; weakness in critical and analytic skills; limited or irrelevant use of literature; failure to complete required work; an inability to communicate effectively using a variety of mediums either alone or in group settings with peers.

Public Health II (HLSC 3821) course developed by Dr. Wally J. Bartfay July 25, 2013 and updated and last revised August 17, 2019. ©Wally J. Bartfay 2019.

CLASS SCHEDULE, REQUIRED READINGS AND LEARNING ACTIVITIES

Dates	Required Readings & Learning Activities
September 5	Course overview, evaluation methods, and expectations **Career Pathways in Public Health** See video by Government of Canada- "This is a Government Job" (April 23, 2016). Jobs at Health Canada and Public Health Agency of Canada. See link: https://www.canada.ca/en/health-canada/campaigns/jobs-health-canada-public-health-agency-canada.html
	Read Chapter 9: Global health: A primer Watch videos: *WHO's New Health Emergencies Program*. See link: https://www.youtube.com/watch?v=6UKw0otHFeE and Global News report by Maria Cheng and Janey Keaton (June 17, 2019 The Associated Press): WHO Declares Ebola Outbreak an International Public Health Emergency. See link: https://globalnews.ca/news/5510003/ebola-congo-emergency-who/
September 19	Read Chapter 10: Program planning and evaluation in public health Watch video: Program planning and evaluation. See link: https://www.youtube.com/watch?v=Sae5UMSOOVI
September 26	Read Chapter 11: Current and emerging mental health issues in Canada
October 3	**Mid-term I (15%)**
October 10	Read Chapter 12- Neurological disorders: A Growing public health Concern Watch video: Challenges faces patients with dementia. See link: https://www.youtube.com/watch?v=-iamhkElPhw
Oct 14 to 19	**Note: October 14 is Thanks Giving Day and Oct 15 to 19 is the Fall Study Break (No scheduled classes). Work on case study and E-health promotion legacy project with group members.**

October 24	Read Chapter 13-Major emerging and reemerging infectious diseases: A Canadian perspective Watch video by WHO (2019). Emergency Preparedness, Response. Visual reports from the "Anticipating emerging infectious diseases epidemics consultation". See link: https://www.who.int/csr/disease/anticipating_epidemics/ae-meeting-audiovisual/en/
October 31	Read Chapter 14-Major noncommunicable diseases: Current and future challenges See video by WHO (July 11, 2017). Investing in NCDs Prevention and Control Saves Lives and Money. See link: https://www.youtube.com/watch?v=UTSf09Huz70
November 7	**Mid-term II (15%)**
November 14	Independent group preparation and rehearsals for E-health promotion legacy projects. No class or lecture scheduled.
November 21	**Written brief and formal oral presentations due for E-health promotion legacy project Groups 1-5**
November 28	**Written brief and formal oral presentations due for E-health promotion legacy project Groups 6-10**
December 5	**Study Break Final Exams TBA**

Note: The class schedule, due dates for assignments, in class exams, presentations and/or required readings may change at the discretion of the professor.

SPECIAL NEEDS STUDENT

- **If you are a special needs student and require additional time for writing assignments, exams or other needs, please notify the professor of your specific needs with the appropriate supporting documentation during the first week of classes so that the appropriate arrangements to accommodate your learning needs can be arranged.**

CLASS POLICY ON LATE ASSIGNMENTS, CLASS PROJECTS/ PRESENTATIONS AND/OR EXAMS

- **No supplemental or alternative examinations, projects, presentations and/or assignments will be offered for this course.**
- **ALL required exams, projects, presentations and/or assignments must be satisfactorily completed in order to successfully complete the learning outcomes (objectives) for this course.**
- **All exams, assignments, projects and presentations remain the property of ONTARIO TECH UNIVERSITY and will only be returned to the student(s) at the discretion of Dr. W. J. Bartfay.**
- **Anyone demonstrating dishonesty, plagiarism, cheating or unethical behaviour in relation to any aspect of this course will receive an F grade and will be dealt with in the severest manner allowed by university policy and the Faculty of Health Sciences.**
- **It is the responsibility of the student to inform Dr. W. J. Bartfay and the teaching assistant of any extenuating circumstances, which shall be examined on a case-to-case basis when necessary.**
- **Note: Due dates for specific assignments, class projects/presentations and in class exams are provided to the student during the first week of classes. Students need to take accountability and responsibility to schedule their time to ensure that all required assignments, projects and/or in class exams are completed and prepared for well in advance of the due dates.**
- **Late submissions of assignments, class projects/ presentations and/or exams, without the professor's prior written consent for documented legitimate reasons (e.g., medical reasons, death in family, must appear as a witness in a court of law or jury duty) will NOT be accepted and will receive a grade of "F". Inappropriate reasons for late submissions include inter alia: family vacations, other exams or assignments due on the same day, sporting events, and attendance at conferences.**
- **If for documented legitimate reasons only (e.g., death in the family, medical reasons, witness in a court of law or jury duty), a student cannot write the final exam on the assigned date, s/he must pick up a Deferred Standing Agreement (DSA) form from the Faculty Office and present it to the Department within 7 days of the exam. A registered letter will be sent to you**

in advance confirming the results of your DSA and details of the exam you may be scheduled to write.

- Unless otherwise stated, all written assignments must be submitted as a hard copy (paper format) printed using a laser or high quality ink jet printer in class on the noted due date. Faxes, electronic copies, e-mail file attachments, compact disks, memory sticks, magnetic disk or other electronic file/data storage systems will NOT be accepted or opened due to the high number of computer viruses, malware, spyware and worms present.

- **NOTE: For all group written and/or oral assignments/ class projects and/or presentations, all members of the group shall receive the identical grade, regardless of individual claims of intellectual input and/ or contributions made with the following two exceptions:**

(1) You have not made any intellectual contributions to the preparation of the public health YouTube video and/or group review exercise or class assignment and Dr. Bartfay has been formally notified by other students in your group in writing of this with attached signatures of the group members. In this case, you will receive a zero mark for the project regardless of what mark the project receives.

(2) In this case, Dr. Bartfay and/or the teaching assistant will leave it up to your group members to decide how many marks you should earn for the project if any, unless there is an acceptable reason with appropriate supporting documentation (e.g., surgery, death in family, required to be a witness in a court of law) for your absence and inability to complete an assignment, project and/or presentation (see ONTARIO TECH UNIVERSITY specific policies and procedures for required documentation).

- Class seminars, lectures, workshops and/or presentations cannot be electronically recorded which includes videotaping, digital recordings, cell phones or other electronic or digital recording means, without the prior written consent of the lecturer, invited guest or presenters.

SPECIFIC DETAILS AND INSTRUCTIONS FOR ASSIGNMENTS

Optional Bonus Assignments worth 1.0% maximum each

- These bonus assignment(s) may be done alone or in a group of 2 to 6 individual's total.
- **All bonus assignments must be submitted in class on the specific due dates announced in class and/or on Blackboard. Some bonus assignments may only be completed as in-class exercises, so students are strongly encouraged to attend all scheduled classes.**
- No late assignments or substitutes will be accepted.
- Written bonus assignments must be type-written, double-spaced employing 12 point Times New Roman font and no more than 5 pages in length excluding cover page, references and/or appendices. In addition, certain class-based bonus assignments may be oral in nature and/ or require discussions or debates.
- For written assignments, please submit only one hardcopy of these assignments to Dr. W. J. Bartfay.
- Please, clearly number all pages and questions.
- *Note: Electronic copies will not be accepted (Sorry, too many viruses, spyware, malware and worms out-there so Dr. Bartfay will not open any attached electronic or digital files sent).

Case Studies (3 total worth 5% each)

- These assignment(s) must be done in groups of 2 to 6 individual's total.
- All case study assignments must be submitted in class on the specific due dates announced in class and/or on Blackboard.
- No late assignments or substitutes will be accepted.
- These assignments must be type-written, double-spaced employing 12 point Times New Roman font and no more than 5 pages in length excluding cover page, references and/or appendices.
- Please submit only one hardcopy of these assignments to Dr. W. J. Bartfay.
- Please, clearly number all pages and questions.
- *Note: Electronic copies will not be accepted (Sorry, too many viruses, spyware, malware and worms out-there so Dr. W. J. Bartfay will not open any attached electronic or digital files sent).

E-HALTH PROMOTION/ PREVENTION LEGACY PROJECTS

- The learning intent or objective of this assignment is to mimic a real work and practice situation in public health where you are required to develop, and formally present an oral and written proposal for an E-health promotion/prevention project to your employer (e.g., Durham Public Health, MOHLCT, PHAC, CIHI, Health Canada, Environment Canada, WHO, etc.) and/or stakeholders in a community setting.

- In typical workplace and practice environments, public health professionals and workers are required to **work in teams** and prepare both an oral and formal written public health brief that will be presented to supervisors, public health officials, ministries of health (i.e., federal, provincial/ territorial), government officials and/or allied public health care professionals for consideration.

- Indeed, public health is a **multidisciplinary art and science** and this project will permit you to work with individuals with diverse professional, educational and work experiences.

- Moreover, the learning intent or objective of this assignment is also to get you thinking about how you can formally apply theory and engage in evidence-informed public health practice and decision making related to a current and/or emerging public health issue or challenge in Canada.

- Specifically, you will be required to demonstrate knowledge and expertise on your proposed E-health promotion/ prevention project and be able to defend why it is critical in terms of advancing evidence-informed practice by allied public health care professionals and workers, and all identified stakeholders concerned.

- For both your written brief and formal oral presentation, you will be required to form a working group with approximately 4 to 8 other students in your class. There will be approximately 10 working group topics to choose from depending on the number of students enrolled in each class.

- Sign-up for topics (see below list) will occur during the first week of lectures on a first-come-first-serve basis.

- You are expected to research your area and find relevant peer-reviewed articles and other sources (e.g., websites for PHAC, CIHI, Statistics Canada, WHO) for both your oral public health action presentation and written brief **(at least 15 minimum).**

- **Be extremely careful not to use copyrighted, registered or trademarked materials (e.g., photos, statistical figures, maps, drawings, video clips) and be sure to acknowledge and give credit to all sources referenced.**

- Specifically, this assignment seeks to provide you with an opportunity to engage in developing a specific E-health promotion /prevention **YouTube video** that you will produce and post. Hence, it is hoped that this learning experience will extend and have impact beyond the 4 walls of the classroom by extending into the global community for years to come! Hence, the term "legacy project".

- E-health is a relatively new term employed since 1999 which incorporates all electronic and digital Internet-based health promotion and prevention mediums (e.g., telehealth, M-health for smartphones, health related interactive websites, etc). See for examples:

http://users.clas.ufl.edu/msscha/Readings/ehealth_promotion.pdf ; and/or http://www.jmir.org/2001/2/e20/ , http://www.usfhealthonline.com/resources/key-concepts/what-is-e-health/

And/or   http://www.researchprotocols.org/2015/1/e29/   for more information related to the growth and use of E-health globally.

- The presentation of your work in class to your classmates seeks to mimic a formal and highly polished presentation of your work for feedback, consultation and/or approval by public health care agency officials, policy makers, government representatives, and/or community stakeholders. You will also be given an opportunity to engage in health education via a mini-lecture to your peers (detailed below).

- The total length of the video posted to YouTube should be actually **3 minutes maximum in duration**. Please note that video`s that are shorter or longer in duration will be penalized for failure to follow instructions. This is a critical component in public health, especially where budgets are also tight and time dependent.

- This public health video and presentation may be done in small groups comprised of 4 students minimum to 8 students maximum. **No individually produced videos and/or presentations will be accepted. Please note that health care professionals and workers do not work in silos in public health, but in multidisciplinary teams! Hence, this is critical group learning and work experience that mimic's public health workforce and practice norms and expectations in Canada and globally. You are encouraged to meet in person, but may also choose to meet via other electronic or digital means (e.g., Skype, What's app, Google Meet, etc).**

- Not all students have to appear in the video per se, but all must have intellectual input into the process and/or production (e.g., someone to locate peer-reviewed articles, videographer, special effects person, narrator, producer, etc).

- If you do not wish to appear in the video, you may use cartoons, drawings, puppets, etc as desired. Please ensure that the credits appear at the end of your video and also on the written reports and oral presentation slides submitted (detailed below).

- In addition, please ensure that you have a clear title for your E-health promotion/ prevention video, the Course Name (Public Health II- HLSC 3821U), instructor, institution (i.e., ONTARIO TECH UNIVERSITY), year of production, credits and all references/ sources properly cited.

- You may choose to employ any video editing software that you wish (e.g., OpenShot, ScreenOMatic, Bandicam, etc).

- Creativity, originality, imagination, innovation and vision are all critical components for successfully marketing your message(s) to your target population for a variety of E-health communications, forums and mediums.

- For example, see following link for Cyberbullying video produced by students in a former class by Dr. Bartfay, as an example (over 1 million + views as of August, 2019) **https://www.youtube.com/watch?v=jNdBmjUvzEU**

- You are strongly encouraged to consult with Dr. W. J. Bartfay for additional guidance, feedback and support. Most importantly, have **FUN** doing this assignment.

I. Oral presentation component

- A printed hardcopy of your MS PowerPoint™ including all references/ sources cited is due at the time of your presentation and should be handed to the class instructor for your student files and critical review. In addition, please provide the YouTube link for your 3 minute E-health promotion/ prevention video with the hardcopy of your slides.
- Please use Vancouver-style formatting for all assignments (latest version). Vancouver is a numbered referencing style commonly used in the health sciences internationally, and consists of citations to someone else's work in the text, document, slide or video, which is indicated by the use of a number, a sequentially numbered reference list at the end of the document, presentation or file which provides full details of the corresponding in-text reference (See https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/library/public/vancouver.pdf OR http://guides.lib.monash.edu/citing-referencing/vancouver)
- Please submit only one hardcopy for this assignment to Dr. Bartfay. Please ensure that you utilize Canadian/ UK spelling of all key terms and words for your presentation slides (e.g., fibre, colour, centre, behaviour, etc.).
- *Note: Electronic copies will not be accepted (Sorry, too many viruses, malware, spyware, and worms out-there and I won't open any attached electronic files sent).
- The oral presentation of your public health action brief should be **14 to 15 minutes maximum** in duration, which includes the formal showing of your E- health promotion/ prevention YouTube video (**exactly 3 minutes in duration**) to your classmates. Please note that your YouTube video and presentation will be carefully timed.
- In addition, you should answer and/or address all of the following critical components in the form of a slide presentation:

  (a) What is the background rationale and significance for your proposed E-health public health promotion/ prevention program? In addition, provide current Canadian and/or global statistics and trends (e.g., aging population trends and associated chronic diseases) to justify the need for your E-health promotion/ prevention video.

  (b) What are your specific short term, medium term and/or long term public health aims or goals? (See Chapter 10, SMART method as a guide).

  (c) What are your specific action plans and time lines (provide detailed Gantt Chart) for completion and your detailed evaluation criteria? (See Chapter 10 for Sample Gantt Chart).

  (d) Describe which specific health promotion and/or level(s) of prevention your video addresses. Justify your choices and actions for these.

  (e) How will you assess/ determine the public health impact factor (e.g., track incidence, prevalence, morbidity, mortality statistics in your community or

region, number of hits/ views to your E-health video, enrollment trends in community-based rehab programs, etc.)?

(f) What are the implications for public health practice?

(g) Correctly cite references/ sources employed on your presentation slides (e.g., Statistics Canada aging trends and associated chronic diseases). In addition, provide a complete list of references/ sources cited in your PowerPoint presentation on the end.

MARKING RUBRIC FOR ORAL PRESENTATION OF YOUR E-HEALTH PROMOTION / PREVENTION VIDEO

Criteria	Percentage (%) of grade
- **Background rationale & public health significance clear & supported with appropriate current peer-reviewed references/ sources and/or statistics (15 minimum cited)** - **Public health aims or goals are clear and realistic in nature.** -**Clear description of which specific health promotion and/or level(s) of prevention your video addresses. Justification of choices and actions are clear, logical and realistic in nature.**	**5%**
-**Time lines (including detailed Gantt chart) for completion/ assessments clear and realistic in nature** -**Assessment of the public health impact factor clear, logical and realistic in nature given** -**Potential implications for public health practice described and addressed in presentation**	**5%**
-**Creativity, professional presentation skill, mastery and knowledge of topic (e.g., not reading directly off notes or slides)**	**5%**
-**Evidence of preparation, rehearsal apparent and presentation within defined time limits (14-15 minutes maximum)** -**YouTube video is exactly 3 mins in duration.** -**Logical organization and presentation of content** -**Canadian/ UK spelling utilized in presentation for key terms/ words (e.g., fibre, colour, behaviour, centre) & no typo's noted on slides**	**5%**
Total =	**20%**

(ii)   Written report: E-health promotion/ prevention brief

- **Note: The written brief is due on the same date as your oral presentation.**
- Please ensure that you utilize Canadian/ UK spelling of all key terms and words in your brief (e.g., fibre, colour, centre, behaviour, etc.). Use Times New Roman 12 font only.
- The cover page should contain a clear title that describes your target population (e.g., school-age children; homeless; elderly; Indigenous populations, etc.), and your proposed health promotion/ prevention program in a clear and concise manner.
- The abstract may be structured in nature (i.e., with headings), and should be between 250 to 300 words maximum total (please include word count at bottom of this page)
- Please use Vancouver-style formatting for all assignments (latest version). Vancouver is a numbered referencing style commonly used in the health sciences internationally, and consists of citations to someone else's work in the text, document, slide or video, which is indicated by the use of a number, a sequentially numbered reference list at the end of the document, presentation or file which provides full details of the corresponding in-text reference (See https://www.imperial.ac.uk/media/imperial-college/administration-and-support- services/library/public/vancouver.pdf OR http://guides.lib.monash.edu/citing- referencing/vancouver)
- Please submit only one hardcopy of this written brief to Dr. Bartfay per group.
- *Note: Electronic copies will not be accepted (Sorry, too many viruses, malware, spyware, and worms out-there and I won't open any attached electronic files sent).
- The written brief should be **4 to 5 pages maximum** (double-spaced) in length with at least **1 inch margins** all around, excluding the cover page, abstract page, references and appendices containing additional materials (e.g., Gantt chart, flowcharts for summary interventions, etc.) and should clearly address and/or include the following sections:

  (a) What is the background rationale and significance for your proposed E-health promotion/ prevention program? In addition, provide current Canadian and/or global statistics and trends (e.g., aging population trends and associated chronic diseases) to justify the need for your proposed health promotion/ prevention program.
  (b) What are your specific short term, medium term and/or long term public health aims or goals? (See Chapter 10, SMART method as a guide). **(Note may place in appendices to save space in brief)**
  (c) What are your specific action plans and time lines (provide detailed Gantt
  (d) Chart) for completion and your detailed evaluation criteria? (See Chapter 10 for Sample Gantt Chart). **(Note may place in appendices to save space in brief)**
  (e) Describe which specific health promotion and/or level(s) of prevention your video addresses. Justify your choices and actions for these.

(f) How will you assess/ determine the public health impact factor (e.g., track incidence, prevalence, morbidity, mortality statistics in your community or region, number of hits/ views to your E-health video, enrollment trends in community-based rehab programs, etc.)?

(g) What are the implications for public health practice?

(h) Correctly cite all references /sources within the body of the brief (e.g., Statistics Canada aging trends and associated chronic diseases). In addition, provide a complete list of references/ sources, which should appear by convention before the appendices at the end of the brief.

MARKING RUBIC FOR WRITTEN
HEALTH PROMOTION/ PREVENTION PROGRAM BRIEF

Criteria	Percentage (%) of grade
-Background rationale & public health significance clear & supported with appropriate current peer-reviewed references/ sources and/or statistics (15 minimum cited) - Public health aims or goals are clear and realistic in nature. -Clear description of which specific health promotion and/or level(s) of prevention your video addresses. Justification of choices and actions are clear, logical and realistic in nature. -Time lines (including detailed Gantt chart) for completion/ assessments clear and realistic in nature (Note: May put in appendix to save space) -Assessment of the public health impact factor clear, logical and realistic in nature given -Potential implications for public health practice described and addressed in presentation	2.5%
-- Proper formatting and referencing employed throughout written brief -Page length 4-5 pages (excluding cover page, abstract, references & attached appendices such as Gantt chart) -Use of at least 15 references and sources properly cited -Abstract (structured) is between 250 and 300 words total -Logical organization and presentation of content in written brief - Canadian/ UK spelling utilized in presentation of key terms/ words (e.g., fibre, colour, behaviour, centre) & no typo's	2.5 %
Total =	5%

SELECT APPROVED CURRENT TOPICS FOR YOUR HEALTH PROMOTION/PREVENTION PROGRAM PROJECT

- **Topic 1: Dispelling public myths and misconceptions related to the safety of vaccines for infants and children by homeopathic practitioners.**

- **Topic 2: Cyber-bullying, sexting and associated mental health issues in Canadian youth.**

- **Topic 3: Antimicrobial resistance: A growing public health challenge in Canada and globally.**

- **Topic 4: Why Ebola is a public health challenge in Africa?**

- **Topic 5: Examining the benefits of music therapy as a non-pharmacological intervention for the management of clients with Alzheimer's disease and dementia.**

- **Topic 6: Sugary drink consumption in Canadian youth, and their link to obesity and the development of chronic diseases in adults.**

- **Topic 7: Recognition and prevention of Lyme Disease in Canada.**

- **Topic 8: Use of robotic pets for the management of clients with Alzheimer's Disease and other forms of dementia.**

- **Topic 9: Myths surrounding the safety and health risks of electronic cigarettes (aka vaporizer cigarettes or vape pens) sold in Canada and why youth are being targeted by big tobacco companies.**

- **Topic 10: "Nomophobia" and smartphone dependence and addictions: A growing mental health crisis?**

EXAMS

All students registered in this course are required to write all the exams at the scheduled dates and times. You are only allowed to write the exams once and only in the specific section you are registered in.

Mid-term exams: (15% each - worth 30% total)
This exam will comprise of multiple choice questions, fill-in-the-blanks (matching) and/or short-answer type written questions. The exact format will be announced in class one week prior to the exam. **All illegible responses and blanks will be deemed incorrect.**

Final Exam: (30%)
All students will write the final exam at the date and time scheduled by the university. The exact date and time for the final exam will be announced as soon as they become available. This exam will comprise of multiple choice questions, fill-in-the-blanks (matching) and/or short-answer type written questions. The exact format will be announced in class one week prior to the exam. **All illegible responses and blanks will be deemed incorrect.**

What you are allowed to bring to the all exams:
- current Ontario Tech University student I.D.
- pens or pencils and sharpener
- highlighter marker
- reading glasses and/or magnifier glass
- an eraser
- a calculator
- a beverage (e.g., water, coffee, orange juice)
- a smile and positive attitude ☺c

What you are NOT allowed to bring to the all exams:
- cell or smart-phones, i-Phone/Pad, tablet, computer, notebook, pager, or other portable communication or electronic/ digital device, camera
- any books
- tobacco and/or cannabis related products
- any notes
- food items
- alcohol (ETOH)

Missed Exams

Students **MUST** write all exams during the scheduled dates and times. If you cannot write the exams on the assigned dates due to a valid reason, you must notify the professor and the student advisor with the written documentation (e.g., a doctor's note) stating dates and reasons for your absence, according to **ONTARIO TECH UNIVERSITY**

policies and procedures regarding the time lines required to submit documentation(s).

Note: All documentation provided will be authenticated by the Faculty of Health Science student advisor. Acceptable reasons include hospital stays, serious illness, family emergencies (e.g., serious accidents, illnesses, death) or similar circumstances. Permission to write make-up exams will be assessed on a case-to-case basis. Arrangement – **if allowed** – must be made as soon as possible. The professor will establish the date and format for make-up exams, which may be different from the original exam.

For final exam deferral, it is your responsibility to check with the student advisor regarding the appropriate ONTARIO TECH UNIVERSITY policies and regulations.

Examples of reasons that are **NOT** considered to be acceptable for missing a scheduled exam, assignment and/or class presentation include (but are not limited to): Travel, family vacations booked prior and/or special occasions, job-related scheduling conflicts and/or job interviews, attending conferences or workshops, attending social and/or sporting events, you overslept, you cannot find a parking spot on campus and/or you get stuck in traffic.

As the dates of exams are provided to you at the beginning of the term, it is your responsibility to ensure that you do not have any personal and/or work scheduling conflict(s) at the time of a scheduled exam, presentation and/or assignment. If a scheduled exam, presentation or assignment is missed without a valid documented and confirmed reason (see above), the student will receive a zero mark in all noted cases.

All exams and presentation materials and handouts remain the property of the University, and will not be released to students. If you wish to view your exam(s), please email me at **wally.bartfay@Ontario Tech University.ca** or the course's teaching assistant to set-up an appointment at a mutually convenient time or see me during office hours. You will only be allowed to view your own exam of the current academic year after the exam has been completed and marked.

Academic Conduct (ONTARIO TECH UNIVERSITY undergraduate Calendar section 15)

- **Faculty members and students share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, integrity, truthfulness, authenticity, fairness, and mutual respect for the aims and principles of the pursuit of education. Academic misconduct impedes the activities of the University community, and is punishable by appropriate disciplinary action.**

- **The University and its members have the responsibility of providing an environment which does not facilitate the inadvertent commission of academic misconduct. Students and faculty should be made aware of the actions which constitute academic misconduct, the procedures for launching and resolving complaints, and the penalties for commission of acts of misconduct.**

Academic Misconduct (ONTARIO TECH UNIVERSITY POLICY):

Academic misconduct includes, but is not limited to:

- **Unreasonable infringement on the freedom of other members of the academic community (e.g., disrupting classes or examinations, harassing, intimidating, and/or threatening others).**

- **Violation of safety regulations in a classroom, laboratory or other setting of learning.**

- **Cheating on examinations, assignments, reports, or other work used to evaluate student performance. Cheating includes copying from another student's work or allowing one's own work to be copied, submitting another person's work as one's own, fabrication of data, consultation with an unauthorized person during an examination, or use of unauthorized aids.**

- **Impersonating another student or allowing oneself to be impersonated for purposes of taking examinations, or carrying out laboratory or other assignments.**

- **Plagiarism, which is the act of presenting the ideas, words, or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material.**

- **Obtaining by improper means examination papers, tests, or similar materials; use or distribution of such materials to others.**

- **Falsifying academic records, including tests and examinations, or submitting false credentials for purpose of gaining admission to a program or course, or for any other purpose.**

- **Misrepresentation of facts, whether written or oral, which may have an effect on academic evaluation. This includes making fraudulent health claims, obtaining medical or other certificates under false pretenses, or altering certificates for the purposes of misrepresentation.**

- **Submission of work when a major portion has been previously submitted or is being submitted for another course, without the express permission of all instructors involved.**

- **Faculty members are encouraged to pursue suspected cases of academic dishonesty with formal charges. Students should, however, review the Academic Honesty policy for themselves at: http://www.Ontario Tech University.ca/calendar/**

Grade Component Deadline (Academic Council Policy)

- **The course assignment structure and grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) must be announced, and be available in writing, to students within the first few weeks of classes.**

Graded Feedback Rule (Academic Council Policy)

- **Under normal circumstances, written evaluative feedback and at least one mark must be received by students in all courses prior to the final withdrawal date from a course, without receiving a grade.**

*Note: We are partners in your learning journey in public health, please feel free to ask lots of questions in class and come see me in my office regarding your class assignments, presentations, exams or career ambitions in public health. I wish you all the best in your studies at ONTARIO TECH UNIVERSITY!

Faculty of Health Sciences

HLSC 3823

Health & Indigenous Peoples in Canada

Instructor Information

Instructor: Serene Kerpan, PhD.
Office: UA 2031
Office Hours: By appointment
Email: serene.kerpan@uoit.ca
Email policy: I will *try* to respond to emails within 48 hours.
Please include " HLSC 3823" at the beginning of the subject line for all emails
For example, " HLSC 3823– Question about mid-term exam"

Course Description

This course offers an introduction to Indigenous Health in Canada. Topics include historic practices of health and epidemiological status across, pre-European contact, early European contact, and postmodern contact. The health status of Indigenous peoples in Canada will be discussed through the lens of social and political determinants of health. The course will also focus on promising health promotion and research practices with Indigenous communities. The intersection of Indigenous knowledge and Western knowledge will be explored through learning about worldview and cultural practices. This course will also encourage learners to critically appraise colonial practices along with power, privilege, and racism. The course will culminate with an examination of the findings from the Truth and Reconciliation Commission of Canada.

Prerequisite

HLSC 1811U or HLSC 1812U, HLSC 2802U and cumulative credits of 60 or more course credits OR NURS 2700U and NURS 2701U

Course Readings

Required text:

- Waldram, J. B., Herring, D. A., & Young, T. K. (2006). Aboriginal health in Canada: Historical, cultural and epidemiological perspectives (2nd edition). Toronto: University of Toronto Press.
- Other online readings will be assigned throughout the term, with appropriate links and access being provided.

Learning Objectives

1. Describe the terminology used to describe Indigenous Peoples in Canada.
2. Describe the health experiences of Indigenous Peoples from pre-contact to the 21st century.
3. Identify the cultural, ethical and political issues of Indigenous health in Canada.
4. Describe the purpose of colonial practices (such as residential schools) in Canada and their impact on the health of Indigenous Peoples.
5. Identify the determinants of health for Indigenous Peoples.
6. Describe how cultural continuity can enhance the health of Indigenous communities.
7. Identify health governance differences for Indigenous and non-Indigenous communities.
8. Discuss traditional health and healing practices of Indigenous Peoples.
9. Critically analyze how power, privilege, and racism cause health inequity.
10. Describe best practices when collaborating with Indigenous communities on health promotion and health research.
11. Reflect upon worldview, culture, and personal experience and the effects of these on your learning experiences in this course
12. Demonstrate authentic, supportive, inclusive, and respectful behavior in all exchanges within this class.
13. Demonstrate appropriate professional skills including, honesty, integrity, respect, responsibility, and timeliness in this course.

Course Delivery

This course is offered totally online using Blackboard.

Course Communication/ Professor Contact

- Please contact professor by email

- Professor can be phoned at office 905.721.8668 ext 2961 if needed to discuss concerns but use email communication is preferred.

Evaluation Summary

Evaluation procedure	Date	Weight out of 100%
Discussion board responses to weekly module questions	Weekly	40%
Mid-term Exam	Monday February 12th 2017	30%
Final Exam	To be scheduled between April 11 to 22, 2018	30%

Assignment Details

Exams (30% each, 60% total)
- The exams will be done through Blackboard Tests
    - You are responsible for learning to use Blackboard Tests on Blackboard
- You will login and do the exams online
- The exams will be multiple choice and short written questions
- The exams will be open for a specified amount of time (you will be notified of how much time). Once that time is up the exam will be automatically handed in.
- You are welcome to use your readings and notes for the exams. However, given there will be a time limit on the examinations you will not have time to read through all the readings and notes to find the answers to each question, thus, you will need to study and have short notes ready and know most information by memory.
- Everyone will have different tests. Questions on every test will be in a different order and there will also be some questions that will be different on everyone's test. Consequently, there is no benefit to sitting beside a classmate and taking your test at the same time (unless you want to be distracted and not have enough time to finish your own test).

Discussion Board responses (40%)
- Students are required to post responses on the discussion board to **weekly** questions.
- This interactivity will allow students to describe their experiences, perspectives, and knowledge gained through course readings on specific Indigenous health topics, while interacting with their peers, professor, and teaching assistant.
- Discussion board interactivities will be evaluated by a rubric specifically designed for evaluation of online discussion responses.
- You will need to reply to each of the questions (normally there is two per week).
- You must answer the two questions. Thus, you need to post a minimum of two times to be eligible for full marks.

- But think of the discussion board like a conversation and let it flow and emerge. Please take the time to reply to others who have replied to your post. You are also encouraged to start a new thread with a different idea pertaining to the question if you would like.

DUE: Each week by Friday at 4:30pm

Rubric for Evaluating Discussions

Exceptional 4 POINTS
- *Assignment criteria met and exceeded expectations*
- Apparent that they have done all of course readings and integrates information from all readings
- Information is highly relevant
- Demonstrates deep reflection on Indigenous health topics
- Identifies complicated issues that prompt readers to consider two contrary views
- Synthesis of information logical and correct
- Comprehensiveness of information: Extremely comprehensive, may include some hard to find or overlooked information
- Identifies at a highly conceptual level, in imaginative ways
- Comments are succinct, thoughtful, and integrate additional resources or stimulate further discussion/thought
- Reaches and defends a position with well supported information
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): Consistently respectful of others contributions, exemplary interpersonal communication techniques (e.g. probing, clarifying statements, careful reading of responses, paraphrasing)

Very Good to Excellent 3 POINTS
- *Assignment criteria met*
- Apparent that they have done all of course readings and integrates information from most readings
- Significant analysis/ reflection of topic being discussed
- Consistently recognizes complicated issues
- Synthesis evident and generally logical/consistent
- Relevance of information: Mainly relevant information, minor amount of unnecessary content
- Reaches and defends a position with well supported information
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): Consistently respectful of others contributions, and demonstrates above average communication skills, including respecting and recognizing alternate points of view even if does not agree. use of "I" statements vs. "you" statements.

Satisfactory to Good 2 POINTS
- *Assignment criteria mostly met*
- Apparent that they have done most of the course readings and integrate information from these readings
- Some analysis/reflection on topic being discussed

- Relevance of information: Mostly relevant information with occasional unnecessary material
- Synthesis evident and but not logical or missing key information
- Relevance of information: Some unnecessary content
- Reaches or defends a position with weak information and poorly presented
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): Mostly respectful of classmates contributions, uses good communication techniques in most situations

Poor 1 POINT
- *Assignment criteria not met*
- Apparent that they have NOT done most of the course readings and do not integrate information from these readings
- Weak analysis/reflection on topic being discussed
- Mostly irrelevant information with unnecessary material
- Synthesis is not evident and not logical or missing key information
- Does not reach or defend a positon with information
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): is not respectful and does not use good communication techniques, often is offensive or criticizes other students. Alienates other classmates with responses.

Fail 0 POINTS
- Failed to submit by the posted due date
- Displays intolerable online interpersonal skills

MODULES

Weeks are Monday-Friday

Module 1: January 8-12
Introduction to Course and Learning About Each Other

Module 2: January 15-19
Introduction to Indigenous Peoples of Canada

Module 3: January 22-26
History of Indigenous Peoples in Canada

Module 4: January 29-February 2
The impact of government legislation and reserves on Indigenous health

Module 5: February 5-9
Colonization and Residential Schools

Module 6: Feb 12-16
The 60's Scoop and Intergenerational trauma

Midterm Break: February 19-25

Module 7: February 26-March 2
Health Beliefs, Healing Traditions, and Traditional Ways of Being

Module 8: March 5-9
Contemporary Health & Resiliency: Current epidemiological perspectives and positive aspects of Indigenous Peoples health

Module 9: March 12-16
How Do Power, Privilege, Marginalization, and Racism Impact Health

Module 10: March 19-23
Health Governance and Self Determination: How is health care delivered to Aboriginal Peoples in Canada?

Module 11: March 26-30
Working with Indigenous communities ethically: promising practices in health promotion and research

Module 12: April 2-6
Evaluation and Course Wrap Up

Students with Disabilities

Students with disabilities (learning, medical, physical or mental health) are strongly encouraged to register with Student Accessibility Services (SAS) if they have not already done so. Students who suspect they may have a disability should contact SAS for advice and referrals. In order to access SAS programs and supports, students must follow SAS policy and procedures. For more information please refer to the SAS website: https://studentlife.uoit.ca/student-accessibility-services/index.php

Student Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Students are required to review the university's guidelines on academic integrity it the student resources folder for this class. You can also find it online at: https://shared.uoit.ca/shared/department/academic-integrity/documents/student-guide-on-academic-integrity.pdf

The academic integrity tip sheet is also a very helpful short-form resource: https://shared.uoit.ca/shared/department/academic-integrity/documents/tip-sheet-on-academic-integrity-for-students1.pdf

Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

COURSE NAME : Research Methods for Health Care Professionals

COURSE CODE : HLSC 3190U

UOIT CALENDAR DESCRIPTION

This course will critically examine a variety of research theories and methodologies employed by both quantitative and qualitative allied health care researchers. The student will be able to critically examine, interpret, analyze and apply findings from published research reports from both human and nonhuman investigations conducted in a variety of laboratory, clinical and community-based research settings. The course will critically examine how published research reports are utilized as the basis for evidence-based practice. Students will have an opportunity to engage in hands-on quantitative and qualitative research experiences including formulating research questions, research design, data collection, database management and coding, interpretation of findings, and their implications for practice.

Prerequisites	**HLSC 3800U**
Co-requisites	**None**
Credit restrictions	**None**
Equivalency courses	**N/A**
Grading scheme	☒ **letter grade** ☐ **pass/fail**

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☒ **CLS (in-class)**	☐ **HYB (in-class and online)**
	☐ **IND (individual studies)**	☐ **OFF (off-site)**
	☐ **WB1 (synchronous online delivery)**	
	☐ **WEB (asynchronous online delivery)**	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Critically examine and describe how allied health science research has been employed by health care professionals to advance education, theory development and clinical practice both historically and currently.
- Critically examine and articulate why evidence-informed research is needed for the advancement of the clinical and non-clinical allied health sciences in Canada and abroad.
- Critically examine and describe how theory, research and practice are integrated in current quantitative, qualitative and mix-design studies and their implications for health care professionals and workers in the allied and public health sciences.
- Apply the formal principles and concepts of the research process in actual "hands-on" class-based learning experiences assignments, and/or projects involving both qualitative and quantitative research methodologies, approaches and principles.
- Be knowledgeable about the strengths and limitations of a variety of quantitative, qualitative and mixed-design studies and how they can be utilized by clinical and non-clinical scientists in the health sciences.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.3, 1.4, 1.5
2.0 Assessment and Analysis	2.1, 2.2, 2.4, 2.5
3.0 Policy and Program Planning, Implementation, and Evaluation	3.3
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.4
5.0 Diversity and Inclusiveness	5.1, 5.3
6.0 Communication	6.2
7.0 Leadership	7.3, 7.4

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

OntarioTech
UNIVERSITY

Faculty of Health Sciences

HLSC3230U Organizational Behaviour in Health Care

Course outline for [Semester, Year]

1. Course Details & Important Dates*

Term	Course Type	Day	Time
	Online		

Location	CRN #	Classes Start	Classes End	Final Exam Period

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Office Hours:			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

3. Course Description

Health care organizations have a unique culture from other organizations by virtue of their fundamental mission of providing necessary care, often life-saving, to the public they serve. In order to accomplish this, health care facilities often have organizational structures and practices unique to their industry. Coupled with technological change and continuous scrutiny by government, public, and payers, health care presents a challenge to even the best of leaders. This course will delve into the various aspects that affect how a Canadian health care organization behaves. Explored within the course will be the contributing factors of an individual, leadership, groups, teams, and external factors. Also examined will be strategies to successfully manage the response of a health care organization to its internal and external challenges.

4. Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Identify the major challenges facing health care in Canada today and their effect on the behaviour of an organization.
- Discuss organizational behaviour and the role of the individual within an organization's behaviour.
- Discuss the concept of "diversity" and how it applies to Canadian health care organizations.
- Discuss the role of attitudes, perceptions, motivation, and attribution specifically with regard to their effect on human behaviour
- Discuss, compare, and contrast major leadership theories and their effect on the behaviour of an organization.
- Differentiate between the concepts of "power" and "leadership" within the context of organizational behaviour.
- Discuss the management of change within an organization,
- Discuss the effect of group dynamics on the delivery of health care services.
- Evaluate optimal levels of stress and conflict within an organization to maximize efficiency and effectiveness with creativity in the delivery of health care services.
- Discuss strategies to enhance effectiveness of an organization culture (e.g. team building, process consultation, conflict resolution).

5. Course Design

This course is delivered in either a lecture or completely distance format. Students will have a variety of assigned readings to provide background and principle concepts to be further explored within the learning environment. Students are provided with the opportunity to work on several individual and collaborative assignments throughout the semester.

6. [Potential] Outline of Topics in the Course

- Introduction or Organizational Behaviour in Health Care
- Diversity in Health Care
- Attitudes and Perceptions
- Workplace Commuications
- Motivational Theory
- Process Theories of Motivation
- Power & Influence
- Behavioural Theories of Leadership
- Contigency Theories of Leadership
- Contemporary Leadership Theories

- Stress and Stress Management in the Workplace
- Conflict Management, Decision-Making, and Negotiation Skills
- Groups & Group Dynamics
- Teams and Team Building
- Organizational Development
- Resistance to Change and Change Management

7. [Potential] Required Texts/Readings

Borkowski, N., (2016). *Organizational behavior in health care* (3rd ed.), Burlington, MA: Jones & Bartlett
OR

Borkowski, N. (2016). *Organization behavior, theory, and design in health care* (2nd ed.). Burlington, MA: Jones & Bartlett

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

To be determined.

Potential

Components	% of Final Mark	Due Date @ 2359h in Bb
Test 1 (mid-term)	15%	
Test 2 (end of term)	15%	
Discussion posts	20%	On-going throughout semester
Individual Paper (1)	10%	
Individual Paper (2)	15%	
Team Assignment	15%	
Reflective Paper	10%	

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

To be determined.

One possible example is Team Project:

The goal of this project is to utilize all of the topics presented throughout this course in a real world situation.

You are the senior executive team for a mid-sized acute care organization. One of the smaller health care facilities within the health region has been directed by the Ontario Ministry of Health & Long Term Care to amalgamate with your health care organization

The CEO of your organization needs you to develop the internal executive proposal that outlines a plan for integrating the smaller health care organization into your current organizational model. Your job is to come up with an organizational plan to create a smooth merger of the two organizations.

Develop a proposal 'for internal use only' that explains how the organizations should proceed. The main goal of the proposal is to minimize behavioral resistance to change at both organizations, to include clients, leadership, and subordinates. Include recommendations, such as activities, communications, and corporate meetings/events, in each related area of organizational behavior that will help with this merger.

Applicable organizational behaviour theories presented in the course and scholarly/authoritative sources within the last five years are to be used to support the proposal. Various topics within the course should be addressed in the proposal including, but not limited to, Organizational Theory and Behavior, Diversity, Change Management, Attitudes and Perceptions, and so on.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For any student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on north Oshawa campus can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php
Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

[Include faculty statement on professional conduct, if applicable.] Additional information on professional suitability can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

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Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.uoit.ca/services/academic-support/index.php

15. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

16. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of [Insert Faculty name]

As you may know, Ontario Tech University is governed by the Freedom of Information and Protection of Privacy Act ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of [Insert Faculty name] encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups

of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

NEW COURSE TEMPLATE
For changes to existing courses see Course Change Template

Faculty: Health Sciences	
This new course is associated with: ☐ Minor Program Adjustment ☐ Major Program Modification ☐ New Program ☒ None	
Will this course appear anywhere other than the course description section of the Calendar?	☐ **Yes** ☒ **No**

If you answered yes to the above, please complete:
  A new core course for an existing program, specialization or minor: *Minor Program Adjustment*
  A new elective course for an existing program, specialization or minor, listed in the program map: *Course Sequencing or Course Placement*
  A new course (core or elective) related to a Major Program Modification: *Major Program Modification*

Note: If the new course is for a new program, you do not need to show course placement as it will be captured in the new program proposal.

Programs impacted: [Please list all impacted programs including any applicable fields or specializations.]

Bachelor of Health Administration

Calendar start date: (When the course should first appear in the Academic Calendar 2020-2021)

Fall 2021

Registration start date: (The first time the course will be open for registration e.g. Fall 2020)

Fall 2021

Additional supporting information (optional; please indicate if you are attaching any additional documentation)

Note: enrollment cap 60 (required course)

Subject Code: HLSC	**Course Number: 3XX2U** *ensure the course code has not been previously used
Full Course Title: Healthcare Economics	
Short-Form Course Title (max. 30 characters)**:**	

Course Description

This course will use health economic models and reasoning to study the most pressing issues confronting modern health and social systems. This course will cover models of the demand for health and healthcare, the supply of health and social services, healthcare provider behaviour, and resource allocation. This course will also cover tools of for evaluating health and social interventions in terms of efficiency and equity. Students will use these models and tools to draw insights into complex policy issues concerning health and social systems.

Credit Hours: 3		
Contact Hours – please indicate total number of hours for each component		
Lecture: 3	**Lab:**	
Tutorial:	**Other:**	
Cross-listings		
Prerequisites for Calendar	**TBD**	
Prerequisites for Banner	**TBD**	
Co-requisites	**TBD**	
Prerequisites with concurrency (pre or co-requisite)		
Credit restrictions	**TBD**	☐ **Equivalency***
Recommended Prerequisites		
Course Restrictions		
Course Type	☐ Core ☐ Elective ☐ Core or Elective	
Is the course: ☒ Undergraduate ☐ Graduate ☐ Professional (e.g. some Education courses)		
Grading scheme	☒ **N (normal alpha grade)** ☐ **P (pass/fail)**	

*Equivalency: If it is equivalent, students can retake either course. If it is not equivalent, students are not allowed to register in the restricted course.

Course instructional method:

CLS (In Class Delivery)	X	HYB (In Class and Online Delivery)	X
IND (Individual Studies)		OFF (Off Site)	
WB1 (Virtual Meet Time – Synchronous)		WEB (Fully Online – Asynchronous)	
Not Applicable			

Teaching and assessment methods:

Assessment will involve participation (10%), critical review (10%), mid-term (20%), major paper (30%) and final exam (30%). Mid-term and final exam will test students on knowledge and application of healthcare economic models to policy questions confronting healthcare systems.
In the major paper, students will review articles in the recent health economics literature on topics related to healthcare policy.

Learning outcomes: (for assistance developing course learning outcomes, please refer to the Teaching and Learning website, or contact them at teachingandlearning@uoit.ca.)

Students who complete this course will be able to:

- Identify and describe pressing issues facing modern health and social systems.
- Explain prominent health economic concepts using graphical techniques.
- Apply economic models to explain issues facing health and social systems (e.g., supply of health human resources, funding of new healthcare technologies, and payment incentives).

Critically assess health and social policy interventions using economic concepts.

Does this course contain any experiential learning components? ☐ Yes   ☒ No

If yes:

Case Study		Simulated Workplace Project	
Consulting project/workplace project		Applied Research	
Field Experiences			
Other Types of Experiences:			

We have consulted with all impacted areas: ☐ Yes   ☒ NA

Process of consultation, if applicable:

Does this course contain any Indigenous content? ☐ Yes   ☒ No   ☐ Unsure

For more information on how Indigenous content is defined at Ontario Tech University and how to consult with the Indigenous Education Advisory Circle (IEAC), please refer to the Protocol for Consultation with the Indigenous Education Advisory Circle.

Has the IEAC been contacted?   ☐ Yes   ☐ No

If yes, when?

What was the advice you received from the IEAC, and how has it been included in your proposal?

Did the IEAC ask you to return the proposal to them for review? ☐ Yes   ☐ No

If yes, have they completed their review?   ☐ Yes   ☐ No   ☐ N/A

Financial Implications

FACULTY INTERNAL APPROVAL DATES

Faculty Council approval	
Curriculum Committee approval	
Internal Committee approvals	

UNIVERSITY
OF ONTARIO
INSTITUTE OF TECHNOLOGY

Faculty of Health Sciences

HLSC4620: Quality and Performance Management in Health Care
Course outline for Winter 2019

1. Course Details & Important Dates*

Term	Status	Course Type	Day	Time
Winter		Web	n/a	n/a

Location	CRN #	Classes Start	Classes End	Final Exam Period
n/a	70548	January 7, 2019	April 6, 2019	April 8-20, 2019 There is no final exam in this course.

* For other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Kerry Johnson, EdD CHIM The best medium through which to contact me is Blackboard messaging or email. These are checked many times during the day. I am not regularly in the office to either answer calls or welcome drop-ins.	UA2018	x2896	For course related questions, please use the course messaging function within Blackboard. For _emergency/urgent or non-course_ related questions, you may use the following: **kerry.johnson@uoit.ca** Every effort will be made to respond to emails by 11 a.m. the next regular university work day (i.e. Monday to Friday)

Office Hours:

- Monday 1000-1300h
- I am regularly available online, as most of my teaching is online courses.
- I can be available at other times by appointment.
-

Teaching Assistant Name	Office	Phone	Email
Anne Sleeman	n/a	n/a	anne.sleeman@uoit.ca

3. Course Description

Quality is achieved through planning, directing and implementing the actions that are consistent with the concept of doing the right thing right the first time. Students will learn the tools of quality management, quality assessment and quality assurance in a health care setting. Students will learn how to identify the quality principles, continuous improvement concepts, and to review and determine the cost of quality.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Define quality within the context of clinical health care services and to explain who has ultimate responsibility for the quality of services provided.

2. Differentiate among the performance measures used in quality improvement: structure, process and outcome.

3. Explain the benefits of a quality improvement program and describe how areas are selected for review.

4. Explain the significance of outcomes management, clinical practice guidelines and benchmarking in quality management.

5. Describe the utilization review process and its impact on the quality of care.

6. Identify the importance of integrating risk management into a quality improvement program.

7. Describe the role of Accreditation Canada in promoting quality care.

5. Course Design

This course is delivered in either a lecture or completely distance format. Students will have a variety of assigned readings to provide background and principle concepts to be further explored within the learning environment. Students are provided with the opportunity to work on several collaborative projects throughout the semester.

6. Outline of Topics in the Course

Week	Week of	Topic	Notes
1	**Jan. 7-13, 2019**	Defining 'Quality Improvement' (QI) in Health Care	• Spath, Ch. 1, 2 & 5 • Zidel, Ch. 1-3 **Reflective Journal due Thursday, January 11, 2019 @ 2359h in Blackboard**
2	**Jan. 14-20, 2019**	Roles of Various Professionals in QI Teams	• Spath, Ch. 7 • Zidel, Ch. 6-8 **Discussion responses due Sunday, January 20, 2019 @ 2359h in Blackboard**
3	**Jan. 21-27, 2019**	Data Sources for Quality Improvement Activities	**Team Charter due Friday, January 25, 2019 @ 2359h in Blackboard**
4	**Jan. 28 – Feb. 3. 2019**	Quality Improvement Toolbox (Methods)	• Spath, Ch. 6 • Zidel, Ch. 9-11 **Discussion responses due Sunday, February 3, 2019 @ 2359h in Blackboard**
5	**Feb. 4-10, 2019**	Performance and Outcome Measurement	• Spath, Ch. 3 & 4 • Zidel, Ch. 12-13 **Annotated Bibliography due Friday, February 8, 2019 @ 2359h in Blackboard**
6	**Feb. 11-17, 2019**	Measuring Customer Satisfaction	**Discussion responses due Sunday, February 17, 2019 @ 2359h in Blackboard**
5	**Feb. 18-24, 2019**	**Mid-term break**	

7	Feb. 25 – Mar. 3, 2019	**Test #1**	
8	**Mar. 4-10, 2019**	Utilization Management Risk Management & Patient Safety	• Spath, Ch. 8, 9, & 10 • Zidel, Ch. 14-15 **Discussion responses due Sunday, March 9, 2019 @ 2359h in Blackboard**
9	**Mar. 11-17, 2019**	Accreditation Canada and National Quality Institute	**Discussion responses due Sunday, March 17, 2019 @ 2359h in Blackboard**
10	**Mar. 18-24, 2019**	LEAN Methodology	• Zidel, Ch. 4-5, 16 **Video Presentation due Friday, March 22, 2019 @ 2359h in Blackboard**
11	**Mar. 25-31, 2019**	Developing a Culture of Quality and Safety	• Spath, Ch. 11 **Reflective Journal due Friday March 29, 2019 @ 2359h in Blackboard** • Spath, Ch. 11 & 12
12	**April 1-5, 2019**	**Test #2**	

7. Required Texts/Readings

Required:

    Spath, P.L. (2018). *Introduction to healthcare quality management* (3rd ed.).
        Chicago, IL: Health Administration Press.

    Zidel, T.G. (2012). *Lean done right*. Chicago, IL: Health Administration Press.

Recommended:

Abrams, K.J., & Gibson, C.J. (Eds.). (2013). *Fundamentals of health information management* (2nd ed). Ottawa, Canada: Canadian Healthcare Association

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Quality Improvement is a collaborative activity in a health care environment. As such, it is important that each one involved is able to work in a multi-disciplinary and interprofessional manner. To support this goal, severak of the assignments in this course will be done in collaborative teams. Students will be randomly assigned to a single collaborative team for the duration of the course. Individual marks for each assignment will be determined using a combination of the overall assignment mark assigned by the instructor in conjunction with the peer evaluation rating received by the individual student.

Components	% of Final Mark	Due Date
Team Charter	5%	January 25, 2019
Team Annotated Bibliography	15%	February 9, 2019
Test #1	15%	Week of February 25, 2019
Team Video Presentation	15%	March 22, 2019
Reflective Journal	15%	January 11 and March 29, 2019
Discussion posts	20%	On-going throughout semester found in the Bb Assignment folder. See rubric for timings for discussion posts by students.
Test #2	15%	Week of April 1, 2019

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

Team Charter – due Friday, January 25, 2019 @ 2359h

This assignment is meant to help the learning teams get organized, share contact information, identify strengths, areas to develop, team goals and barriers

to those goals, ground rules for team participation and conflict management process. The assignment will be submitted in hard copy, signed by all members of the team, as well as an electronic copy in WebCT (no signatures necessary on electronic copy). This document should govern team activity throughout the course.

Team Annotated Bibliography – due Friday, February 9, 2019 @ 2359h

This assignment is meant to provide students with some insights into the breadth and scope of quality improvement in the health care industry as well as the number of variations on the theme. This cyberography (i.e. Internet annotated bibliography) will be used as a basis to help learning teams determine their video presentation topic as well as the initial research for your team video presentation.

Quality Improvement in Health Care covers a broad range of more specific topics that can be included under the larger umbrella of 'Quality Improvement'. This would include Quality Improvement, Continuous Quality Improvement, Quality Assurance, Total Quality Management, Utilization Management, Utilization Review, Risk Management, Patient Safety, and any number of more specific tools, methods and purposes.

For this collaborative assignment teams will conduct Internet research to create a cyberography of web pages/documents on any variation of Quality Improvement in Health Care.

Test #1 – during Week 7

This test will cover all of the material covered in the first six weeks of the course. It will be in a multiple-choice format consisting of approximately 75 questions. The test will be in two sections: a) individual multiple-choice questions and b) multiple-choice questions relating to a given scenario. This latter section is to assess the student's ability to apply the material covered in the class to actual health care scenarios.

Team Video Presentation—due Friday, March 22, 2019 @ 2359h

For this assessment, teams will prepare and post a video presentation based upon a topic selected by the team from the cyberography assignment.

Reflective Journal— due Friday, January 11 and March 29, 2019 @ 2359h

Reflective journaling in this course provides a formal opportunity for learners to examine and evaluate how the material in this course integrates within itself and across their other courses and learning. Learners will identify the integration of material as well as the application of the material to their specific health discipline of interest. Further details are posted in the assignment and grading rubric.

<u>In-class Participation/Online Discussion</u>—on-going throughout semester

Attendance and participation in the learning environment (face-to-face or online) is an expectation of every student. Participation creates a collective learning environment. Knowledge and insights are gleaned from one another as learners have the opportunity to discuss and apply the material presented in the lecture and readings. During the semester, activities (face-to-face) or discussion (online) will be assigned and included as part of the course in-class participation.

<u>Test #2</u> – during Week 12

Test #2 will cover all of the material covered in the course. The test will be in a multiple-choice format and will consist of approximately 75 questions.

<u>Missed/Late Assignments</u>

If, for any reason, a student (learning team) misses an assignment or test (including a midterm test) for a legitimate reason and can provide appropriate documentation within three (3) days, the student (learning team) will not be penalized. Legitimate reasons are illness or death in the family and appropriate documentation is an original UOIT Medical Statement signed by your health care provider or a photocopy of a death certificate respectively. Once the documentation has been proven valid, it is the responsibility of the student to negotiate alternative arrangements with the course instructor and set a new deadline for completion.

If a student misses a set assignment deadline without a legitimate reason or does not provide the proper documentation, the student will be penalized 10% per calendar day, (Saturday and Sunday are included), and the piece of work will receive a grade of '0' after the third day. Non-submission of the work will result in an incomplete (INC) status on the course, unless there has been consultation/permission granted by the instructor or documentation has been filed to substantiate a non-submission.

If a student cannot complete a piece of academic work for any reason, it _must_ be discussed with the course instructor at least 2 days _before_ the student is scheduled to write or submit the piece of work. The course instructor will make a decision on a case-by-case basis.

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students

seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Professional Conduct (if applicable)

Not applicable for this course

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. **Turnitin (if applicable)**

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:

http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. **Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three week prior to the first day of the final examination period.

Further information on final examinations can be found in Section 5.24 of the Academic Calendar.

15. Freedom of Information and Protection of Information Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.

As you may know, UOIT is governed by the *Freedom of Information and Protection of Information Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please consult your Faculty office for information regarding appropriate contacts for FIPPA-related concerns

16. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Additional UOIT Statements

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for

support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

UOIT is committed to the prevention of sexual violence in all is forms. For anyUOIT student who has experienced Sexual Violence, UOIT can help. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

·   Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
·   Learn more about your options at: www.uoit.ca/sexualviolence

COURSE NAME : Program Planning, Implementation and Evaluation in Public Health

COURSE CODE : HLSC 4621U

UOIT CALENDAR DESCRIPTION

In all health care organizations and systems in Canada and globally, critical decisions have to made as to how resources, budgets, health care personnel and technologies will be employed to address a variety of current and emerging health care challenges across the lifespan. Formal program planning, implementation and evaluation are critical to justify a change in health policy or legislation; evaluate access to and the quality of various health care services and programs, monitor and determine current and emerging health care needs, and to determine the efficiency and cost-benefit of a given program to name but a few. This course provides the student with the necessary theory, skills and proficiencies to engage in these critical processes, which are major activities of all public health professionals and workers. Students will learn about a variety of planning strategies including strategic or allocative planning and operational or activity planning, and how to conduct a needs assessment. Students will learn about various evaluation methods including structural, process and summative-type of evaluations conducted and their rationale and how to use program logic models, which are the most utilized models by public health agencies and institutions in Canada.

Prerequisites	**HLSC 3820U-Public Health I & HLSC 3821U-Public Health II**
Co-requisites	**None**
Credit restrictions	**None**
Equivalency courses	**N/A**
Grading scheme	☒ **letter grade** ☐ **pass/fail**

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☒ CLS (in-class)	☒ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Explain the importance of evidence-informed decision making and theory for the process of program planning, implementation and evaluation by public health professionals and workers;

- Recognize and describe the importance of including key stakeholders in program planning and evaluation processes;

- Discuss the growing importance and use of web-based technologies and platforms to plan for, develop, implement and evaluate a variety of primary health care programs and initiatives in Canada;

- Define and differentiate between the terms program planning, strategic (allocative) planning, operational (activity) planning, program evaluation, formative evaluation, process evaluation and summative evaluation;

- Describe and employ program logic models to assess the impact of public health programs in Canada, and

- List and discuss ethical considerations and principles related to program planning, implementation and evaluation for a variety of public health professionals and workers.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.2, 1.3, 1.4, 1.5
2.0 Assessment and Analysis	2.2, 2.3, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.2, 4.3, 4.4
5.0 Diversity and Inclusiveness	5.2
6.0 Communication	6.2, 6.3

7.0 Leadership	**7.1, 7.2, 7.3, 7.4**

Note:Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

Faculty of Health Sciences
HLSC 4850U: Current Issues in Health Care
Course outline for summer 2019

1. Course Details & Important Dates*

Term	Section	Status	Course Type	Day	Time
S2019	001	NA	Online	N/A	N/A

Location	CRN #	Classes Start	Classes End	Final Exam Period
Web	10241	June 24, 2019	August 6, 2019	N/A

- for other important dates go to: www.uoit.ca >Current Students >Important Dates

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Christine Gordon, BPHE, MSc, MBA, PhD(c)	Web	N/A	Christine.Gordon@uoit.ca
Office Hours: by appointment. Conducted through Adobe Connect or via telephone.			

Teaching Assistant Name	Office	Phone	Email
Sherry Ilahibaksh	N/A	N/A	Sherry.Ilahibaksh@uoit.ca
Meagan Quesnelle			Meagan.Quesnelle@uoit.ca

3. Course Description

This course is designed to assist students in explaining current trends and issues confronting the health care system and health care professionals. Issues include, but are not limited to, technology in health care, the role of interprofessional health care teams, economic and political aspects of health care, influences on health policy, the roles of regulatory bodies, and globalization. 3 cr, 3 lec. **Prerequisite:** HLSC 3910U or MLSC 3111U.

4. Learning Outcomes

On the successful completion of the course, students will be able to:
- Understand and discuss various current issues and trends within the Canadian and Ontario health care system.
- Critically analyze evidence and perspectives related to current issues in health care.

5. Course Design

This course will be delivered entirely online, in an asynchronous format. Students are NOT required to meet online or in person at a specified time.

This 3 credit hour course is delivered in a compressed format over a 6-week period. Typically, two lectures per week will be provided. Materials will be available on Blackboard starting on Sunday of each week.

6. Outline of Topics in the Course

Date	Topic
Week of June 24, 2019	Lecture 1 - Welcome - Introduction to course, evaluation, and expectations. Lecture 2 – Stakeholder Analysis Framework **(Journal Entry Required)**
Week of July 1, 2019 (Note: Monday, July 1 is a holiday*)	Lecture 3 – Medical Tourism **(Journal Entry Required)** *Note: only one lecture due to holiday.
Friday, July 5, 2019	**Assignment 1: Stakeholder Analysis 1 Due by 11:59pm.**
Week of July 8, 2019	Lecture 4 – Pharmacare **(Journal Entry Required)** Lecture 5 – Opioid Crisis **(Journal Entry Required)**
Week of July 15, 2019	Lecture 6 – Physician Compensation/Physician Services Agreement **(Journal Entry Required)** Lecture 7 – Health Policy (Bill 74) **(Journal Entry Required)**
Friday, July 19, 2019	**Assignment 2: Stakeholder Analysis 2 Due by 11:59pm.**
Week of July 22, 2019	Lecture 8 - End of Life Care **(Journal Entry Required)** Lecture 9 – Equity, diversity and inclusion **(Journal Entry Required)**
Week of July 29, 2019	Lecture 10 – Medical Marijuana **(Journal Entry Required)** Lecture 11 – International Medical Graduates **(Journal Entry Required)**
Friday, August 2, 2019	**Assignment 3: Final Paper Due by 11:59pm.**
Week of August 5, 2019 **August 5 – Civic Holiday** August 6, 2019 – Lectures end	Lecture 12 – Child Immunizations **(Journal Entry Required*)** ***** Journal entry is due on August 6, 2019 by 11:59pm

7. Required Texts/Readings

There are no required texts for this course. Required resources for each lecture will be provided through Blackboard.

8. Evaluation Method

Students will be evaluated through weekly journal entries (worth 15% of final grade) and three (3) assignments (worth 85% of final grade).

Class participation through online journal entries: Each student is required to contribute a journal entry for **each lecture**, starting with lecture 2. The journal entry should be between **100 – 200 words** and answer **both** of the following questions:
- What were the 3 main points of today's class?
- What point or example in today's lecture would you like to see reviewed or clarified?

The mark will be based on the quality of the entry (entry is "on-topic", relevant and shows evidence of analysis). Information describing where to submit the journal entry will be provided on Blackboard. The compilation of all journal entries will make up 15% of the final grade.

Assignments: Over the term, the instructions for three (3) **assignments** will be posted to Blackboard. Each assignment will be completed on an individual basis.
- Assignment 1: Stakeholder Analysis 1 (20%) – individual assignment
- Assignment 2: Stakeholder Analysis 2 (20%) – group assignment (debate and peer assessment)
- Assignment 3: Final Paper (45%) – individual assignment

LATE SUBMISSIONS and DISCUSSION POSTING will NOT be accepted. Discussion posts and/or assignments that are submitted to Blackboard after the due date will not be graded.

In general, journal entries and/or assignments will be graded based on the following criteria:

1. **Communication Skills:** Substantive contributions to journals are thoughtful comments and/or questions pertaining to the topic. Criteria include providing relevant, "on topic" comments that accurately summarize the lecture material.
2. **Critical Thinking and Analysis Skills (journal entries & assignments):** Critically evaluate information, synthesize information and identify inconsistencies, develop and defend a position, and provide evidence of critical appraisal of relevant research, theory and practice.
3. **Knowledge Development and Preparation (assignments):** Demonstrate understanding of module content, identifying and using appropriate learning resources and strategies; selecting key information sufficient for the exploration of topics, demonstrating creativity and thoroughness in exploration of topics and provision of examples.
4. **Scholarly Writing (assignments):** Integration of theoretical knowledge using peer-reviewed professional articles (primary sources) and secondary/tertiary sources as references, clear evidence of writing ability and organizational skills, consistent use of APA format, and correct use of grammar that requires minimal revision.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. **Assignments**

Evaluation Components	Due Date	Value
Class Participation Marks/Journal Entries	Weekly by Saturday at 11:59pm (except for lecture 12 which is due on August 7, 2019 by 11:59pm)	15%
Assignment 1: Stakeholder Analysis 1	Friday, July 5, 2019 at 11:59pm	20%
Assignment 2: Stakeholder Analysis 2	Friday, July 19, 2019 at 11:59pm	20%
Assignment 3: Final Paper	Friday, August 2, 2019 at 11:59pm	45%
Total:		100%

10. **Accessibility**

Accommodating students with disabilities at UOIT is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with the professor as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the

greatest chance of academic success.

Students taking courses on the North Campus Location can visit Student Accessibility Services in the U5 Building located in the Student Life Suite.

Disability-related support and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at http://uoit.ca/studentaccessibility
Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here www.uoit.ca/SASexams. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically 2 weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

11. Professional Conduct

Students should treat emails to the course instructor as a <u>formal</u> means of communication and compose them accordingly.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all UOIT students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar (Section 8).

13. Turnitin

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for

textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf
Further information about Turnitin can be found on the Academic Integrity link on your laptop.

14. **Final Examinations** (Not Applicable)

15. **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Health Sciences.
As you may know, UOIT is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that UOIT not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Health Sciences encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Faculty of Health Sciences Associate Dean Undergraduate Studies.

16. **Course Evaluations**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Faculty of Business and Information Technology

BUSI 1600: Management of the Enterprise
Course outline for Fall 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Fall 2019	Lecture	Tuesday	2:10 – 3:30

Location	CRN #	Classes Start	Classes End	Last day to drop course without academic consequence	Final Exam Period
SIRC 2060	40003	September 5, 2019	December 4, 2019	October 2, 2019	December 6-15, 2019

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Malcolm MacTaggart	UB 3047	6419	malcolm.mactaggart@uoit.ca
Office Hours: Tuesday 4:00 – 6:00; Wednesday 9:30 – 11:30			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Hadi Ali	ERC 2010	n/a	hadi.ali@uoit.net
Office Hours: TBD			

3. Course Description

This introductory management course is divided into four parts. Students will be introduced to the core concepts and context of management, enhancing their understanding of how the business environment affects the practice of management. The functions of management will be reviewed, including key topics, issues and problems within the basic management activities of marketing, organizational behaviour/human resources, operations management and information technology, accounting, and finance. The latter components will synthesize the ideas presented in earlier classes by introducing fundamental elements of business strategy, followed by advanced topics in management, including small business, entrepreneurship and e-business.

4. **Learning Outcomes**

On the successful completion of the course, students will have a broad awareness of the structure, functions and strategies of small, medium and large enterprises. They will be able to understand the importance and economics of competing globally, ethics, corporate social responsibility leveraging the importance and benefit of motivated teams and the integration of IT and information systems to enhance the performance of the overall organization.

5. **Course Design**

This course utilizes a mix of lecture and self-study learning using a textbook and self-study online tools. Students must take responsibility to study and learn the assigned elements of the topics covered and complete any homework assignments in the course prior to the lecture. Self-study elements and lecture content will be the subject of on-line testing through tools and quizzes using Nelson's online web-based 'MindTap' program.

Homework assignments and quizzes <u>can only be done online</u> using Nelson's 'MindTap' program.

6. **Outline of Topics in the Course**

Lecture #	Week of	Topics	Details
1	Sept 9	Course Outline Business Environment	Ch 1
2	Sept 16	Economics Competing Globally	Ch 3 Ch 4
3	Sept 23	Business Ethics & CSR Business Formation & Structures	Ch 2 Ch 5
4	Sept 30	Entrepreneurship	Ch 6
5	Oct 7	Accounting Finance	Ch 7 Ch 8
	Oct 14	Thanksgiving and Fall Study Break	
	Oct 21	**MIDTERM EXAM**	**Ch 1 - 8**
6	Oct 28	Marketing Foundations & Strategies	Ch 10
7	Nov 4	Product & Promotion Place (Distribution) & Pricing	Ch 11 Ch 12
8	Nov 11	People - Motivation & Leadership	Ch 13
9	Nov 18	People - HR Management	Ch 14
10	Nov 25	Operations Management	Ch 16
11	Dec 2	Managing Info & Technology	Ch 15

7. **Required Texts/Readings**

   BUSN, 3rd Edition (with Printed Access Card (6-Months) for MindTap)
   Marce Kelly | Chuck Williams | Dr. H.F. (Herb) MacKenzie | Kim Snow
   ISBN-13: 9780176823290

   Self-study elements and lecture content will be the subject of on-line testing using Nelson's online web-based 'MindTap' program.

   <u>**MindTap is a mandatory requirement for the course**</u> and is bundled with the e-version of the text. Make sure the hardcopy version of the text includes the MindTap program access

   <u>**You have ONE ATTEMPT to complete each assignment/quiz/test – there is no flexibility.**</u>
   <u>**Make sure you do the online work hard-wired at school to avoid any potential wi-fi issues.**</u>

   <u>***** It is your sole responsibility to make sure you are using a reliable connection.**</u>

   Additional readings may be assigned or recommended during the course.

8. **Evaluation Method** (subject to change/modification at the sole discretion of the instructor)

8 tests x 2.5% each (<u>can only be done online using MIndTap</u>)	20%
Mid-Term Exam (chapters 1 – 8)	40%
Final Exam	<u>40%</u>
Total	<u>**100%***</u>

   Final Examination Requirements:
   For *the Final Examination,* students can bring and use a university specified calculator and owned or issued laptop. <u>The current version of the Blackboard Respondus LockDown browser must be installed on the computer.</u>

   The final exam will be done only through the Respondus LockDown browser
   ** you <u>can't</u> take the final exam without Blackboard Respondus.

   Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
   http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. **Assignments and Tests**

   <u>Online Quizzes</u> (**can only be completed** using Nelson's MindTap web-based application)

   <u>Homework Assignments & Quizzes</u> **– are due at 12 noon**

Quiz #1	**due Tuesday Sept 24**	**at 12 noon**	2.5%
Quiz #2	**due Tuesday Oct 1**	**at 12 noon**	2.5%

Quiz #3	**due Tuesday Oct 8**	**at 12 noon**	2.5%
Quiz #4	**due Tuesday Nov 4**	**at 12 noon**	2.5%
Quiz #5	**due Tuesday Nov 11**	**at 12 noon**	2.5%
Quiz #6	**due Tuesday Nov 18**	**at 12 noon**	2.5%
Quiz #7	**due Tuesday Nov 25**	**at 12 noon**	2.5%
Quiz #8	**due Tuesday Dec 3**	**at 12 noon**	2.5%

There are no make-ups for missed/late components. Missed/late components will receive a grade of zero.

Any requests for special accommodation due to medical or other circumstances provided for by University regulations must conform to all University requirements for documentation. Such requests must be processed through an Academic Advisor.

Missed Course Work – quizzes and assignments (online & hand-in)

Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by an Ontario Tech Medical Statement form completed by the student and physician within 24 hours of the missed course work. Coursework includes, but is not limited to, quizzes; written assignments; participation; case studies; etc…

If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The weight of the missed course component will be proportionately re-weighed to other course work, the midterm, final exam or otherwise at the discretion of the instructor. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Student Support

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11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at
https://studentlife.uoit.ca/services/academic-support/index.php

14. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five (5) academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website
https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy which is subject to change from time to time.

15. Final Examinations

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

16. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Business & Information Technology.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business & Information Technology encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Faculty of Business and Information Technology

BUSI2000: Collaborative Leadership
Course outline for **Fall 2019**

1. Course Details & Important Dates*

Term	Course Type	CRN	Day	Time	Room
Fall 2019	Lecture	40017	Tuesday	5:10-8:00 pm	SIRC 2060

Classes Start	Classes End	Last day to drop course without academic consequence	Final Exam Period
Sep 05, 2019	Dec 04, 2019	October 2, 2019	December 6 to 15, 2019

* for other important dates go to: www.uoit.ca >Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Igor Kotlyar	UB3050	905-721-8668 x. 6588	Blackboard
Office Hours: Thursday, 2:00 pm – 4:00 pm, UB3050			

Laboratory/Teaching Assistant Name	Office	Phone	Email
TBD	n/a	n/a	Blackboard
Office Hours: By appointment only			

3. Course Description

This course intends to develop critical employability skills such as teamwork, leadership, project management, communication skills and intercultural understanding, and will focus students' learning on topics related to interactions with others in personal, educational and professional contexts. Students will engage in collaborative and dynamic learning activities involving direct and practical application of the content/skills critical to professional success. They will explore the practice and impact of leadership, negotiations and teamwork in organizations and communities. These practices will be examined in a variety of settings as described in both popular and academic writings. Learning activities will be directed toward developing leadership for exceptional performance, obtaining commitment to goals and standards, negotiating and resolving conflict, inter-cultural communications, ethical practice, and relating with others in team environments.

4. **Learning Outcomes**
    On the successful completion of the course, students will be able to:

    a) Define leadership and demonstrate comprehension of key management and leadership concepts and theories
    b) Identify the traits and skills associated with emergent and effective leadership, and become aware of their personal leadership qualities
    c) Demonstrate understanding of the role of leadership in teams and decision-making teams
    d) Demonstrate understanding of the trends that drive leadership agenda today (e.g., diversity)
    e) Apply leadership concepts and theories to hypothetical scenarios and situations
    f) Employ lateral influence tactics and leadership behaviours in interactions with peers in group context

5. **Course Design**
    The course design includes the following: Lectures and relevant videos; demonstrations, in-class activities and discussions; experiential exercises and hands-on learning activities.

6. **Outline of Topics in the Course**

#	Date	Time	Topics	Details
1	Tue, Sept 10	5:10 pm	Introduction	Review the course topics, structure, grading
2	Tue, Sept 17	5:10 pm	Basic definitions and concepts	Discussion of key concepts that will provide a foundation for the course, such as leadership, management and collaboration.
3	Tue, Sept 24	5:10 pm	Power and Influence	Power and influence are fundamental aspects of leadership. This session will focus on the types of power and influence used in organizations (Northouse, 2019: Ch. 1).
4	Tue, Oct 1	5:10 pm	Traits and Skills Approach	We will consider key attributes of a leader: What are the traits and skills associated with emergent and effective leaders? (Northouse, 2019: Ch's 2 & 3)
5	Tue, Oct 8	5:10 pm	Behavioural Approach and Situational Leadership	We will examine leadership behavioural styles (Northouse, 2019: Ch. 4) and discuss leading management theories, including Situational Leadership Theory (Northouse, 2019: Ch. 5)
	Oct 15-Oct 20	Fall study week, no scheduled academic activities.		
6	Tue, Oct 22	5:10 pm	Transformational Leadership and Charisma	Transformational leadership and charisma have been shown to have powerful effects. We will examine the nature these forms of leadership and review recent research findings (Northouse, 2019: Ch. 8).
7	Tue, Oct 29	5:10 pm	**MIDTERM TEST – IN CLASS**	

8	Tue, Nov 5	5:10 pm	Teamwork and Team Leadership	Much of the work in organizations is accomplished by teams. We will look at the Team Leadership Model, which provides a mental road map to help diagnose problems and take appropriate action (Northouse, 2019: Ch.14)
9	Tue, Nov 12	5:10 pm	Leading Decision-Making Groups	This session will focus on the role of conflict and the use of conflict-management tactics for effective group decisions (Slides)
10	Tue, Nov 19	5:10 pm	Leading Innovation	Innovation is a top driver of growth, however a wide gap between the aspirations of executives to innovate and their ability to execute. We will consider several approaches to facilitating innovation. (Slides) **NOTE: THE TEAM ASSIGNMENT IS DUE NOV 24TH**
11	Tue, Nov 26	5:10 pm	Leadership and Diversity	Diversity is one of the top trends that drive leadership agenda today, as organizations try to build and sustain inclusive workplaces. We will discuss leadership issues pertaining to gender (Northouse, 2019: Ch.15) and culture (Northouse, 2019: Ch. 16)
12	Tue, Dec 3	5:10 pm	Ethics in Leadership Review	Leadership and ethics are integrally linked. We will raise the following questions: Why do ethics matter? What are the basic kinds of moral standards? What are ethical dilemmas? (Northouse, 2019: Ch. 13)

7. Recommended Texts/Readings

Northouse, P.G. (2019). *Leadership: Theory and Practice*, Sage, Ed. 8 (or Ed. 7)

Note: There is a copy of Ed. 8 and a copy of Ed. 7 on a 3-hr reserve at the library.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Item	When?	Weight
a) Midterm	Tuesday, Oct 29th, in class	35%
b) Team Assignment	Sunday, Nov 24th, 11:59 PM	25%
c) Final Exam	Dec 6 to 15	40%
TOTAL		100%

Additional bonus marks may be given for participation.
Further information on grading can be found in the Ontario Tech University Academic Calendar.

9. Assignments and Tests

a) Midterm will be held in class on **Oct 29th** and will cover all content up to that date.

Missed Term Test
Students who miss a midterm or term test may submit a request for deferral along with supporting documentation to the Faculty Advising offices within three (3) working days. Medical deferrals will be comprised of a completed Ontario Tech University [Medical Statement](#) form completed by the student and physician within 24 hours of the missed course work or an [Academic Consideration](#) form for non-medical reasons. These forms can be found on the Ontario Tech University website or the FBIT Announcement Board on Blackboard. If a midterm or term test is missed for approved reasons, the weight of the missed component will be added to the final. If you miss the midterm or term test and do not follow the procedure above, you will receive a score of zero on the missed component. All forms can also be found in the UOIT Documents tab of MyCampus

b) Team Assignment: Explore and analyze how an organization identifies its high-potential employees and develops its future leaders.

<div align="center">PLEASE READ CAREFULLY</div>

Requirements:

- Choose or form a team of 4-6 students.

  - Note: It is your responsibility to find a team. This is a team assignment and may NOT be completed individually. Finding and working in a team are important requirements of this exercise.

- As a team, you will conduct an interview with a manager at a mid-sized or a large organization and explore **their approach to identifying high-potential employees and developing future leaders.**

  - The organization you select must have at least 100 employees in Canada (e.g., a financial institution such as a bank, a technology company, a consumer products company, a large retailer, etc.)

  - It is your team's responsibility to identify an appropriate organization and (professionally!) arrange an interview with a manager. For clarity: You must find a manager to interview in person. An appropriate interview length would be between 30 minutes and 60 minutes.

  - All members of the team must be present at the interview. Make sure to dress professionally and arrive a few minutes early. At the end of the interview take a selfie of all members of the team with the person you interviewed (make sure to ask permission before taking a photo!).

  - Make sure to have your questions carefully thought-out and prepared in advance of the interview. Also, make sure to conduct a background research on the organization before the interview (e.g., lines of business, numbers of employees,

leadership, head office, date established, etc.). Also, it is important to thank the manager for taking the time to meet with your team and his/her share valuable insights.

- Following the interview, meet as a team to review and discuss the findings, lessons learned, and recommendations.

- Write a report, which should include the following:

    i. Description of the organization

        o Industry, size, year of establishment, head office, organizational structure, leadership, etc.

    ii. The approach used by the organization to (a) identify high-potential employees and (b) develop future leaders.

        o How important does the organization consider "leadership" to its success, survival? How does the organization identify its high-potential employees (e.g., Formally, informally, or not at all? How early? What indicators of potential does it use? Etc.)? How does the organization develop its future leaders? How effective does the organization consider its approach? Etc.

    iii. Analysis and lessons learned

        o Is the approach used by the organization effective? Is it consistent with best practices? Why? Where are the gaps? Provide specific details/evidence that support your assertions.

    iv. Recommendations

        o What would you recommend the organization does differently? What can it do to be more effective? Why? Etc. Justify your recommendations. Make sure your recommendations are consistent with your analysis (above) and research findings (provide references).

    v. Appendices

        o Include the name, position/title and contact information of the manager you interviewed

        o Include the questions you asked at the interview and the names of team members who were in attendance

        o Include a selfie (a photo) of all members of the team together with the person you interviewed (all must be clearly visible on the same photo)

        o A list of names of all team members and each person's contribution to the assignment (e.g., Bob Smith – 20%; Jane Wise – 20%, etc.)

        o Additional information you may choose to include to provide background information and support your analysis and recommendations

Other Information:

- All members of the team must work together and <u>equally</u> contribute to the assignment. Each student is responsible for contributing fully to the team's effort; instructor may deduct marks for those students who contributed less than other team members.

- Max 2,000 words in length (not including the Appendices)

- Use the APA style to format your assignment and to cite any relevant research: http://www.uoit.ca/assets/Section~specific/Current~students/Academic~resources/Library/PDF/APA.pdf

- Due: <u>Sunday, Nov 24th, 11:59 PM</u>; no late submissions will be accepted. Submit via BB. One submission per group.

Missed Course Work

Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by a Ontario Tech University Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons should be submitted. Coursework includes, but is not limited to, quizzes; written assignments; participation; case studies; etc... If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The instructor will contact you regarding a make-up assignment. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Accessibility

Students with disabilities may request to be considered for formal academic accommodation in accordance with the Ontario Human Rights Code. Students seeking accommodation must make their requests through Student Accessibility Services. Requests must be made in a timely manner, and students must provide relevant and recent documentation to verify the effect of their disability and to allow the university to determine appropriate accommodations.

Accommodation decisions will be made in accordance with the Ontario Human Rights Code. Accommodations will be consistent with and supportive of the essential requirements of courses and programs, and provided in a way that respects the dignity of students with disabilities and encourages integration and equality of opportunity. Reasonable academic accommodation may require instructors to exercise creativity and flexibility in responding to the needs of students with disabilities while maintaining academic integrity.

11. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

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Further information about academic misconduct can be found in the Academic Integrity link on your laptop. Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found in the Academic Calendar.

12. Turnitin (if applicable)

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http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

13. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Student ID cards can be obtained at the Campus ID Services, in G1004.

Students who are unable to write a final examination when scheduled due to medical reasons or religious obligations may make arrangements to write a deferred examination. These students are required to submit an Application for Deferred Final Examination to the Registrar's Office along with an academic consideration form for non-medical requests.

Further information on final examinations can be found in the Academic Calendar.

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business and Information Technology encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the Ontario Tech University Chief Privacy Officer at accessandprivacy@uoit.ca

15. Student Course Feedback Survey

Student course feedback survey of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University programs and instructional effectiveness. To that end, Student course feedback survey are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about survey will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

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University can help. Ontario Tech University will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:

- Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email supportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

17. Student Conduct Policy

Ontario Tech University is a community that values and promotes respect, integrity, diversity and accountability among all members of the university. These values can only be achieved in an environment that supports and protects the safety and security of its members. The Ontario Tech University Policy on Student Conduct defines and guides standards of student behaviour at the university to uphold these values and ensure that behaviour contrary to these standards are dealt with in a manner that is fair, open and effective.

Students are encouraged to familiarize themselves with the full policy available here: **HTTPS://USGC.UOIT.CA/POLICY/POLICY-LIBRARY/POLICIES/LEGAL,-COMPLIANCE-AND-GOVERNANCE/STUDENT-CONDUCT-POLICY.PHP**

Faculty of Business and Information Technology

BUSI2180 CRN 44453: Introduction to Managerial Accounting
Course outline for Fall 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Fall 2019	Lecture and Tutorial	Thursday	6:40pm – 9:30pm

Location	CRN #	Classes Start	Classes End	Last day to drop course without academic consequence	Final Exam Period
Business and IT Building (UB) UB2080	44453	September 5, 2019	December 4, 2019	October 2, 2019	December 6-15, 2019

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Jonathan Muterera, PhD, CPA, CFE, FCPA			BlackBoard Messaging
Office Hours: By appointment Thursday 3:00pm			

Laboratory/Teaching Assistant Name	Office	Phone	Email
TBD			
Office Hours: TBD			

3. Course Description

BUSI 2180U – Introduction to Managerial Accounting
This course is an introduction to managerial accounting concepts with a focus on cost derivation and decision-making. The course is problem solving based and stresses both a manager's and an accountant's perspective on accounting information. Application of techniques is stressed. Students will learn to evaluate techniques based on their appropriateness for specific decisions. Application of concepts and development of critical thinking skills are crucial aspects of the course.

4. **Learning Outcomes**

On the successful completion of this course, students will be able to:
1. Demonstrate an understanding and awareness of managerial accounting principles.
2. Classify, analyze, and synthesize information on technical material that accountants or other informed users will require to successfully implement their strategies and have measurable outcomes.
3. Develop future oriented business strategies and prospective performance measures.
4. Understand the limitations of financial accounting practices when interpreting information for management purposes.

5. Course Design

- *Lecture* – significantly covers the theoretical material from the textbook with references to everyday situations.

- *Tutorial* – application of the technical and theoretical material in an analytical framework for solving problems and developing case writing skills.

- *Case Discussion* – reviews methodology and technique for case writing.

Students are expected to attend lectures.
Students are expected to attend and participate in the tutorial session in which they are registered.

Tutorials
You will be provided with the problems / cases / exercises that will be reviewed in your registered Tutorial sessions. You are expected to prepare these problems / cases / exercises for the Tutorial sessions. You should also prepare any questions which you may have for the TA.

You will be asked to sign in during the Tutorial session. Please bring your Student ID card for signing in purposes. You will receive an attendance grade that will consist of 5% of your total course grade provided that you have attended at least all but 2 of your registered Tutorial sessions.

Tutorials are designed to provide students with guided practice in applying the course materials and to have a scheduled opportunity to seek assistance with the course materials. All students are expected to attend all Tutorials.

1. **Outline of Topics in the Course**

Session	CLASS DATES ONLY	Details [Review chapters BEFORE lecture]	Assignment
1	Thursday Sept 5/19	Chapter 1 Managerial Accounting	
2	Thursday Sept 12/19	Chapter 2 Managerial Cost concepts and Cost Behaviour analysis	
3	Thursday Sept 19/19	Chapter 3 Job-Order Cost Accounting	#1 Available – Due Start of class Thursday, September 26/19
4	Thursday Sept 26/19	Chapter 4 Process cost Accounting	
5	Thursday Oct 3/19	Chapter 5 Activity-Based Coting	
6	Thursday Oct 10/19	**Mid Term – in class Coverage Chapters 1-5**	
7	Thursday Oct 17/19	**NO CLASS Fall study week**	
8	Thursday Oct 24/19	Chapter 6 Decision-Making: Cost-Volume-Profit	#2 Available – Due Start of class Thursday, October 31/19
9	Thursday Oct 31/19	Chapter 6 Decision-Making: Cost-Volume-Profit	
10	Thursday Nov 7/19	Chapter 7 Incremental Analysis	#3 Available – Due Start of class Thursday, November147/19
11	Thursday Nov 14/19	Chapter 7 Incremental Analysis	
12	Thursday Nov 21/19	Chapter 10 Budgetary Planning	
13	Thursday Nov 28/19	Review	

Tutorial sessions

Tutorial 44455	Tuesday	3:40-5:00	UA 3130
Tutorial 44456	Tuesday	12:40-2:00	UA 3140
Tutorial 44457	Monday	2:10-3:30	SIRC 2020B
Tutorial 44458	Thursday **	12:40-2:00	UA 3130
Tutorial 44459	Monday	12:40-2:00	SIRC 220B

** Not available to those enrolled in CRN 44454 Thursday lecture section

7. Required Texts/Readings

TEXT
1. Weygandt, Managerial 5th Canadian Edition loose-leaf text + WileyPLUS Blackboard Card Package: **9781119410522**
2. Weygandt, Managerial 5th Canadian Edition WileyPLUS Blackboard Card: **9781119403968**

Students can choose to either purchase the package, which includes the loose leaf and WileyPLUS access, or just the WileyPLUS access (which includes access to the online e-text).

8. Evaluation Method

Marks allocation	
a. Hand-in Assignments 3 @ 5%	15%
b. Tutorial Attendance	5%
c. Midterm exam	35%
d. Final exam	45%
	100%

NOTES:

a) All Assignments must be handed in as hard copy (stapled please) at the beginning of the class when they are due.

b) Assignment submissions must also be submitted as a PDF file in their BlackBoard Drop Box. See detailed instructions on the assignment sheet.

c) Missed assignments will receive a grade of zero

d) Lecture presentations, in-class discussions, and other in-class activities will presume that students have read the assigned chapters BEFORE the class is held.

e) There will be NO makeups for missed Assignments

f) Students should familiarize themselves with UOIT Regulations regarding illness and other personal issues. Academic Advisers are available for consultation in such circumstances.

g) Students should familiarize themselves with UOIT Regulations regarding plagiarism and failure to acknowledge sources.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

Missed Term Test
Students who miss a midterm or term test may submit a request for deferral along with supporting documentation to the Faculty Advising offices within three (3) working days. Medical deferrals will be comprised of a completed Ontario Tech University Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons. These forms can be found on the Ontario Tech University website or the FBIT Announcement Board on Blackboard. If a midterm or term test is missed for approved reasons, the weight of the missed

component will be added to the final (or: a make-up test will be offered at a date set by the course instructor). If you miss the midterm or term test and do not follow the procedure above, you will receive a score of zero on the missed component.

All forms can also be found in the UOIT Documents tab of MyCampus

Missed Course Work

Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by a Ontario Tech University Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons should be submitted. Coursework includes, but is not limited to, quizzes; written assignments; participation; case studies; etc… If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related

concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

[Include faculty statement on professional conduct, if applicable.] Additional information on professional suitability can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a

resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at
https://studentlife.uoit.ca/services/academic-support/index.php

15. **Turnitin (not applicable)**

16. **Final Examinations (if applicable)**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Business and Information Technology.

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business and Information technology encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Faculty of Business and Information Technology

BUSI 2200U: Marketing Management
Course outline for Fall 2019

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Fall 2019	Lecture	Friday	2:10 – 5:00 pm

Location	CRN #	Classes Start	Classes End	Last day to drop course without academic consequence	Final Exam Period
UA2120	44576	September 5, 2019	December 4, 2019	October 2, 2019	December 6-15, 2019

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Nelson Amaral	UB3018	Ext. 6484	nelson.amaral@uoit.ca
Office Hours: Thursdays 2-4pm and Fridays 12-2pm			

Laboratory/Teaching Assistant Name	Office	Phone	Email
Office Hours:			

3. Course Description

This course is an introduction to marketing for non-BCom (Hons) students. Topics include marketing segmentation, positioning, distribution, branding and pricing strategies.

The goal of Principles of Marketing is to introduce you to the fundamental concepts of the marketing mix (product, place, price, and promotion) and their application in the business world.

4. **Learning Outcomes**

By the end of the course, you should be able to:

➢ understand the principles of marketing management and planning;
➢ analyze consumer markets and identify market segments;
➢ acquire skills to manage new product development and product life cycle;
➢ apply market concepts and theories to make sound business decisions;
➢ develop effective marketing strategies in a dynamic business environment;
➢ understand current challenges and issues in marketing.

5. **Course Design**

This course consists of lectures, class discussions, case analyses, and video presentations. Regular attendance is required of all students. A teaching assistant will be available to answer e-mail enquiries. Blackboard at UOIT will be used as a platform for accessing class handouts, assignments, supplemental materials, and a forum for communication and discussion.

This course is designed for students to actively learn, think, participate, and practice. Students are expected to read the chapters prior to class and participate in class discussions. A student cannot fully benefit from the lecture/slides unless s/he is actively involved in all class activities. Updated slides will be posted on Blackboard after lectures if necessary.

Students are required to submit a marketing plan and a case assignment (please see Sections 8 and 9 below for details). All students are also required to write a midterm exam and a comprehensive final examination. The chapters listed below are the required readings.   You must study all the required readings as well as the class lecture notes for both the midterm and the final examination.

6. **Outline of Topics in the Course**

Lecture	Date	Time	Topics	Required Readings (Tentative; subject to modifications)
1	Sep 6	2:10 – 5pm	*Course Orientation and overview* - *Course overview* - *The marketing concept* - *Marketing decision making*	Chapter 1 (Crane et al.)
2	Sep 13	2:10 – 5pm	*Marketing Strategy* - *The marketing concept* *Marketing decision making*	Chapter 2 (Crane et al.) Appendix A: Creating a Marketing Plan (Crane et al.) Job Search In-Class Activity *Decorated Name Tents Due*

3	Sep 20	2:10 – 5pm	*Analyzing markets and customers* - *Scanning the marketing environment* - *SWOT analysis*	Chapter 3 (Crane et al.) Case: Geek Squad (pp. 91-94) – Professor will cover this case to provide an example of what's required *Group Membership Due Before Class*
4	Sep 27	2:10 – 5pm	*Marketing research* - Types of research - Research process *Product/Brand Strategies* - *Product line & product mix* - *New Product Development*	Chapter 8 (Crane et al.) Chapter 10 (Crane et al.)
5	Oct 4	2:10 – 5pm	*Pricing Products &Services* - *Price setting process* - *The pricing strategies* *Marketing Math*	Chapter 13 (Crane et al.) Case: Carmex; Setting the Price of the Number-One Lip Balm. (pp. 346-349 and video available on Connect) – **groups will present this case** *(see the group presentation schedule on the shared drive spreadsheet)*
6	Oct 11	2:10 – 5pm	*Distribution* - *Channel structure & organization* - *Channel choice and management* *Test 1 Review*	Chapter 14 (Crane et al.) Case: Amazon (pp. 386-389 and video available on Connect) – **groups will present this case** *(see the group presentation schedule on the shared drive spreadsheet)*
Study Break (October 14-20)				
8	Oct 25	2:10 – 5pm	**TEST 1** **Research activity 1 of 2** *Consumer Behavior* - *Customer decision making models* - *Psychological influences on consumer behavior* - *Sociocultural influences on consumer behaviour*	**TEST 1** Chapter 5 (Crane et al.)
9	Nov 1	2:10 – 5pm	*Product/Brand Strategies* - *Product lifecycle* *Branding & Brand Management*	• Chapter 11 (Crane et al.) • Case: P & G's Secret Deodorant (pp. 291-294 and video available on Connect) –**groups will present this case**

10	**Nov 8**	**2:10 – 5pm**	***The target market process*** - *Market segmentation* - *Target marketing* ***Positioning*** - *The importance of positioning* - *Techniques of positioning*	• Chapter 9 (Crane et al) • Case: Prince Sports, Inc. (pp. 239-242 and video available on Connect) – **groups will present this case**
11	**Nov 15**	**2:10 – 5pm**	***Promotion Strategies*** ● *Integrated marketing communication* ● *The promotional elements* ● *Developing the promotion program*	• Chapter 16 (Crane et al.) • Case: Taco Bell (pp. 439-441 and video available on Connect) – **groups will present this case**
12	**Nov 22**	**2:10 – 5pm**	***Personal Selling and Salesforce Management*** - ***Salesforces management*** - ***Personal selling*** - **Test 2 Review**	Chapter 18 (Crane et al.)
13	**Nov 29**	**2:10 – 5pm**	*TEST 2 OF 2* **Research activity 2 of 2**	

7. **Required Texts/Readings**
   Marketing (Canadian Edition), Crane, et al., 10th Edition, McGraw-Hill Ryerson, The book is available at the campus bookstore.

   Additional Information (See Appendix for details):

   Textbook Package with Connect Access Code:
   Marketing with Connect Access Card, by Crane, McGraw-Hill Education, 2017, 10th Canadian edition. Package ISBN 9781259270901
    Connect link: http://connect.mheducation.com/class/n-amaral-fall-2018

   Alternative eBook option with Connect:
   Connect Access Code for Marketing by Crane, ISBN 9781259272257, can be purchased from your College Bookstore.   Connect Access can also be conveniently purchased online for $89 when you register at the Connect Web Address provided by your instructor.

   Additional Loose Leaf option for Student's who have purchased Connect Access:
   Students who purchase Connect access are eligible to order a discounted colour loose-leaf version of the text for an additional $30, direct from McGraw-Hill Education. The link to purchase the loose-leaf can be found in the Student Resources area of the Library tab within the Connect course.

   Additional readings may be assigned or recommended during the course.

8. **Evaluation Method**

Marketing Plan – Proposal for Approval	1% (October 5, 2018 by 11:59 pm)	
– Written Report	24% (December 5, 2018 by 11:59 pm)	
Case Assignment	20% (Due date varies by group – see below)	
Test #1	20% (October 26, 2018)	
Class Participation	10%	
Test #2	25%	
Total	**100%**	

An important learning goal of this course is to build up your skills in effectively working with others. For the Marketing Plan and Case Assignment, you will work in a study group of 4 or 5 members. Each individual member will be evaluated in terms of group performance. All students are required to indicate what groups they want to be a part of through the shared document available on Blackboard by the start of class on **September 20**.

The due date for the Marketing Plan in September 21st.
The due dates for the Case assignment vary based on a random draw – there are 6 cases, and groups will be randomly assigned to one of the 6 cases and notified of when they are presenting on September 21st. Assignment submitted as individual work will NOT be accepted. Failure to submit an assignment on the due date will result in a grade of zero for the assignment.

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

1) Marketing Plan (25%)
Product Idea. You will work with your group members to develop a marketing plan for a chosen product, service or cause. You are required to submit your product idea proposal by **September 27th by the start of class, via email** for approval. A short, one page maximum, typed description is all that is required for this date. If it is absolutely necessary to change your product idea, students need the instructor's approval. It is recommended that you create a brand name for your chosen product or service and identify your product/service by that name in your report.

The Marketing Plan consists of two sections. In section 1, you will perform a situation analysis, identify target market, and specify positioning strategy. In section 2, you will specify marketing objectives and the marketing mix (product, pricing, distribution, and promotion) that you will employ to achieve your marketing objectives. In this part, you also need to provide financial calculations to show that your plan is financially viable.

The marketing plan should be no more than **10 pages**, not including references and appendices. It should be typed, double spaced, with 12-point Times Roman font size and 1" page margin. Up to an additional 3 pages of exhibits/appendices are be permitted. The exhibits/appendices should be clearly titled, and should only be included if they provide supporting details for your analyses and recommendations.

On the cover page, you need to list your team name and the names, listed alphabetically, by last name, and student ID of your group members.

A **guideline** for the marketing plan, which summarizes what will be discussed in detail in class on September 13, will be made available on the Blackboard immediately after that. Please read the guideline carefully before completing the plan.

The marketing plan should be submitted to Blackboard in Microsoft Word format by one group member by **December 7 before 11:59 pm.** Failure to submit the Marketing Plan on the due date will result in a grade of zero for this assignment.

Case Assignment (20%)
You will be assigned one case assignment during the course. You will discuss the case among your group members (the same groups assigned for the Marketing Plan) and submit a written report for the case. The case report has no page limits or minimum. It should be submitted by one group member, in Word, via email, by 11:59pm the night before the presentation is due (worth 5 of 20 points). The written analysis should be used to help you prepare for the main assignment which is a class presentation. The presentation (worth 15 of 20 points) should last 10 to 15 minutes and every member of the group is expected to participate. The presentation dates will be posted on the group sign-up sheet as soon as all of the groups are formed. The first case presentation will take place on October 5 and there will be at least two case presentations each week (depending on the number of groups formed). Details for the case analysis assignment and presentations will be discussed in class prior to the first presentation being due and presentation expectations will also be illustrated through my own presentation on the Geek Squad case.

The case assignment should list all group members' names, listed alphabetically, by last name, and student numbers on the cover page. Failure to submit the case assignment on the due date will result in a grade of zero for this assignment.

Test 1 (20%)
Date: **October 25**
Place: **In class**
Duration: 1 hour and 15 minutes (Regular Class Time)

Materials covered: all materials seen and discussed in class. You must study all the required readings as well as the lecture notes for the midterm exam.
Format: This is an in-class, individual based test that consists of multiple choice questions.
Note: There will be **no make-up** for test 1. If you miss the test due to illness, you need to submit appropriate medical proof to your academic advisor. Once the document is verified by your academic advisor, the missing test may be reweighted toward the second test.

Test 1 (25%)
Date: **November 29**
Place: **In class**
Duration: 1 hour and 15 minutes (Regular Class Time)

Materials covered: all materials seen and discussed in class. You must study all the required readings as well as the lecture notes for the second test.
Format: This is an in-class, individual based test that consists of multiple choice questions.
Note: There will be **no make-up** for test 2. If you miss the second test due to illness, you need to submit appropriate medical proof to your academic advisor. Once the document is verified by your academic advisor, the missing test may be reweighted toward your first test of final term paper.

Class Participation [10%]
The grade assigned for this important aspect of this course will be comprised of three parts. First, as a responsible member of the class community you should be able to reliably evaluate yourself and will be provided with this opportunity after each class using a name tent that will be provided for you. Second, an important way to gauge the value of a contribution is by considering whether others in the class appreciate your commentary, learn from it and engage in more thinking or discussion on the topic at hand; this will be determined through peer evaluation which will also be provided on the name tents. Finally, as the mediator and solicitor of the class discussions I will also provide my own evaluation of each student's impact on our in-class discussions. Each of these three facets will be given equal weight in determining a final participation grade.
The name tent will be provided at the first class. You will be expected to complete the name tent along with the "Personal Information" section on the back in time for the course's second meeting. The name tents will be turned in at the end of each month. This allows me to get to know you, and it is also where I will make notes about your self-evaluations.

Group Member Peer Evaluation

Each student is required to participate in all stages of the group work, including group meetings, analysis, discussions via Blackboard, preparation of the marketing plan and case assignment report. Each member of the group will receive the <u>same</u> grade on the assignment unless the group wishes a different allocation. If all members of the group agree to differential grades due to differences in contributions and efforts in the group work, you are required to submit your group's grading proposals in writing along with your written case assignment/marketing

plan report (e.g. transfer 2 marks from individuals A and B to individuals C and D in your group). Your grading proposal should be signed by all members of the group.

In very exceptional cases, group members, who do not want to receive the same grade, are unable to reach a consensus on differential grades. A group project peer evaluation form will be used for the purpose of assigning grades to different group members. You are required to submit this group project peer evaluation form along with your written case assignment/marketing plan report (and cc all group members). A copy of the peer evaluation form (Form A3) is available on the course website. The information you provide on this evaluation form will be used by the instructor to determine your individual grade on the case assignment/marketing plan. Please note that this form is submitted only when there is a disagreement on the differential grading proposal among group members. Do not submit this form if all group members agree to the same grade or differential grades.

In the event that a member does not submit any work or make any contributions to the group work, this group is allowed to exclude this member's name from the group case assignment/marketing plan. Hence, this member will not receive any marks for the group case assignment/marketing plan.

TEACHING AVSSISTANT (TA)

The TA is responsible for grading your assignments, product idea proposals, and marketing plans. He is also available for consultation, and answering your questions. If you have any questions or concerns regarding course materials, lectures, assignments, marketing plans, and exams, please feel free to contact him. He can be reached by email via Blackboard.

CONTACT BY E-MAIL

Students can contact me by email via Blackboard only. Go to the Blackboard, and click the Mail icon. Do not send me any email via my university email address.

Missed Term Test
Students who miss a midterm or term test for medical or compassionate grounds may submit a request for deferral along with supporting documentation to the Faculty Advising offices within three (3) working days. Medical deferrals will be comprised of a completed UOIT Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons. These forms can be found on the UOIT website or the FBIT Announcement Board on Blackboard. If a midterm or term test is missed for approved reasons, the weight of the missed component will be added to the final. If you miss the midterm or term test and do not follow the procedure above, you will receive a score of zero on the missed component.

Missed Course Work
Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by a UOIT Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons should be submitted. Coursework includes, but is not limited to, quizzes; written assignments; participation; case studies; etc... If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The instructor will contact you regarding a make-up assignment. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php

Students may contact Student Accessibility Services by calling 905-721-3266, or email
studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online
using the SAS test/exam sign-up module, found here
https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests,
midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to
the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

[Include faculty statement on professional conduct, if applicable.] Additional information on
professional suitability can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity
of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual
respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities
of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic
Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism,
copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests,
submitting work prepared in collaboration with another student when such collaboration has not been
authorized, among other academic offences. The regulations also describe the procedures for dealing with
allegations, and the sanctions for any finding of academic misconduct, which can range from a
resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity
with these regulations on academic conduct does not constitute a defense against its application. This
information can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study
skills, counseling, and peer mentorship. More information on student support services can be found at
https://studentlife.uoit.ca/services/academic-support/index.php

15. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five (5) academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy which is subject to change from time to time.

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Business and IT

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business and IT encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Appendix: Connect

Connect for Marketing by Crane includes: Your online course assignments, the online interactive eBook for Marketing, LearnSmart plus the Students Resources which include: Links to End-of-Chapter Video Cases (and transcripts), Practice Quizzes, Dashboard Practice Activities, Audio Glossary, Flashcards, Marketing Plan Template, and a Marketing Careers Appendix.

SmartBook included in Connect:
For a short video of SmartBook, visit https://www.youtube.com/watch?v=auaHNO9A2Es
For a video series on how to use SmartBook, visit https://www.youtube.com/watch?v=PTOr6clmkyo

Winter 2018 Connect Course Web Address for Registration:

Fall 2018 Nelson Amaral: http://connect.mheducation.com/class/n-amaral-fall-2018

Connect Registration using your access code or purchase online:
1. Go to the Connect Web Address provided by your instructor
2. Click on "Register Now."
3. Enter your email address (this will become your Connect username). If you already have a McGraw-Hill account, you will be asked for your password and will not be required to create a new account.
4. Enter a registration code or choose "Buy Online" to purchase access online.
5. Follow the on-screen directions.
6. When registration is complete, click on "Go to Connect Now."
7. You are now ready to use Connect.

Student Support for Connect:
Visit http://www.connectstudentsuccess.com/ for Connect registration
instructions, Connect Student Q&A and Searchable Q&A, troubleshooting and system requirements.

To submit a support ticket with the McGraw-Hill Care Centre, visit www.mheducation.ca/support or call 1-800-331-5094

Faculty of Business and Information Technology

BUSI 2205U: Principles of Marketing
Course Outline for Winter 2019

1. Course Details & Important Dates*

Term	Section	Course Type	Day	Time
Winter 2019	001	Lecture	Wednesday	6:40pm – 9:30pm

Location	CRN #	Classes Start	Classes End	Last Day to Drop Courses	Final Exam Period
UA 3230	72898	Jan 7th 2019	April. 8th, 2019	Feb. 1ST, 2019	April 8th – 20th

* For other important dates go to: www.uoit.ca>Current Students >Important Dates and Deadlines

2. Instructor Contact Information

Instructor	Office	Phone	Email
Brett Murphy		905-436-3311 ext. 2361	Brett.Murphy@uoit.ca
Office Hours: Wednesdays 5:00pm to 6:30pm (Please contact in advance to schedule an appointment)			

Teaching Assistants	Email
Office Hours: By Request	

3. Course Description

The goal of Principles of Marketing is to introduce you to fundamental concepts of the marketing mix (product, place, price, and promotion) and their application in the business world. These concepts will form a foundational framework by which to build upon in senior undergraduate years of your respective programs.

4. Learning Outcomes

By the end of the course, you should be able to:

➤ Understand how to manage new product development and product life cycle and select effective branding strategies for a given product offering.

- ➢ Understand the constraints and determinants of a firm's pricing, select effective pricing strategies for your product offerings.
- ➢ Understand the benefits/costs of different distribution channels and the strategies for effectively managing these channels; develop effective retailing mix strategies for your product.
- ➢ Understand the concept of integrated marketing communications and the specific promotion elements; develop effective communication strategies for your chosen product offering.
- ➢ Acquire necessary quantitative skills to aid marketing decisions.
- ➢ Develop well-rounded, professional marketing plan for a chosen product.

5. Course Design

The course will be delivered in lecture format by the instructor. A teaching assistant will be available to answer e-mail enquiries. Blackboard at UOIT will be used as a platform for accessing class handouts, assignments, supplemental materials, and a forum for communication and discussion.

6. Outline of Topics in the Course

Date	Topics/Activities
January 9th	**Lecture #1: Course orientation** *Topics*: ▪ Course overview ▪ The marketing plan ▪ Overview of the marketing mix (4 P's) ▪ Chapter 1 (Crane et al.)
January 16th	**Lecture #2: The Marketing Plan (cont.)** *Topics*: ▪ Developing Marketing Strategies ▪ Scanning the Marketing Environment *Reading assignment:* ▪ Chapter 2 & 3 (Crane et al.) ▪ Case: IBM (pp. 50-53) ▪ Group formation deadline
January 23rd	**Lecture #3: Targeting and Product/Brand Strategies (Part 1)** *Topics*: ▪ Market Segmentation, Targeting, and Positioning ▪ Product Line and Product Mix ▪ New Product Development *Reading assignment:* ▪ Chapter 9 (Crane et al.) ▪ Chapter 10 (Crane et al.) ▪ Case: X-1: Breaking the Barriers of Sound with New Product Development ▪ **Product Idea Proposal – Marketing Plan – Due**

January 30th	**Lecture #4: Product/Brand Strategies (Part II)** ▪ Product Lifecycle ▪ Brand and Brand Management *Reading assignment:* • *Chapter 11* (Crane et al.) • *Case:* P & G's Secret Deodorant (pp. 291-294) **Case Due for Submission: Jamba Juice: Scanning the Marketing Environment**
February 6th	**Lecture #5: Pricing** *Topics*: ▪ The process of setting prices ▪ The pricing strategies ▪ Price elasticity ▪ Price chain ▪ Customer Lifetime Value Analysis ▪ Midterm exam Review *Reading assignment:* ▪ Chapter 13 (Crane et al.) ▪ Case: Carmex: Setting the Price of the Number-One Lip Balm. (pp.346-349)
February 13th	**Midterm Exam**
February 20th	**No Lectures – Midterm Break**
February 27th	**Lecture #6: Distribution** *Topics*: ▪ Channel structure and organization ▪ Channel choice and management *Reading assignment:* ▪ Chapter 14 ▪ Case: Amazon pg. 386-389
March 6th	**Lecture #7: Supply Chain & Retail Management** *Topics*: ▪ Logistics Management ▪ Supply Chain Management ▪ Retail Management *Reading assignment:* ▪ Chapter 14 (from page 383) ▪ Chapter 15

March 13th	**Lecture #8: Managing Service**
	Topics:
	    ▪ The uniqueness of services
	    ▪ Service consumption
	    ▪ Managing service: the Eight P's
	
	Reading assignment:
	    Chapter 12

March 20th	**Lecture #9: Promotion Strategies (Part 1)**
	Topics:
	    ▪ Integrated marketing communications
	    ▪ The promotional elements
	    ▪ Developing the promotion program
	
	Reading assignment:
	    ▪ Chapter 16 (Crane et al.)
	    ▪ Case: Taco Bell (pp. 386-389)

March 27th	**Lecture #10: Promotion Strategies (Part 2)**
	Topics:
	    ▪ Advertising management
	    ▪ Sales promotion
	    ▪ Public relations
	
	Reading assignment:
	    ▪ Chapter 8 (Crane et. al.)

April 3rd	**Lecture #11: Reaching Global Markets**
	Topics:
	    ▪ World trade
	    ▪ Global market entry strategies
	    ▪ Crafting a worldwide marketing program
	
	Reading assignment:
	    ▪ Chapter 7 (Crane et al.)
	    ▪ Case: Mary Kay (pp.189-192)
	
	    ▪ **Course Review**
	    ▪ **All Final Marketing Plans Due April 5th (Blackboard)**

7. Required Texts/Readings

Marketing (Canadian Edition), Crane, et al., 10th Edition, McGraw-Hill Ryerson, The book is available at the campus bookstore (also available for download).

<u>Additional Information (See Appendix for details):</u>

Textbook Package with Connect Access Code:
Marketing with Connect Access Card, by Crane, McGraw-Hill Education, 2017, 10th Canadian edition. Package ISBN 9781259270901

Alternative eBook option with Connect:
Connect Access Code for Marketing by Crane, ISBN 9781259272257, can be purchased from your College Bookstore.   Connect Access can also be purchased online for $89 when you register at the Connect Web Address provided.

Additional Loose Leaf option for Student's who have purchased Connect Access:
Students who purchase Connect access are eligible to order a discounted colour loose-leaf version of the text for an additional $30, direct from McGraw-Hill Education. The link to purchase the loose-leaf can be found in the Student Resources area of the Library tab within the Connect course.

8. Evaluation Method

Your grade will be evaluated on the basis of the following 6 course components:
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1) Marketing Plan Proposal **(January 23ʳᵈ)**   1%
2) Case Analysis **(January 30ᵗʰ)**   10%
3) Midterm Exam **(February 13ᵗʰ)**   20%
4) Marketing Plan **(April 5ᵗʰ)**   24%
5) Final Exam **(TBD)**   40%
6) Attendance/Participation   5%

An important learning goal of this course is to build up you skill in effectively working with others. For the Marketing Plan and the Case Analysis, you will work in <u>a group of 5 to 6 members.</u> Each individual member will be evaluated in terms of group performance. Assignments submitted as individual work will NOT be accepted. Assignments must be submitted on time, or a penalty deduction of up to **20%** of the assignment grade will be applied.

Grade Appeals or Questions:
Grade appeals/questions regarding any course component should be summarized in an email (or Blackboard message) to your instructor as a first step. Such appeals should be filed within 10 business days after the graded item has been returned to you. If you fail to contact your instructor within this timeframe, you forfeit the right to appeal the grade for that component after the deadline.

   Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Assignments and Tests

Marketing Plan (25%)

Product Idea. You will work with your group members to develop a marketing plan for a chosen product. You are to submit your product idea proposal by **January 23rd** for approval to Brett Murphy (Brett.Murphy@uoit.ca). A one page (typed) description of your intended product/service is all that is required for this date. This proposal will be worth 1% of your final grade, with the remainder coming from the final marketing plan. It is expected that there will be a diverse industries covered by this class. However, if too many groups choose the same industry, the instructor may ask some groups to change their industry on a first-come-first-serve basis. If it is absolutely necessary to change your product idea, students need the instructor's approval. It is recommended that you create a brand name for your chosen product or service and identify your product/service by that name in your report.

The Marketing Plan consists of two sections. In section 1, you will perform a situation analysis, identify target market, and specify positioning strategy. In section 2, you will specify marketing objectives and the marketing mix (product, pricing, distribution, and promotion) that you will employ to achieve your marketing objectives. In this section, you also need to provide financial calculations to show that your plan is financially viable, and an agenda of implementation to demonstrate how you proceed to carry out your strategies.

The marketing plan should be no less than **14 pages**, but no more than **22 pages. The 22-page limit only applies to the body of the report and does not include the title page, the table of contents, the executive summary, the bibliography, and the appendices**. The plan should be typed, double spaced, with 12-point font size and 1" page margin. Up to 3 pages of exhibits/appendices beyond the 22-page limit may be permitted. The exhibits/appendices should be clearly titled, and should only be included if they provide supporting details for your analyses and recommendations.

On the cover page, you need to list your team number and the names and student ID of your group members.

The marketing plan should be submitted to Blackboard in Microsoft Word format by one group member by **Friday, April 5th.**

Group Member Peer Evaluation

Each student is required to participate in all stages of the group work, including group meetings, analysis, discussions via Blackboard, preparation of the marketing plan and case assignment report. Each member of the group will receive the <u>same</u> grade on the assignment unless the group wishes a different allocation. If all members of the group agree to differential grades due to differences in contributions and efforts in the group project, you are required to submit your group's grading proposals in writing along with your written case analysis report (e.g. transfer 2 marks from individuals A, B and C to individuals C, D, and E in your group). Your grading proposal should be signed by all members of the group.

In very exceptional cases, group members, who do not want to receive the same grade, are unable to reach a consensus on differential grades. A group project peer evaluation form will be used for the purpose of assigning grades to different group members. You are required to submit this group project peer evaluation form along with your written case assignment report/marketing plan. A copy of the peer evaluation form (Form A3) is available on the course website. The information you provide on this evaluation form will be used by the instructor to determine your individual grade on the group project.   Please note that this form is submitted <u>only</u> when there is a disagreement on the differential grading proposal among group members.   Do not submit this form if all group members agree to the same grade or differential grades.

In the event that a member does not submit any work or make any contributions to the group work, this group is allowed to exclude this member's name from the group case assignment/marketing plan. Hence, this member will not receive any marks for the group case assignment/marketing plan.

Case Analysis (15%)

Due Date: **January 30th**

All assembled groups will submit one case study submission per group. This submission may be completed on blackboard by one representative of the group. The case will be available on blackboard for download.

Discuss the case amongst your group and submit a written analysis of the case (having fully answered all questions). You may use point forms or an essay format to communicate your ideas. Your analysis should be no less than 1,500 and no more than 3,000 words on January 30th by the start of our scheduled class (6:40pm).

Midterm Exam (20%)

Date and place: **February 13th (in class – UA 3230)**
Duration: 2 hours

Materials covered: all materials seen and discussed in class
Format: This is an in-class, individual based test that consists of multiple choice questions.
Note: There will be **no make-up** for midterm exam. If you miss the midterm exam due to illness, you need to submit appropriate medical proof to your academic advisor. Once the document is verified by your academic advisor, the missing midterm may be reweighted toward your final exam.

Final Exam (40%)

- Date and location: to be assigned by the University
- Duration: 3 hours
- Material covered: all materials seen and discussed in class, but with more weight given to materials covered after the midterm.
- Format: this is an individual based test, which may consist of multiple choice questions, quantitative analysis questions, and short answer questions.

Attendance/Participation (5%)

Regular attendance to class and participation is encouraged in order to maximize engagement and learning outcomes. This 5% component of the course grade will take into account:
- Individual student attendance to each class
- Level of participation and engagement during class

Missed Term Test

Students who miss a midterm or term test for medical or compassionate grounds may submit a request for deferral along with supporting documentation to the Faculty Advising offices within three (3) working days. Medical deferrals will be comprised of a completed UOIT Medical Statement form [https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13 medical_statement_form.pdf](https://shared.uoit.ca/shared/department/registrar/Records%20and%20Registration/13_medical_statement_form.pdf) completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form [https://shared.uoit.ca/shared/department/registrar/current students/documents/academicconsideration.pdf](https://shared.uoit.ca/shared/department/registrar/current_students/documents/academicconsideration.pdf) for non-medical reasons. These forms can be found on the UOIT website or the FBIT Announcement Board on Blackboard. If a midterm or term test is missed for approved reasons, the weight of the missed component will be added to the final. If you miss the midterm or term test and do not follow the procedure above, you will receive a score of zero on the missed component.

Missed Course Work
Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by a UOIT Medical Statement form completed by the student and physician within 24 hours of the missed course work. Coursework includes, but is not limited to, quizzes; written assignments; participation; case studies; etc… If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The weight of the missed course component will be reweighted to the case analysis component or the final group project. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component. *Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support.*

10. Accessibility

To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Academic Integrity

UOIT is committed to the fundamental values of preserving academic integrity as defined in UOIT policies and contained in the UOIT Calendar. Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education.

Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT's regulations on

Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application. Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent.

Academic Misconduct will not be tolerated in this class. Any student found to be involved in plagiarism or cheating will be penalized in accordance to the UOIT Calendar Section 5.15. The standard penalty for a first offence will be a grade of 0 on the exam or assignment. Permanent expulsion from the university may be implemented as penalty if a student is found to be guilty of successive acts of academic misconduct.

UOIT and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five academic years. The faculty member may require students to submit their assignments electronically to Turnitin.com or the faculty member may submit questionable text on behalf of a student. The terms that apply to UOIT's use of the Turnitin.com service are described on the Turnitin.com website. <u>If a student does object to the use of Turnitin.com, that student must sign and submit the Assignment Cover Sheet attached with each assignment submitted for assessment</u>.

Further information about Turnitin can be found in Resources on the Academic Integrity link on your laptop.

12. Final Examinations

- Date and place: to be assigned by the University
- Duration: 3 hours
- Material covered: all materials seen and discussed in class, but with more weight given to materials covered after the midterm.
- Format: this is an individual based test, which may consist of multiple choice questions, quantitative analysis questions, and short answer questions.

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their UOIT Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. A UOIT Student ID card can be obtained at the Campus ID Services, in G1004 in the Campus Recreation and Wellness Centre.

Students, who through religious obligations are unable to write a final examination when scheduled, will be permitted to write a deferred examination. These students are required to give three week's notice to the faculty concerned and to document the religious obligations involved.   An Application for Deferred Examination for Religious Observances form is available through the Registrar's Office.

Students who miss an exam for medical or compassionate grounds may submit a request for deferral, along with supporting documentation, to the Faculty Advising offices within five (5) working days. Medical deferrals will be comprised of a completed UOIT Medical Statement form completed by the student and physician within 24 hours following the missed examination, and a UOIT Application for Deferred Examination form. These forms can be found on the UOIT website, or the Web CT FBIT Announcement Board.

Further information on final examinations is available at:
www.uoit.ca/EN/main2/about/14057/14152/Academic_Policies_and_Procedures/Finalexam.html

13. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates via MyCampus.

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Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
http://www.uoit.ca/assets/Academic~Integrity~Site/Forms/Assignment%20Cover%20sheet.pdf

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15. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Business and Information Technology

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business and Information Technology encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that UOIT will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact the UOIT Chief Privacy Officer at accessandprivacy@uoit.ca

16. Sexual Violence Policy

UOIT is committed to the prevention of sexual violence in all is forms. For *any* UOIT student who has experienced Sexual Violence, **UOIT can help**. UOIT will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.
If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, who are specially trained individuals authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolutions options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or emailsupportworker@uoit.ca
- Learn more about your options at: www.uoit.ca/sexualviolence

Appendix: Other Policies and Expectations for the Learning Environment

1. **Effective Learning in the Classroom**

   The following are suggestions on how to carry out effective learning in your daily studying:

   •Pre-Class Preparation:

   Before you go to your classroom, you should allow enough time for commuting, and eat a healthy meal or snack.   Also, you should ask yourself the following questions:
   - Have you *previewed* the reading assignments?
   - Have you noted down key insights and questions from your reading?

   * *Rule of thumb*: for every hour lecture, you need approximately three hours of outside class studying to reinforce the material learnt in class.

   • In-Class Attitude:

   In order to get the most out of your lectures, you need to:
   - Arrive to class On Time
   - Concentrate (be curious and be motivated)
   - Be Active:
     - in class discussion
     - in group activities
     - in creative and critical thinking

   And you should also AVOID the following:
   - Eating 'strong smelling' or 'noisy' food
   - Getting involved in side conversions
   - Sending signs that scheduled class time is up, i.e. closing up your laptop or standing
   - Answering cellular phones in class

   •After class
   - Review lecture notes; highlight key points
   - Consult instructors or TA for unresolved questions
   - Seek help when necessary
   - Finish assignments on time

2. **The use of your laptop in the classroom**

   The use of laptops often enhances the learning experience. However, there are circumstances when it can be obstructive. Instructors have the right and the responsibility to determine appropriate classroom protocols for student use of laptops. Students refusing to comply with such requests may be requested to remove themselves from the classroom. Students refusing to comply may also be considered to be in violation of our University code of conduct and disciplinary action may result. Section 5:15 of the undergraduate calendar provide additional information on these matters.

- **Examples of appropriate use of laptops**:

  - Taking lecture notes
  - Course related computing
  - Limited messaging for learning purposes
  - Download course material from Blackboard

- **Examples of Inappropriate Use of Laptop**

  - Watching movies
  - Playing computer games
  - Social messaging

3. **Effective team management**

   The following are suggestions on how to effectively manage your teamwork:

   - Setting clear objectives
   - Signing the team contract
   - Meeting regularly
   - Conducting effective meetings
   - Assigning roles to members
   - Staying in touch: meeting; emails; phones
   - Managing conflicts effectively

4. **Managing Conflict**

   The following are suggestions on how to resolve conflict that could possibly happen during your studying:

   - Have a team contract to guide conflict resolution.
   - The team "leader" might send an e-mail to the absent member, and copy all members, asking why he or she missed the meeting.
   - Keep an attendance log and use this as part of your peer review process.
   - Try to avoid making any decisions that are known to be an issue for an absent member until that person can be reached.

5. **In the event of the illness**

   In the event of illness, you are suggested to:

   - Please stay home so as not to spread it to others
   - Contact your Academic Advisor by email or phone right away – not your instructor.

   The Academic Advisors will organize any assignment, test or lab adjustments if needed.
   You can find your academic advisor contact information at:
   http://businessandit.uoit.ca/EN/main/35922/142644.html

   - Also check the following website http://www.cdc.gov for further health and wellness information.

6. **Academic Planning and General Information**

Please follow the link below to view our academic resources and calendar. This link will provide you with information pertaining to Grade point average (GPA), Academic Standing Requirements, Internship Programs, Graduation Information, etc.
http://www.uoit.ca/EN/main/11258/academic_resources.html

Other links of interest include:

http://www.uoit.ca/EN/main/11258/231915/academic_advising.html for information on **Academic Advising**

http://businessandit.uoit.ca/EN/main/96618.html for information pertaining to **FBIT Undergraduate Programs**

http://www.gradstudies.uoit.ca/ for information on **Graduate Programs**

http://www.uoit.ca/EN/main/11258/campus_services.html for information on **Campus Services**

http://businessandit.uoit.ca/EN/main/96624.html for information pertaining to **Student Clubs**

OntarioTech
UNIVERSITY

Faculty of Business and Information Technology

BUSI 2603U: Intro to Operations Management
Course outline for Fall 2019

1. **Course Details & Important Dates***

Term	Course Type	Day	Time
Fall 2019	LECTURE	Monday	8:10 am-11:00 am

Location	CRN #	Classes Start	Classes End	Last day to drop course without academic consequence	Final Exam Period
Simcoe/J -Wing J125	40042	September 5, 2019	December 4, 2019	October 2, 2019	December 6-15, 2019

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. **Instructor Contact Information**

Instructor Name	Office	Phone	Email
Dr. Nader Azad	UB 3052	905.721.8668 ext. 6486	Nader.azad@uoit.ca
Office Hours: 11:30 am to 1 pm on Thursday			

Laboratory/Teaching Assistant Name	Office	Phone	Email
TBA	TBD		TBD
Office Hours: TBD.			

3. **Course Description**

This course introduces students to the functional area of production and operations management as practiced in manufacturing industries and the services sector. The course introduces the operations business function and shows how it connects with other business functions (Finance, Marketing, etc.). Topics include project management, waiting lines analysis, quality control, just-in-time systems, forecasting, aggregate planning, inventory management, materials requirements planning, operations scheduling, and supply chain management. Students will also be provided hands-on training in the use SAP S/4 HANA modules for the operations business processes.

4. **Learning Outcomes**

On the successful completion of the course, students will be able to:
1. Demonstrate understanding of the role of operations and supply chains in an organization.
2. Understand and implement operations strategy to stay competitive.
3. Understand and implement forecasting methods.
4. Use quantitative decision-making concepts in making operations management related decisions.
5. Understand and implement product and service design.
6. Understand the integration of various functions within a business and how to manage and analyze data.
7. Understand business processes and how to use SAP S/4 HANA ERP system.

5. **Course Design**

This course will rely on engaged student discussion and critical analyses of topics covered. Students are expected to participate in all discussions and provide presentations of their case analyses. The course will integrate perspectives from the areas of operations management using online videos and lectures. Students will also experience the responsibility of making operations management decisions through simulations as well as the use of SAP ERP systems throughout the course. Attendance at tutorials and the face-to-face lectures is required.

6. Outline of Topics in the Course

The following is a **tentative** schedule and is for planning purposes only. The actual delivery **will** vary.

Week #	Date (Time: 8:10-11:00 am)	Topics	Details
1	Sep. 9	Introduction to Operations Management (Ch.1)	
2	Sep. 16	Forecasting (Ch.12)	
3	Sep. 23	Capacity and Facility Design (Ch. 7)	
4	Sep. 30	Facility Location Models (Ch.S7)	
5	Oct. 7	Managing Quality (Ch.2&3)	
	Oct 14-20	Thanksgiving & Fall Study Break	
6	Oct. 21	Intro to SAP/Global Bike/Business Processes	Introducing SAP ERP (S4/HANA, Fiori, and SAPGUI)
7	Oct. 28	*Midterm Exam-during class time*	
8	Nov. 4	Inventory Management- Part I (Ch. 13)	SAP ERP Introduction- Production Planning & Execution (PP), Quality Management (QM)
9	Nov. 11	Inventory Management- Part II (Ch. 13)	SAP PP Module Project, SAP QM Module Project
10	Nov. 18	Supply Chain Management (Ch.10&11)	SAP PP Module Project, SAP QM Module Project
11	Nov. 25	Operations Planning and Scheduling (Ch.17)	
12	Dec. 2	Final Exam Review	

7. **Required Texts/Readings**

    Textbook:
    Title: Operations Management, Creating Value along the Supply Chain, Canadian Edition (Wiley) ISBN 13: 9781118961131, 9781118992098, 9781118992074, 9781118913000

    NOTE:
    Textbook and WileyPlus are not mandatory. The lectures and videos will be enough to complete the course, along with the SAP ERP module. WileyPlus and the textbook are tools to reinforce learning hence highly recommended.

    SAP S/4 HANA ERP: We will be using SAP ERP modules throughout the semester. Details regarding the modules and software will be provided in class.

    Additional readings may be assigned or recommended during the course.

8. **Evaluation Method**

SAP ERP Project (Hands-on project and quizzes)	30%
Participation (quality is what matters)	10%**
Midterm Exam (October 28, 2019 during class time)	25%*
Final Exam (TBA)	35%*

    Note:
    *A student must achieve (individually) a weighted passing average of the midterm and final exam to pass the course.
    ** Students must complete at least 70% of in-class activities. Failure to do so will result in an automatic zero for participation. Participation requires engagement simply **attending is insufficient**.

    *It is the student's responsibility to ensure **Respondus Lockdown browser is current and enabled** for every lecture and tutorial session.*

    Other Important Notes:
    1. Academic misconduct will not be tolerated in this class. Any student found to be involved in plagiarism or cheating will be penalized.
    2. Attendance at lectures and tutorials is mandatory.
    3. **I reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com.**
    4. **No late assignments will be accepted** without prior approval from the instructor.

    Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
    http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. Assignments and Tests

The class will be evaluated with in-class activities during lectures and tutorials to ensure subject matter is understood. They will be administered randomly.

Citations are expected in all written submissions. Failing to cite properly may result in significant consequences, from deductions to a failing grade for that submission. Citations help to prevent the appearance of plagiarism and also strengthen arguments by documenting supporting evidence. If you do not know how to cite effectively, please make use of campus writing resources.

SAP S/4 HANA ERP (Individual):
Each student will complete hands-on cases/exercises.

Midterm and Final Exams:

You will have to complete **a two hour and 30 minutes midterm exam on October 28, 2019 during the class time (8:10 am-11 am)**. *It accounts for 25% of your mark*. The material covered by this exam will be communicated to you by your instructor.

You will have to write **a 3h final exam**. *The final exam weighs 35% of your final mark*. The material covered by this exam will be communicated to you by your instructor.

Class Participation (Please print and bring a name tag for this course)

Preparation and participation will count for **10%** of your final grade and will be determined based on your **in-class performance and attitude**. **If you are sick and expect to be absent for two or more classes, it is in your best interest to inform your instructor as soon as possible.**
Your preparation will be assessed primarily through your voluntary participation in class discussions and through response to direct questions asked by instructor.

Participation mark will be determined by both the frequency and quality of your in-class contribution, as follows:
a) **Frequency:** Each student should attempt to say something of value every class.
b) **Quality:** The quality of such discussion will be measured in part by your ability to present well-reasoned analysis, by your ability to defend your position and by your ability to convince your classmates that your position (e.g. analysis) is viable.
In evaluating your contribution to class learning many factors are taken into account.

Factors that are viewed positively include:
- asking insightful questions about assigned readings
- writing up participation cases and discussing relevant points regarding those cases in class (be sure to highlight and take good notes when reading)
- redirecting a discussion when the current point has been adequately covered
- good analysis supported by case facts or your own experience
- summarizing or reconciling previous comments
- constructive disagreement

- synthesizing and advancing the discussion
- a sense of humor
- drawing generic learning points from a particular discussion

Factors that are viewed negatively include:
- lack of involvement - silence, detachment, or disinterest
- leading our discussion into unrelated topics
- long, rambling comments

It is your responsibility to be noticed, just as it would be in a professional business environment. If you are concerned about your contribution to class learning, please contact the prof (via Blackboard messages).

Preserving an interactive learning environment requires minimizing class disruptions. Students will receive negative marks if they disrupt the learning environment by coming late to the class, leaving early or in between, engaging in small talk, or any other such behavior that disrupts the learning environment in the class.

Teamwork

Teamwork simulation should be completed with *teamwork*. Preparation for group work may include creation of a group contract based on a provided template. Preparation of the group contract may be used to determine a portion of the team marks in the course. Work may not be submitted outside of assigned teams without prior authorization from the instructor. Separate submissions from members of an assigned group may result in substantial mark deductions for all members unless significant efforts to contact delinquent members can be substantiated. (A single message or use of a single contact mechanism does not constitute significant effort. Contact should be made using the course tools in Blackboard *at a minimum*.)

Teamwork for this course will be subjected to peer-evaluation. Peer evaluations may result in changes to individual marks for teamwork assignments, including the possibility of a mark of zero (0) for that work. Assessments of zero (0) participation must include documentation of efforts to contact and work with the member so assessed. Adjustments to teamwork marks may be appealed with documented evidence of participation and contribution. Failure to submit a complete evaluation may be interpreted as a self-assessment of zero (0) and an assessment of full credit (100%) for all other team members for that work.

Teamwork assignments will be subject to the same penalties for plagiarism as all other work in this course (see Section 11 below). University policies do not provide instructors with significant leeway in terms of assessing variable group penalties, so you are expected to ensure that all team submissions are the product of your team members, and your team members alone.

Missed Term Test

Students who miss a midterm or term test may submit a request for deferral along with supporting documentation to the Faculty Advising offices within three (3) working days. Medical deferrals will be comprised of a completed Ontario Tech University Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons. These forms can be found on the Ontario Tech University website or the FBIT Announcement Board on Blackboard. If a midterm or term test is missed for approved reasons, the weight of the missed component will be added to the final. If you miss the midterm or term test and do not follow the procedure above, you will receive a score of zero on the missed component.

All forms can also be found in the UOIT Documents tab of MyCampus

Missed Course Work

Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by a Ontario Tech University Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons should be submitted. Coursework includes, but is not limited to, quizzes; written assignments; participation; case studies; etc… If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The weight of the missed course component will be reweighted to future cases/course work if possible or the final exam. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at https://studentlife.uoit.ca/services/academic-support/index.php

14. Turnitin

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five (5) academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet: https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy which is subject to change from time to time.

15. **Final Examinations**

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

16. **Freedom of Information and Protection of Privacy Act**

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Business and Information Technology

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business and Information Technology encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

17. **Student Course Feedback Surveys**

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Faculty of Business and Information Technology
BUSI 3040U - Information Systems
Course Outline for Fall 2019

1. Course Details & Important Dates*

Term	CRN	Course Component	Course Type	Day	Time	Location
Fall 2019	40068	Lecture	In-Class	Friday	5:10pm – 8:00pm	UA 1220
	40071	Tutorial/Lab	In-Class	Thursday	5:10pm – 6:30pm	UA 1220

Classes Start	Classes End	Last day to drop course (without academic consequences)	Final Exam Period
September 5, 2019	December 4, 2019	October 02, 2019 *Courses dropped after this date will be recorded on the academic transcript with of W to indicate withdrawal.*	December 6 – 15, 2019

* for other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Email
Stephen Jackson	ERC 2081	Stephen.Jackson@uoit.ca
Office Hours: Fridays 2:00pm – 3:00pm *OR* By Appointment		

Teaching Assistant Name	Office Hours	Email
Tosan Atele-Williams	By Appointment	Blackboard email

3. Course Description

The primary objective of this course is for students to recognize the effects of information systems on the competitive and strategic advantage of organizations. The course focuses on making sound strategic choices for the use of information systems in a variety of applications throughout an organization. Students will also be introduced to concepts regarding the design of information systems to enable them to communicate the needs of their functional business area to technical personnel. This will enable their organization to obtain an information system that meets a specific need and provides a competitive advantage in their industry. The course also includes a practical element, allowing students to gain hands-on experience of SAP ERP software.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Demonstrate an understanding of the fundamentals and components of Information Systems and how they support business organizations.
2. Assess how various Business IS can be utilized by organizations for strategic effectiveness and to gain competitive advantage.
3. Evaluate the challenges faced in the selection, implementation and management of Business IS.
4. Identify the goals and objectives of IS security management, and the ethical issues related to the collection, storage and use of information.
5. Develop practical skills by using SAP, an ERP software.
6. Demonstrate exceptional interpersonal & communication skills through in class and group discussions, assignments and presentations.

5. Course Design

The course has been designed using Problem-Based Learning (PBL) and hands-on learning approaches, coupled with the course materials available online and in the textbook, to help you achieve the learning outcomes above. The majority of the learning will happen by you problem solving, conducting case analysis and actively participating in discussions. There will be some lectures, quizzes and tests along the way as well. Most importantly, the course has been designed around the explicit realization that learning is only achieved by you, the learner, and therefore, your active participation in all course activities is required. The following are some of the resources for the course:

Textbook/Online Resources: You may use the prescribed textbook for readings: contents and especially examples (cases etc.). Using this as the starting point, you are encouraged to explore the vast amount of information available online that may help you better grasp the topics under discussion. Overall, it is expected that you will have gained base knowledge around the weekly topic(s) prior to coming to the class to derive the maximum benefit from the lecture and subsequent discussion.

WileyPlus Quiz: A weekly online quiz will help you review the key terminology and concepts covered. It will also help you prepare for the term/final exam.

Class Lectures/Discussions: The short lecture provided in the class is designed to emphasize, clarify and enhance the basic framework of theory in the text.

Case Presentations: Each group will be presenting cases to the rest of their section. This will mostly happen on a weekly basis in the class. Details such as case studies, the schedule for presentation etc. will be provided in the first class session (Sept. 6).

In-Class Quiz: A short-answer quiz on Blackboard will assess your understanding of the weekly readings, assigned case study for that week or/and ERP-focused materials. This will also help you prepare for the term/final exam. Details will be provided in the first class session (Sept. 6).

Questions and Feedback: Active and constructive participation is expected, both in class and online. This means you give feedback to each other and you ask questions and lead discussions around the course content.

Tutorials/Lab: Tutorials will be run during the weeks we are covering hands-on ERP (SAP) exercises. Further details regarding SAP exercises will be provided in the first class.

Communication: For general questions please use the main course **Discussion Board**. The replies to these queries will be via the discussion board as well to ensure that everyone receives similar information and in a timely way. It is expected that everyone will check this board for updates on a regular basis. Notices on anything related to the course will be broadcasted using the **Announcements**

on Blackboard. If you have a personal question then feel free to send an email at
Stephen.Jackson@uoit.ca

6. Outline of Topics in the Course

Lecture	Topics *(Textbook Chapters/Sections)*	In-Class Activity
#1 Sep 6	**Read over** Course Outline **What are information systems and how they impact me and businesses** *(Ch. 1: Introduction to Information Systems)*	Review Course Outline Form & meet your group **WileyPlus Quiz**: in-class (on Ch. 1)
#2 Sep 13	**How IT & IS can make business process better** **Significance of aligning business needs and IT/IS solutions** *(Ch. 2: Information Systems and Organizational Strategy)*	**Quiz 1** **Case Study** Analysis & Presentation
#3 Sep 20	**How to turn data into answers to business questions** **Strategic use of amassed data to get historical, current and predictive views of business operations** *(Ch. 5: Data and Knowledge Management & Ch. 12: Business Intelligence)*	**Quiz 2** **Case Study** Analysis & Presentation
#4 Sep 27	**Impact of internet and networks on businesses** *(Ch. 6: Networks (Reference Material); Ch. 7: eCommerce)*	**Quiz 3** **Case Study** Analysis & Presentation
#5 Oct 4	**Impact of internet and networks on businesses** *contd.* *(Ch. 8: Wireless & Mobile Computing; Ch. 9: Social Computing)*	**Quiz 4** **Case Study** Analysis & Presentation
#6 Oct 11	**Information systems across the enterprise** *(Ch. 10: IS within the Organization)* **Introduction to SAP & GBI Inc. Case Study**	**Quiz 5** Setup SAP accounts SAP Navigation
October 15 – 20: **Study Week** – no scheduled academic activities		
#7 Oct 25	**Information systems connecting to business partners** *(Ch. 11: Customer Relationship & Supply Chain Management Systems)* **Review Sales & Distribution Process**	**Quiz 6** –SAP Basics & Navigation **Intro to** SAP Sales & Distribution Exercise *(SAP Module)*
#8 Nov 1	**Sales & distribution process** *contd.* **Intro to Human Capital Management Process**	**Quiz 7** – S&D Process
#9 Nov 8	**How to determine whether to buy, build, or lease the application** *(Ch. 13: Acquiring and Valuation of Information Systems)*	**Quiz 8** – S&D Process SAP **HCM Module**
#10 Nov 15	**Ethics impact on IT/IS related changes and decisions** *(Ch. 3: Ethics and Privacy)*	**Quiz 9** **Case Study** Analysis & Presentation **Review** Term Exam policies etc.
#11 Nov 22	**How to protect my company, customer, and employee data** *(Ch. 4: Information Security; Tech Guide 5)*	**NO in-class quiz** or **group presentations**
TENTATIVE: Saturday November 23, 2019 – TERM EXAM		
#12 Nov 29	**Emerging topics in IS** *(Tech. Guide 3 & 4)*	**Quiz 10** **Case Study** Analysis & Presentation

7. Required Texts/Materials

The *main* text is**:** Rainer, Cegielski, Spettstoesser Hogeterp & Sánchez-Rodríguez (2017) "Information Systems" 4th Canadian Edition. **ISBN: 9781119660385**.

The above gets you the digital WileyPlus Access code and the e-textbook. You **must have access to WileyPlus** as this is needed to take the weekly online quizzes assigned over the term.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Online Quizzes (on WileyPlus; needs to be purchased)	10%
Short-answer Quizzes (on Blackboard; in-class)	16%
Case Study Analysis & Presentation (group work)	10%
SAP Exercises	24%
Term Exam	40%

IMPORTANT NOTE: There are no explicit grades included for attendance. However, due to the critical nature of the analysis, discussions and hands-on work occurring in the class sessions, you must attend all classes. Anyone missing more than 2 classes over the term must submit a **documented** leave of absence (medical, or otherwise). Remember that the leeway of 2 absences is there to take care of any unexpected, or for that matter, expected absences and are not meant as an allowance to miss a class!

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at: http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

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Quizzes

Each week there will be an **online quiz on WileyPlus** to assess where you are with understanding of the concepts covered to date. The quiz will be due each week by Thursday (11:59pm).

We will also have a weekly **in-class quiz on Blackboard**. The aim is to test your understanding of the weekly topics, but in an applied manner as it will take into consideration the case study and the ERP (SAP) modules undertaken in that respective week.

Both online & in-class quizzes will help you understand more of the structure of the exam.

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The cases are positioned in the course for a reason. EVERYONE is to **read and analyze the case**, follow the references, if required, and use the Internet to get more information around the topic. The main issues in the case may relate to the material covered either the weeks before or the week of the case presentation.

Students will work together in groups of 4-5 to **present** the case study analysis. Group formation will be done in the first class session. Anyone who misses the attendance on the first class, will be assigned at random to one of the groups already formed. It is **extremely important** to notify the instructor if you are a late addition, and/or are not in a group by the second week of class. 10% of your grade depends on this activity!

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your fellow group members). The difference in group members' marks on group assignments will be based on the peer evaluation.

Exam

There is a Final Exam in the regular exam period, but some special rules apply. Students who fail the Term exam will be given the opportunity to take the Final exam with both exams being equally weighted. Students who achieve between 50%-65% in the Term exam can apply to be eligible to take the Final exam (application must be made before November 30th), if approved both exams will be equally weighted (i.e. each will be worth 20% of your final grade). Students who achieve over 65% in the Term exam will not be required to sit the Final. You MUST PASS THE EXAM TO PASS THE COURSE.

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Any underline coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by an Ontario Tech University Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons should be submitted. If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The weight of the missed course component will be reweighted by weighting the other submitted coursework appropriately. If you miss coursework and do not notify the instructor within the three (3) working day deadline, you will receive a score of zero on the missed component.

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If you think you have been subjected to or witnessed sexual violence:

• Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca

• Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

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Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Academic Integrity

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Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

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FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business & IT encourages you to use only your Banner ID on assignments or test papers being submitted for grading.

This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

16. Student Course Feedback Survey

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Faculty of Business and Information Technology
BUSI 3040U - Information Systems
Course Outline for Fall 2019

1. Course Details & Important Dates*

Term	CRN	Course Component	Course Type	Day	Time	Location
Fall 2019	44921	Lecture	In-Class	Monday	8:10am – 11:00am	UA 2140
	41095	Tutorial/Lab	In-Class	Wednesday	3:40pm – 5:00pm	UA 2120

Classes Start	Classes End	Last day to drop course (without academic consequences)	Final Exam Period
September 5, 2019	December 4, 2019	October 02, 2019 *Courses dropped after this date will be recorded on the academic transcript with of W to indicate withdrawal.*	December 6 – 15, 2019

* for other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Email
Asifa Aamir	ERC 2083	Asifa.Aamir@uoit.ca
Office Hours: Mondays 1:00pm – 2:00pm; **OR** By Appointment		

Teaching Assistant Name	Office Hours	Email
Tosan Atele-Williams	By Appointment	Blackboard email

3. Course Description

The primary objective of this course is for students to recognize the effects of information systems on the competitive and strategic advantage of organizations. The course focuses on making sound strategic choices for the use of information systems in a variety of applications throughout an organization. Students will also be introduced to concepts regarding the design of information systems to enable them to communicate the needs of their functional business area to technical personnel. This will enable their organization to obtain an information system that meets a specific need and provides a competitive advantage in their industry. The course also includes a practical element, allowing students to gain hands-on experience of SAP ERP software.

4. Learning Outcomes

On the successful completion of the course, students will be able to:

1. Demonstrate an understanding of the fundamentals and components of Information Systems and how they support business organizations.
2. Assess how various Business IS can be utilized by organizations for strategic effectiveness and to gain competitive advantage.
3. Evaluate the challenges faced in the selection, implementation and management of Business IS
4. Identify the goals and objectives of IS security management, and the ethical issues related to the collection, storage and use of information.
5. Develop practical skills by using SAP, an ERP software.
6. Demonstrate exceptional interpersonal & communication skills through in class and group discussions, assignments and presentations.

5. Course Design

The course has been designed using Problem-Based Learning (PBL) and hands-on learning approaches, coupled with the course materials available online and in the textbook, to help you achieve the learning outcomes above. The majority of the learning will happen by you problem solving, conducting case analysis and actively participating in discussions. There will be some lectures, quizzes and tests along the way as well. Most importantly, the course has been designed around the explicit realization that learning is only achieved by you, the learner, and therefore, your active participation in all course activities is required. The following are some of the resources for the course:

Textbook/Online Resources: You may use the prescribed textbook for readings: contents and especially examples (cases etc.). Using this as the starting point, you are encouraged to explore the vast amount of information available online that may help you better grasp the topics under discussion. Overall, it is expected that you will have gained base knowledge around the weekly topic(s) prior to coming to the class to derive the maximum benefit from the lecture and subsequent discussion.

WileyPlus Quiz: A weekly online quiz will help you review the key terminology and concepts covered. It will also help you prepare for the term/final exam.

Class Lectures/Discussions: The short lecture provided in the class is designed to emphasize, clarify and enhance the basic framework of theory in the text.

Case Presentations: Each group will be presenting cases to the rest of their section. This will mostly happen on a weekly basis in the class. Details such as case studies, the schedule for presentation etc. will be provided in the first class session (Sept. 9).

In-Class Quiz: A short-answer quiz on Blackboard will assess your understanding of the weekly readings, assigned case study for that week or/and ERP-focused materials. This will also help you prepare for the term/final exam. Details will be provided in the first class session (Sept. 9).

Questions and Feedback: Active and constructive participation is expected, both in class and online. This means you give feedback to each other and you ask questions and lead discussions around the course content.

Tutorials/Lab: Tutorials will be run during the weeks we are covering hands-on ERP (SAP) exercises. Further details regarding SAP exercises will be provided in the first class.

Communication: For general questions please use the main course **Discussion Board**. The replies to these queries will be via the discussion board as well to ensure that everyone receives similar information and in a timely way. It is expected that everyone will check this board for updates on a regular basis. Notices on anything related to the course will be broadcasted using the **Announcements** on Blackboard. If you have a personal question then feel free to send an email at Asifa.Aamir@uoit.ca

6. Outline of Topics in the Course

Lecture	Topics *(Textbook Chapters/Sections)*	In-Class Activity
#1 Sep 9	**Read over** Course Outline **What are information systems and how they impact me and businesses** *(Ch. 1: Introduction to Information Systems)*	Review Course Outline Form & meet your group **WileyPlus Quiz**: in-class (on Ch. 1)
#2 Sep 16	**How IT & IS can make business process better** **Significance of aligning business needs and IT/IS solutions** *(Ch. 2: Information Systems and Organizational Strategy)*	**Quiz 1** **Case Study** Analysis & Presentation
#3 Sep 23	**How to turn data into answers to business questions** **Strategic use of amassed data to get historical, current and predictive views of business operations** *(Ch. 5: Data and Knowledge Management & Ch. 12: Business Intelligence)*	**Quiz 2** **Case Study** Analysis & Presentation
#4 Sep 30	**Impact of internet and networks on businesses** *(Ch. 6: Networks (Reference Material); Ch. 7: eCommerce)*	**Quiz 3** **Case Study** Analysis & Presentation
#5 Oct 7	**Impact of internet and networks on businesses** *contd.* *(Ch. 8: Wireless & Mobile Computing; Ch. 9: Social Computing)*	**Quiz 4** **Case Study** Analysis & Presentation
October 15 – 20: **Study Week** – no scheduled academic activities		
#6 Oct 21	**Information systems across the enterprise** *(Ch. 10: IS within the Organization)* **Introduction to SAP & GBI Inc. Case Study**	**Quiz 5** Setup SAP accounts SAP Navigation
#7 Oct 28	**Information systems connecting to business partners** *(Ch. 11: Customer Relationship & Supply Chain Management Systems)* **Review Sales & Distribution Process**	**Quiz 6** –SAP Basics & Navigation **Intro to** SAP Sales & Distribution Exercise *(SAP Module)*
#8 Nov 4	**Sales & distribution process** *contd.* **Intro to Human Capital Management Process**	**Quiz 7** – S&D Process
#9 Nov 11	**How to determine whether to buy, build, or lease the application** *(Ch. 13: Acquiring and Valuation of Information Systems)*	**Quiz 8** – S&D Process SAP **HCM Module**
#10 Nov 18	**Ethics impact on IT/IS related changes and decisions** *(Ch. 3: Ethics and Privacy)*	**Quiz 9** **Case Study** Analysis & Presentation **Review** Term Exam policies etc.
TENTATIVE: Saturday November 23, 2019 – TERM EXAM		
#11 Nov 25	**How to protect my company, customer, and employee data** *(Ch. 4: Information Security; Tech Guide 5)*	**NO in-class quiz** or **group presentations**
#12 Dec. 2	**Emerging topics in IS** *(Tech. Guide 3 & 4)*	**Quiz 10** **Case Study** Analysis & Presentation

7. Required Texts/Materials

The *main* text is**:** Rainer, Cegielski, Spettstoesser Hogeterp & Sánchez-Rodríguez (2017) "Information Systems" 4th Canadian Edition. **ISBN: 9781119660385**.

The above gets you the digital WileyPlus Access code and the e-textbook. You **must have access to WileyPlus** as this is needed to take the weekly online quizzes assigned over the term.

Additional readings may be assigned or recommended during the course.

8. Evaluation Method

Online Quizzes (on WileyPlus; needs to be purchased)	10%
Short-answer Quizzes (on Blackboard; in-class)	16%
Case Study Analysis & Presentation (group work)	10%
SAP Exercises	24%
Term Exam	40%

IMPORTANT NOTE: There are no explicit grades included for attendance. However, due to the critical nature of the analysis, discussions and hands-on work occurring in the class sessions, you must attend all classes. Anyone missing more than 2 classes over the term must submit a **documented** leave of absence (medical, or otherwise). Remember that the leeway of 2 absences is there to take care of any unexpected, or for that matter, expected absences and are not meant as an allowance to miss a class!

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Faculty of Business and Information Technology

BUSI 3700U: Strategic Management for Professionals
Course outline for **Fall 2019**

1. Course Details & Important Dates*

Term	Course Type	Day	Time
Fall 2019	Lecture	Wednesday	5:10 - 8:00 pm

Location	CRN #	Classes Start	Classes End	Last day to drop course without academic consequence	Final Exam Period
J127	40127	September 5, 2019	December 4, 2019	October 2, 2019	December 6-15, 2019

* For other important dates go to: https://uoit.ca/current-students/academics/important-dates-and-deadlines.php

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Jeffrey Overall	UB3056		jeffrey.overall@uoit.ca
Office Hours: By appointment			

Laboratory/Teaching Assistant Name	Office	Phone	Email
June Melnychuk			Blackboard message only
Office Hours:			

3. Course Description

This course will provide an introduction to the field of strategic management. Strategic management is concerned with the activities of the firm taken together in order to ensure the competitiveness and success of the entire firm in the marketplace. Major concepts in the field that will be covered include industry analysis, resource-based analysis, generic strategies, and blue ocean strategy. Students will be expected to apply concepts and frameworks from the field of strategic management to a variety of business cases and real-world situations.

Important parts of your learning in this course will take place in the classroom. Attending classes is essential. Because the course is designed to help you develop a personal synthesis and perspective, it is not possible to make up for an absence. I expect you to prepare for class and to participate in class.

4. Learning Outcomes

Upon completion of the course, students should be familiar with and appreciate:
• key concepts in strategic management, including industry forces, generic strategies, resource-based analysis, blue ocean strategy, and corporate strategy.
• the competitive business environment that firms face within industry sectors

Students will be expected to:
• develop skills in applying course concepts to analyze real world situations
• show ability to convey insights in clear, concise writing and in presentations

Students will display critical thinking through experiential learning, creativity, independence, resourcefulness, and engagement.

5. Course Design

A range of teaching techniques will be used. These may include lectures, guest speakers, classroom discussions, case studies, student presentations and participation, documentary videos, and handouts. In general, the course will be conducted in a highly interactive manner. Students are expected to attend classes fully prepared in advance to discuss the assigned materials. Active participation in class discussions and activities is expected and will be graded. Given the course structure, it is essential that students make an attempt to attend all classes. Short write-ups regarding discussion cases and readings may be required periodically. If absent, students are still accountable for all material, changes, and announcements dealt with in class. Minicases/discussion assignments may be announced in class and guest speaker content may not be readily available by other means. Blackboard or other format quizzes may be used in class. Group work may also be employed, and instructions for determining groups will be provided when necessary. While the broad structure of the course will be as described in this document, adjustments may be necessary at the discretion of the instructor. Adjustments will be posted on the course page in Blackboard. Assignment details, including submission specifics and due dates, will be communicated through the Blackboard.

6. Outline of Topics in the Course

Lecture #	Date	Time	Topics	Details of topics to be covered in the course, by unit or by week
1	**Sep 11**	5:10 - 8:00 pm	**Strategic Thinking** Introduction to Strategy Chapter 1 – The Concept of Strategy	
2	**Sep 18**	5:10 - 8:00 pm	**Industry Analysis (1)** Chapter 2 – Industry Analysis	**Case report due before class**
3	**Sep 25**	5:10 - 8:00 pm	**Industry Analysis (2)** 1. Chapter 2 – Industry Analysis	**Case report due before class**

			Strategic group map supplementary reading: http://mba-lectures.com/management/strategic-management/1000/strategic-group-mapping.html	
4	Oct 2	5:10 - 8:00 pm	**Resources and Capabilities (1)** 1. Chapter 3 – Resources and Capabilities Financial analysis handout available on Blackboard	**Written Case Analysis 1 (Group) due on Blackboard by October 1st, 2019, 11:30 pm**
5	Oct 9	5:10 - 8:00 pm	**Resources and Capabilities (2)** 1. Chapter 3 – Resources and Capabilities 2. Barney J., 1995, "Looking Inside for Competitive Advantage", Academy of Management Executive, Vol. 9 Issue 4, 49-61 Competitive profile matrix (AKA competitive strength assessment) supplementary reading:https://www.strategicmanagementinsight.com/tools/competitive-profile-matrix-cpm.html	
	Oct 14-20	**Fall study week**		
6	Oct 23	5:10 - 8:00 pm	**Business-level Generic Strategies** Chapter 4 – The Nature and Sources of Competitive Advantage	**Written Case Analysis 2 (Individual) due on Blackboard by October 22nd, 2019 11:30 pm**
7	Oct 30	5:10 - 8:00 pm	**Blue Ocean Strategy (Theory & Case)** Kim and Maubornge. 2004. "Blue Ocean Strategy", Harvard Business Review	**Case report due before class**
8	Nov 6	5:10 - 8:00 pm	**Midterm examination**	**Midterm exam completed in class**
9	Nov 13	5:10 - 8:00 pm	**BOS Workshop**	
10	Nov 20	5:10 - 8:00 pm	**Decision-making & Sustainability** 1. Simon, M., S. M. Houghton, et al. (1999). "Cognitive biases, risk perception, and venture formation: How individuals decide to start companies." Journal of Business Venturing 15(2): 113-134. 2. Overall, J., Cornelius, N., Wallace, J. (2018) A Critical look at Normative CSR through the Lenses of Altruism and Rational Egoism. Working Paper.	
11	Nov 27	5:10 - 8:00 pm	**Strategy Project Presentations (1)** Feedback and Class Discussion	*PPT due on Blackboard by Tuesday*

				November 26th, 2019, 11:30 pm Written Reports due on Blackboard by November 30th, 11:30 pm
12	**Dec 4**	5:10 - 8:00 pm	**Strategy Project Presentations (2)** Feedback and Class Discussion	*PPT due on Blackboard by Tuesday November 26th, 2019, 11:30 pm Written Reports due on Blackboard by November 30th, 11:30 pm*

7. Required Texts/Readings

7.1. Textbook: "Foundations of Strategy" (2015), by Robert M. Grant and Judith J. Jordan, from Wiley – ISBN: 9781118914700

7.2 Cases

Tim Hortons Inc. Available for purchase via:
https://www.iveycases.com/ProductView.aspx?id=67970

The Stockton Enterprise Arcade: Incubate or Graduate? Available for purchase via:
https://www.iveycases.com/ProductView.aspx?id=87843

7.3 Some supplementary materials will be made available on Blackboard, others will need to be downloaded
from the university library or provided through online links. Tip: In order to obtain the materials from the library, go to the library website, login, select "Journals A-Z", and search for appropriate journal. Within that journal you can search for the article name or navigate to the appropriate year and volume.

Additional readings may be assigned or recommended during the course

8. **Evaluation Method**

    8.1. Participation in class discussions, individual or group presentations, and other class activities 15%
    8.2. Case reports (Individual three due per semester) 10%
    8.3. Tim Hortons Written Case Analysis 1 (Group) 10%
    8.4. Stockton Enterprise Arcade Written Case Analysis 2 (Individual) 10%
    8.5. BOS Workshop (Group – details will be provided in class) ** 5%
    8.6. Strategy Project Presentation (Group) 10%
    8.7. Strategy Project Written Case Report (Group) 20%
    8.8. Mid-term Examination (Individual) 20% ***

Final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found at:
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Grading

9. **Assignments and Tests**

[Provide a schedule of term assignments (format, description, length, due dates, submission requirements, etc.), tests and examinations. If collaborative group work is component of the course, include a statement that sets out the roles and roles and responsibilities of members for their own work and for the work of the other members of the group. Detail also how missed/late assignment and medical excuses will be handled in accordance with Faculty rules.]

Missed Term Test
Students who miss a midterm or term test for medical or compassionate grounds may submit a request for deferral along with supporting documentation to the Faculty Advising offices within three (3) working days. Medical deferrals will be comprised of a completed UOIT Medical Statement form completed by the student and physician within 24 hours of the missed course work or an Academic Consideration form for non-medical reasons. These forms can be found on the UOIT website or the FBIT Announcement Board on Blackboard. If a midterm or term test is missed for approved reasons, the weight of the missed component will be added to the final (or: a make-up test will be offered at a date set by the course instructor). If you miss the midterm or term test and do not follow the procedure above, you will receive a score of zero on the missed component.

Missed Course Work
Coursework missed for medical or serious personal reasons must be documented and reported to the instructor within three (3) working days of the missed work. Medical absences must be accompanied by a UOIT Medical Statement form completed by the student and physician within 24 hours of the missed course work. Coursework includes, but is not limited to, quizzes; written assignments; participation; and case studies.
If missed coursework totals more than 20% of the final grade, this must be documented through the FBIT Academic Advising office. The weight of the missed course component will be reweighted and replaced by other course components. If you miss coursework and do not notify the instructor within the three (3) workingday deadline, you will receive a score of zero on the missed component..

Missed BOS Workshop

For excused absences in the BOS exercise, marks from this exercise may be replaced by reweighting of the final examination.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

9.1 Class participation
Reading and case assignments are to be completed prior to the class session in which they are to be discussed. In this class, much of the learning is dependent on accessing the combined knowledge and experience of the group. Students are expected to arrive prepared for discussion, and from time-to-time students may be randomly called upon in class to share their views. It is everyone's job to keep the discussion productive and moving forward.

Contributions don't all have to be original flashes of insight - but these are very welcome! Summarizing, clarifying, simplifying, asking relevant questions, or suggesting what else needs to be covered are also valuable contributions. If you are shy about contributing, prepare well and speak longer when you have the floor. If you are confident about speaking in public, focus on increasing the quality to airtime ratio of your contributions. You are strongly encouraged to take some risks in this class, assuming you are well prepared.

In evaluating your contribution to class learning many factors are taken into account.
Factors that are viewed positively include:
• asking insightful questions about assigned readings
• writing up participation cases and discussing relevant points regarding those cases in class (be sure to highlight and take good notes when reading)
• redirecting a discussion when the current point has been adequately covered
• good analysis supported by case facts or your own experience

Factors that are viewed negatively include:
• lack of involvement - silence, detachment, or disinterest (this includes use of laptops/mobile devices for activities unrelated to the class)
• leading our discussion into unrelated topics
• spending undue amount of time on minor points
• long, rambling comments
• being absent or unprepared, or passing on a cold call

It is your responsibility to be noticed, just as it would be in a professional business environment. Since you are being graded on participation, it would behoove you to use a name card and sit roughly in the same place each class. If you do not use a name card you may not get credit for contributions you make. You should estimate your own grade (on a 10-point scale) and give a one-line rationale for your recommended grade. The instructor will assign a grade based partly on subjective evaluation of your recommendations. If you continue in this course, you are agreeing to this condition.

Preserving an interactive learning environment requires minimizing class disruptions. Students will receive negative marks if they disrupt the learning environment by coming late to the class, leaving early or in between, engaging in small talk, or any other such behavior that disrupts the learning environment in the class.

A student who misses more than three (3) classes may receive a zero towards his/her participation grade. A student who misses more than five (5) classes may receive a failing mark for the entire course unless specific

prior arrangement has been made with the instructor. Students are responsible to keep themselves aware of the course conduct, readings, assignments, and course announcements. Checking the course Blackboard section regularly is essential for this. Further, they are responsible for signing their attendance in each class and participating fully in class activities. Specific rules for the assigned classroom permitting, drinks may be consumed in class. However, eating food that may create a distraction is not acceptable.

9.2 Mini Case reports (three due per semester)

Write a one-page summary about a recent newspaper article, relate it to this week's reading, and discuss why this is important (i.e., why should we care about this). Specifically, you will write a summary about a recent newspaper article (published within the past 30 days) from the regional, national, or international business press. In the first paragraph, you summarize the article. In the second paragraph, you relate it to this week's reading by specifically citing the text (with page numbers). In this paragraph, you will be required to demonstrate critical thinking by stating if the readings apply to the newspaper article (or not). Importantly, critiquing the theories does not simply mean citing issues with the presentation of the material or a lack of examples. Critiquing the theories means outlining the advantages and disadvantages of the theories. You will explain why or why not it did (or did not) apply by stating, if helpful to your argument, the strengths and limitations of the course reading material. It is important that students realize that, although the content from the readings might make logical sense, these theories often do not always apply in practice. In the third paragraph, you include your 'so what' by stating why this is important and why we should care about it.

9.3 Written case analysis

Students will be presented with cases similar to those discussed in class. Based on the learning of concepts and discussion of cases in prior classes, students will analyze the case assigned for that day, and submit their analyses before the due date and time. Each of these written analyses must be submitted through Blackboard. Specific instructions for each analysis will be announced via Blackboard. All submission due dates must be adhered to. Late submissions will not be accepted.

Citations are expected in all written submissions. Failing to cite properly may result in significant consequences, from deductions to a failing grade for that submission. Citations help to prevent the appearance of plagiarism and also strengthen arguments by documenting supporting evidence. If you do not know how to cite effectively, please make use of campus writing resources. Direct quotes (using an author's wording without *significant* changes) should appear in "double quotation marks."

9.4 Group work

Work may not be submitted outside of assigned groups without prior authorization from the instructor. Separate submissions from members of an assigned group may result in substantial mark deductions for all members unless significant efforts to contact delinquent members can be substantiated. (A single message or use of a single contact mechanism does not constitute significant effort. Contact should be made using the course tools in Blackboard *at a minimum*.)

Group work for this course may be subjected to peer-evaluation. Peer evaluations may result in changes to individual marks for group work assignments, including the possibility of a mark of zero (0) for that work. Adjustments to group work marks may be appealed with documented evidence of participation and contribution.

9.5 Mid-Term Exam

Students will be presented with a case similar to the cases discussed in class and will be asked to analyze the case utilizing the concepts and frameworks presented in the course. Analyses should exhibit understanding of course concepts and the ability to apply them creatively and appropriately to novel situations. In addition to the case, the midterm exam may include questions based on the assigned readings and class discussions.

Please refer to Blackboard and the course schedule for the date, time, location, and delivery format for the mid-term.

9.6. Strategy Project Presentation and Written Report

The Strategy Project accounts for 30% of your course grade (10% Presentation, 20% Written Report). The desired group size is five. Each group should decide on its Strategy Project. The final report will be due on Blackboard and late submissions will not be accepted. Each group will also prepare and conduct a presentation of its project, which will be followed by questions and discussion. Presentation account for 10% of the course grade and will be judged for content (5%) and for presentation skills (5%). Everyone in the group must be involved in the preparation of the presentation and participate in the delivery of it.

Attendance in presentation sessions is MANDATORY for every student. Failing to attend in presentation sessions may result in a zero mark for presentation. Excused absence in group presentation sessions requires approval of your academic advisor.

FORMAT

The purpose of this group project is to apply the concepts and tools covered in our course to a specific company. This Strategy Project involves analysis of the external environment, the internal competencies, and the overall strategy of a Canadian public company based on only secondary research, or on a combination of primary and secondary research.

The written report is your communication to top management of your solution to the issue your group identified. Be sure the report is first and foremost a useful decision making tool. The report must be FACT DRIVEN! It should be the distillation of the thoughts and decisions that led to your group's conclusions.

The use of headings and sub-headings will help you to logically organize your discussion and to focus the reader's attention on your arguments. Headings should have a consistent style. Your report should, at a minimum, include the following sections and headings:

TITLE PAGE

   • Specify the case name, the industry your analysis will be based on, include your names(s), student number(s) and the date.

REPORT BODY

Introduction

   • Introduce the industry, company and the issue your group identified. Establish the scope of the report. Assume the reader is familiar with the case facts. Do not include a lot of background material. An introduction of "no more" than 150 words is sufficient.

Analysis

   • This is the heart of the report where the issue is thoroughly analyzed.
   • Examine the factors that contributed to the issue.
   • Include only relevant and significant background information that supports the issue identified.
   • Be sure to support your analysis by referencing specific data from your appendix. This can easily be accomplished by inserting the section from the appendix you are referring to. Your appendix will use numbered headings and the numbered heading will be sufficient for your reference. For example, if you were referencing something from section 2a of your appendix then you would simply place (2a) immediately after the fact you are

referencing in your analysis. You should not reference case material directly. If there is an important fact from the case you would like to include in your analysis that fact should be included in your appendix. If you find yourself wanting to include facts from the case in your analysis you will have to add them to your appendix.

Alternatives

- Identify three alternatives for management's consideration to address the issue your group identified.
- Include a brief discussion of each alternative. The discussion should clearly identify what the alternative is.
- Identify pros and cons for each alternative. You should refer to relevant material from the analysis and the appendix in the identification of the pros and cons. Don't forget to reference the appendix if you will be relying on facts from the appendix in your discussion. Analyze facts, interpret data, and draw conclusions.
- Don't be afraid to be extremely critical in the cons section of your discussion. Management needs to thoroughly assess both the pros and cons of an alternative to effectively make a decision.
- A clear and convincing rational for your recommendation should come from your analysis of the alternatives in the discussion section.

Recommendation

- Summarize the arguments for your recommendation.
- This is a crucial part of your report. BE DIRECT AND FORCEFUL.

EXTERNAL AND INTERNAL ASSESSMENT (PRESENTED AS AN APPENDIX)

- Five point-form, single spaced pages max using 12-point font (Times New Roman) for the External Assessment.
- Seven point-form, single spaced pages max using 12-point (Times New Roman) font for the Internal Assessment.

For each strategic tool you should provide a coherent analysis by integrating and synthesizing detailed facts available in the case as it relates to a particular strategic tool. You can't provide a complete analysis for a specific tool if you don't include all of the relevant facts from the case in your analysis. A part of your grade will be based on whether you included all of the available facts from the case. You must include a summary conclusion that identifies the strategic implications of a strategic tool analysis. Every strategic tool MUST have a summary conclusion identifying the strategic implications at the end of the analysis. You should continuously be asking yourself at the end of each assessment: SO WHAT? WHAT DOES THIS MEAN? WHAT ARE THE STRATEGIC IMPLICATIONS?

To help make your report referencing more efficient you should use a numbering system to identify the sections and the related analysis for a particular strategic tool. For example, you might want to consider numbering the PEST analysis section as 1.1 for P, 1.2 for E, 1.3 for S, etc… This way if you were including data from E in your report write up you could simply state (1.2) to reference it and avoid wasting space typing out a longer heading.

The appendix should be organized into the following sections:

Company's External Assessment

1. What are the strategically relevant factors in the macro-environment (PEST analysis)?

2. How strong are the industry's competitive forces (Porter's 5F analysis)?

3. How are the industry rivals positioned in the market (Strategic Group Map analysis)?

4. What are the industry's key success factors (KSF analysis)?

5. Is the industry outlook conducive to good profitability (overall summary conclusions of relevant findings)?

Company's Internal Assessment

1. Financial analysis (2 pages max). Conduct a thorough financial analysis. Details on what to include in your financial analysis will be discussed in class.

2. Is the company able to seize market opportunities and nullify external threats (SWOT analysis)?

3. Are the company's cost structure and customer value proposition competitive (Value Chain analysis)?

4. Is the company competitively stronger or weaker than key rivals (Representative weighted Competitive Strength Assessment)?

5. Identify "one" strategic issue you think merits front-burner managerial attention. The issues should be framed in a question format (How to..., What to do about ..., and Whether to ....). Make sure you only identify one strategic issue. While there very well may be more issues that deserve managerial attention the focus of your report is going to be based on supporting only the one issue you identified.

6. Identify all of the relevant facts from your appendix that led you to conclude that the issue you identified deserves managerial attention. List these facts in this section by including the relevant reference from your appendix. You only have to use the numbered heading like (1.1). Every fact that you feel is related to supporting your issue choice should be identified. This section will ultimately become an outline for the analysis section of your report.

10. Student Support

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact studentlife@uoit.ca for support. Furthermore, please notify your professor if you are comfortable in doing so. This will enable them to provide any resources and help that they can.

11. Sexual Violence Support and Education

Ontario Tech is committed to the prevention of sexual violence in all is forms. For *any* student who has experienced Sexual Violence, Ontario Tech can help. We will make accommodations to cater to the diverse backgrounds, cultures, and identities of students when dealing with individual cases.

If you think you have been subjected to or witnessed sexual violence:
- Reach out to a Support Worker, a specially trained individual authorized to receive confidential disclosures about incidents of sexual violence. Support Workers can offer help and resolution options which can include safety plans, accommodations, mental health support, and more. To make an appointment with a Support Worker, call 905.721.3392 or email studentlife@uoit.ca
- Learn more about your options at: https://studentlife.uoit.ca/sexualviolence/

12. Students with Disabilities

Accommodating students with disabilities at Ontario Tech is a responsibility shared among various partners: the students themselves, SAS staff and faculty members. To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with me as soon as possible. **Students who suspect they have a disability that may affect their participation in this course are advised to go to Student Accessibility Services (SAS) as soon as possible.** Maintaining communication and working collaboratively with SAS and faculty members will ensure you have the greatest chance of academic success.

Students taking courses on **north Oshawa campus** can visit Student Accessibility Services in UL Building, Room 2 (located near the library). Students taking courses on the **downtown Oshawa campus** can visit Student Accessibility Services in the 61 Charles St. Building, 2nd Floor, Room DTA 225 in the Student Life Suite.

Disability-related and accommodation support is available for students with mental health, physical, mobility, sensory, medical, cognitive, or learning challenges. Office hours are 8:30am-4:30pm, Mon-Fri. For more information on services provided, you can visit the SAS website at https://studentlife.uoit.ca/services/accessibility/index.php

Students may contact Student Accessibility Services by calling 905-721-3266, or email studentaccessibility@uoit.ca.

Students who require the use of the Test Centre to write tests, midterms, or quizzes MUST register online using the SAS test/exam sign-up module, found here https://disabilityservices.uoit.ca/uoitclockwork/user/test/default.aspx. Students must sign up for tests, midterms or quizzes AT LEAST seven (7) days before the date of the test.

Students must register for final exams by the registration deadline, which is typically two (2) weeks prior to the start of the final examination period. SAS will notify students of the registration deadline date.

13. Professional Conduct (if applicable)

[Include faculty statement on professional conduct, if applicable.] Additional information on professional suitability can be found at http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

14. Academic Integrity

Students and faculty at Ontario Tech University share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by Ontario Tech University's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been

authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with these regulations on academic conduct does not constitute a defense against its application. This information can be found at
http://calendar.uoit.ca/content.php?catoid=22&navoid=879#Academic_conduct

Extra support services are available to all Ontario Tech University students in academic development, study skills, counseling, and peer mentorship. More information on student support services can be found at
https://studentlife.uoit.ca/services/academic-support/index.php

15. Turnitin (if applicable)

Ontario Tech University and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review by Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents for five (5) academic years. The instructor may require students to submit their assignments electronically to Turnitin.com or the instructor may submit questionable text on behalf of a student. The terms that apply to Ontario Tech University's use of the Turnitin.com service are described on the Turnitin.com website.

Students who do not wish to have their work submitted to Turnitin.com must provide with their assignment at the time of submission to the instructor a signed Turnitin.com Assignment Cover sheet:
https://shared.uoit.ca/shared/department/academic-integrity/Forms/assignment-cover-sheet.pdf

Students whose assignments are submitted to Turnitin.com agree to abide by all the relevant Turnitin.com terms and conditions which may be found on the Turnitin.com website
https://help.turnitin.com/Privacy_and_Security/Privacy_and_Security.htm#Privacy_Policy which is subject to change from time to time.

16. Final Examinations (if applicable)

Final examinations are held during the final examination period at the end of the semester and may take place in a different room and on a different day from the regularly scheduled class. Check the published Examination Schedule for a complete list of days and times.

Students are advised to obtain their Student ID Card well in advance of the examination period as they will not be able to write their examinations without it. Cards are available from the Campus ID office in the Campus Recreation and Wellness Centre, Room G1004.

Students who are unable to write a final examination when scheduled due to religious publications may make arrangements to write a deferred examination. These students are required to submit a Request for Accommodation for Religious Obligations to the Faculty concerned as soon as possible and no later than three weeks prior to the first day of the final examination period.

Further information on final examinations can be found at https://usgc.uoit.ca/policy/policy-library/policies/academic/procedures-for-final-examination-administration.php

17. Freedom of Information and Protection of Privacy Act

The following is an important notice regarding the process for submitting course assignments, quizzes and other evaluative material in your courses in the Faculty of Business and IT

As you may know, Ontario Tech University is governed by the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). In addition to providing a mechanism for requesting records held by the university, this legislation also requires that the University not disclose the personal information of its students without their consent.

FIPPA's definition of "personal information" includes, among other things, documents that contain both your name and your Banner (student) ID. For example, this could include graded test papers or assignments. To ensure that your rights to privacy are protected, the Faculty of Business and IT encourages you to use only your Banner ID on assignments or test papers being submitted for grading. This policy is intended to prevent the inadvertent disclosure of your information where graded papers are returned to groups of students at the same time. If you still wish to write both your name and your Banner ID on your tests and assignments, please be advised that Ontario Tech University will interpret this as an implied consent to the disclosure of your personal information in the normal course of returning graded materials to students.

If you have any questions or concerns relating to the new policy or the issue of implied consent addressed above, please contact accessandprivacy@uoit.ca

18. Student Course Feedback Surveys

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of Ontario Tech University's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News, and signage around the campus.

Appendix C – List of Faculty Committed to the Program

Appendix C1: List of FBIT Faculty Committed to the Program

	Name	Faculty	Rank	Expertise	Commitment to other programs (other programs in which the person routinely teaches/supervises)	Nature of Contribution to This Program (course instructor, etc.)
Tenured and Tenure-Track						
	Dr. Steven Mash	Faculty of Business and IT	Associate Professor	Business and Management Information Systems	Bachelor of Commerce, Master of Information Technology Security	BUSI 1600U Management of the Enterprise Ref Code B1
	Dr. Igor Kotlyar	Faculty of Business and IT	Associate Professor	Management and OBHR	Bachelor of Commerce	BUSI 2000U Collaborative Leadership Ref Code B2
	Dr. Nelson Amaral **Dr. Wei-Lin Wang**	Faculty of Business and IT	Assistant Professor Assistant Professor	Marketing	Bachelor of Commerce	BUSI 2200U Marketing Management Ref Code B4
	Dr. Nader Azad **Dr. Karthik Sankaranarayanan**	Faculty of Business and IT	Assistant Professor Associate Professor	Operations	Bachelor of Commerce	BUSI 2603U Introduction to Operations Management Ref Code B6

	Dr. Alexander Serenko Dr. Stephen Jackson	Faculty of Business and IT	Associate Professor Associate Professor	Management Information Systems	Bachelor of Commerce	BUSI 3040U Information systems Ref Code B7
	Dr. Jeffrey Overall	Faculty of Business and IT	Associate Professor	Strategic Management	Bachelor of Commerce	BUSI 3700U Strategic Management for Professionals Ref Code B8
Teaching Faculty	Dr. Ferdinand Jones	Faculty of Business and IT	Associate Teaching Professor	Accounting	Bachelor of Commerce, Graduate Diploma in Accounting	BUSI 2180U Introduction to Managerial Accounting Ref Code B3

Appendix C2: List of Health Science Faculty Committed to the BHA Program

	Name	Faculty	Rank	Expertise	Commitment to other programs (other programs in which the person routinely teaches/supervises)	Nature of Contribution to this Program (course instructor, etc.)
Tenure-Tenure Track Faculty	Dr. Emma Bartfay	Health Sciences	Professor	Epidemiology, public health, dementia research, infectious diseases	BAHSc BHSc	HLSC 3805U Introduction to Epidemiology Ref Code H15 HLSC 4803U Global Health Ref Code H29 HLSC 4804U Global Dimensions of Communicable Disease Ref Code H30-0
	Dr. Wally Bartfay	Health Sciences	Associate Professor & Associate Dean Undergraduate Studies and Registered Nurse	Public and population health, nursing, health promotion, management of chronic diseases	BAHSc BHSc	HLSC 3820U Public Health I Ref Code H16 HLSC 3820U Public Health II Ref Code H17 HLSC 4805U Noncommunicable Diseases: Current and Emerging Trends Ref Code H31-0
	Dr. Caroline Barakat	Health Sciences	Associate Professor	Environmental health and toxicology, public health	BAHSc BHSc	HLSC 1810U- Health Promotion and Healthy Active Living Ref Code H3

	Name	Faculty	Title	Research Interests	Programs	Course
	Dr. Toba Bryant	Health Sciences	Associate Professor	Social determinants of health, vulnerable populations	BAHSc BHSc	HLSC 1811U Social Determinants of Health Ref Code H4
	Dr. Sue Coffey	Health Sciences	Associate Professor and Registered Nurse	Nursing, nursing theory development, curriculum evaluation	BScN	HLSC 3601U Interprofessional Health Care Teams Ref Code H10
	Dr. Adam Cole	Health Sciences	Assistant Professor	Addictions research, health promotion and prevention	BAHSc BHSc	HLSC 1810U Health Promotion and Healthy Active Living Ref Code H3
	Dr. Shilpa Dogra	Health Sciences	Associate Professor and Registered Kinesiologist	Kinesiology, aging, asthma, chronic disease,	BHSc MHSc	HLSC 4405U Policy Development for Sport and Physical Activity Ref code H28-O
	Dr. Adam Dubrowski	Health Sciences	Professor & Canadian Research Chair in Healthcare Simulation	Health care simulation, disruptive technologies, virtual and extended reality	BAHSc BHSc	HLSC 3910U Research Methods for Health Care Professionals: Theory and Application Ref Code H19
	Dr. Brenda Gamble	Health Sciences	Associate Professor	Human health resources, health services research, health policy analysis, interprofessional education	BAHSc BHSc MHSc	HLSC 4621U Program Planning, Implementation and Evaluation in Public Health Ref Code H23
	Dr. Serene Kerpan	Health Sciences	Assistant Professor	Indigenous health, impact of physical activity on children's mental health, school-based health promotion	BHSc	HLSC 3823U Health and Indigenous People in Canada Ref Code H18

	Name	Faculty	Title	Research Interests	Program	Courses
	Dr. Mika Nonoyama	Health Sciences	Associate Professor & Registered Respiratory Therapists	Aging, Gerontology, COPD and Respiratory Conditions	BAHSc BHSc	HLSC 3910U Research Methods for Health Care Professionals: Theory and Application Ref Code H19 HLSC 4807U Perspectives on Aging Ref Code H34-0
	Dr. David Rudoler	Health Sciences	Assistant Professor	Health economics, econometrics, health policy, administrative data analysis	BAHSc BHSc	HLSC 3630U Health Finance Ref Code H11 HLSC 3631U Health Policy and Process Ref Code H12 HLSC 3XX1U Organizational Behaviour in Health Care Organizations Ref Code H20 HLSC 3XX2U Healthcare Economics Ref Code H21
	Dr. Hilde Zitzelsberger	Health Sciences	Associate Professor and Registered Nurse	Nursing, community health, disabilities, chronic disease	BScN	HLSC 3601U Interprofessional Health Care Teams Ref Code H10

Teaching Faculty	Dr. Kerry Johnson	Health Sciences	Associate Teaching Professor	Health informatics management, continuing professional education in technology- enabled environments	BAHSc BHSc BScN	HLSC 2200U Introduction to Health Information Management Ref Code H5
						HLSC 2601U Introduction to Health Services Management Ref Code H6
						HLSC 3203U Health Data Analytics in Canadian Health Care Ref Code H8
						HLSC 4620U Quality and Performance Management in Health Care Ref Code H22
	Dr. Elita Partosoedarso	Health Sciences	Associate Teaching Professor	Anatomy & Physiology & Pharmacology	BAHSc BHSc BScN	HLSC 1200U Human Anatomy and Physiology Ref Code H1
	Dr. Nooshin Rotondi	Health Sciences	Assistant Teaching Professor	Biostatistics and epidemiology, sampling and survey methods, program evaluation	BAHSc BHSc	HLSC 3800U Critical Appraisal of Statistics in Health Sciences Ref Code H14

	Dr. Milly Ryan- Harshman	Health Sciences	Associate Teaching Professor	Nutrition and public health, Registered Dietician, scientific writing	BAHSc BHSc BScN	HLSC 1701U Information Literacy and Written Communication for the Health Sciences Ref Code H2 HLSC 3710U Ethics Ref Code H13 HLSC 4822U Social Marketing for Public Health Ref Code H32-0 HLSC 4851U Critical Perspectives on Health, Illness and Healthcare Ref Code H33-0
Sessional Instructors	**Christine Gordon**	Health Sciences	Sessional Instructor (Note: has taught this course 6 times)	Health Care, macro-level organisational behavior, evaluating Ontario health care teams.	BHSc	HLSC 4850U Current Issues in Health Care Ref Code H25

	Name	Department	Position	Expertise	Faculty/Courses	Courses Taught
	Dr. Andrew Muncaster	Social Sciences	Sessional Instructor Taught HLSC 3501U X3 times	Impact of science and technology on society,	Faculty of Social Science and Humanities SSCI1470 Impact of science and technology on Society SSCI1910U Writing for social sciences	HLSC 3501U Health Law Ref Code H9
	Paul Vanwiechen	Health Sciences	Sessional Instructor (Note: Has taught these courses X3 times)	Kinesiology and cardiac, rehabilitation, hospital administration, MBA prepared.	BHSc	HLSC 2802U The Canadian Healthcare System Ref Code H7 HLSC 4823U Small Business Practice and Entrepreneurship for Health Professionals Ref Code H24

New Program Assessment: Bachelor of Health Administration, AUPHA

Library Statement of Support Provided to Ontario Tech University

Prepared by: Lydia Thorne, Health Sciences Librarian
November 27, 2019

Contents

Summary

Ontario Tech University Library's holdings related to Health Administration are strong. We select resources covering the various concepts, principles, and methods (health policy, administration, ethics, economics, and financial analysis and management) covered that will meet the information needs of both students and faculty of this new program.

The Library's research and special collections total more than 99,000 print volumes and 97,000 journal subscriptions. The Library provides access to more than 840,000 ebooks, and primary source materials. Collection strengths support the research and instructional programs at Ontario Tech University.

Resource Requirements

Resource	Rationale	Budget Requirement	OTO or Ongoing
Library Collections	Startup funding to address gaps in specific subject areas	$2,500	OTO
Library Collections	Ongoing funding for monograph (book & ebook) acquisitions	$5,000	Ongoing
E-Resource Subscriptions	Ongoing funding for online journal subscriptions	$5,200	Ongoing
Total		**$2,500** **$10,200**	**OTO Startup** **Ongoing**

Information Literacy Support

In reviewing the curriculum for the Bachelor of Health Administration program, the Health Sciences Librarian has identified the following core courses as targets for information literacy instruction:

- HLSC 1701U: Information Literacy & Written Communications for the Health Sciences
- HLSC 3910U: Research Methods for Healthcare Professionals

Introduction

The Library supports the teaching, learning and research missions of Ontario Tech University and Durham College. Ontario Tech students have access to a joint collection of more than 99,157 print books purchased by both Ontario Tech and Durham College. Additionally, the Library provides access to online resources including e-books and online databases that are selected to meet the teaching and research needs of Ontario Tech programs. Students and faculty are served by a team of subject specialist librarians and trained library technicians who provide an array of research and teaching support services including information literacy instruction, workshops, research help and reference service.

Library Collections

A good library resource base for the Health Administration program is available as Ontario Tech University already offers a Bachelor of Health Science (BHSc) Honours program where students can choose to specialize in Public Health or Human Health Science. The Public Health specialization is particularly relevant as many of the core courses taken by BHSc students in Year 1 and Year 2, are the same as those proposed for the new Bachelor of Health Administration program.

While the Library does hold resources related to health law, data analytics, finance, economics, and entrepreneurship new course offerings in these areas will require more advanced, comprehensive resources and additional library staff time for resource selection, reference service, research support and information literacy instruction.

The Library's overall collections budget for the 2018-2019 fiscal year totaled $1,974,879 for all disciplines. Approximately 85% of this budget is allocated for the purchase of subscription online resources. The remainder of the budget is allocated for the acquisition of print and online resources to support the curriculum including journals, books and e-books, multimedia and other specialized material.

The Library collects materials to support programs in the Faculty of Health Sciences. The Library collection includes coverage of health policy, leadership, and organizational development. Further, the collection covers topics of interdisciplinary relevance such as economics, law, ethics, human resources, marketing, and financial analysis and management. The Library welcomes suggestions from members of the University community. Faculty and students may suggest material for purchase using an online form. All recommended purchases are evaluated according to the Collection Development Policy and with consideration to budget constraints.

Consortial Licensing

By virtue of our membership in two key consortia, Ontario Tech University Library is able to take advantage of the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content. Canada Research Knowledge Network (CRKN) is a partnership of Canadian universities, dedicated to expanding digital content for the academic research and teaching enterprise in Canada. Through the coordinated leadership of librarians, researchers, administrators and other stakeholders in the research community, CRKN undertakes large-scale

content acquisition and licensing initiatives in order to build knowledge infrastructure, research, and teaching capacity in Canada's universities.

The Ontario Council of University Libraries (OCUL) leads and participates in a number of initiatives with the goal of enhancing research supports and creating rich learning environments for Ontario's diverse and growing student population. These resources span an impressive array of information resources (content), digital infrastructure, data, and maps and geospatial resources.

Journals

The Library almost exclusively acquires online journals and provides access to more than 97,820 across all disciplines. The Library's collection of academic journals in disciplines related to Health Administration is strong, including coverage of related to:

- Health Care Sciences & Services
- Health Policy & Services
- Medical Ethics

Students and researchers can access nearly complete journal suites, in many cases including archives, from publishers such as SpringerLink, Taylor & Francis, Elsevier, and Sage.
The Library provides access, through subscription, to many of the relevant journals with the highest impact factors, according to Clarivate's Journal Citation Reports (JCR) database (2018). By subject category:

JCR Subject Category	Ontario Tech Access	Select Titles
Health Care Sciences & Services	90/98	• Milbank Quarterly • Health Affairs • Value in Health • Medical Care
Health Policy & Services	77/82	• Implementation Science • International Journal of Health Policy and Management • Journal of Patient Safety
Medical Ethics	15/16	• BMC Medical Ethics • Journal of Medical Ethics • Public Health Ethics

It is recommended that the Library acquire online subscriptions to the following key journal titles in order to support this new program:

Journal Title	ISSN	Subscription Price CAD
BMJ Supportive & Palliative Care	2045-435X	$903.97
BMJ Quality & Safety	2044-5415	$2439.38
Academic Medicine* Single User License	1040-2446	$1334.64
American Journal of Health Economics	2332-3493	$493.73
Total		**$5171.72**

Books & E-Books

The Library at Ontario Tech University provides access to 99,157 print books that support teaching, learning and research across all programs and disciplines. Students and faculty have access to collections of books from major academic publishers, including Wiley, CRC Press, Sage, Elsevier, and Walters Kluwer. Ontario Tech users also have access to 840,521 ebooks through the Library. The following ebook collections have particular relevance to the Bachelor of Health Administration program:

Collection	# Titles	Subject Highlights
CRC Press- Taylor & Francis	2,778	• Health Data Analytics • Epidemiology
EBSCO	500	• Health Services Administration • Medical Ethics • Public Health
Emerald	1,085	• HR, Learning & Organizational Studies • Marketing
Springer	16,878	• Immunology • Infectious Diseases • Bioinformatics

The following table highlights print holdings in relevant subjects. Collection strengths are evident in the following subject areas:

Subject	# Print Books
Health Services Administration	532
Medical Ethics	709
Health Planning	208
Medical Policy	213
Medical Care, Cost of -- Canada	117

Gaps identified in the Library's holdings in the following subjects will be areas of focus for collection development:

Subject	# Print Books
Health Facilities	59
Hospitals -- Administration	58
Hospitals -- Business Management	22
Health Policy -- Canada	12
Health services administration -- Canada -- Case Studies	9

To address student and faculty research needs in this new program, additional resource acquisitions are required, with a focus on Canadian content wherever possible.

It is reasonable to assume a total sum of $2500 in startup funding, and an additional $5000 annually in ongoing funding to supplement book and ebook collections for the Health Administration program.

Search Tools

The Library subscribes to many research databases and indexes that provide access to the literature in health administration. Systematic searching of these resources enables students and faculty to access journals and other academic resources such as conference proceedings, theses and dissertations, trade publications and reports.

Highly Relevant Databases: [Discipline] Focus	Relevant Databases: Multidisciplinary	Relevant Databases: Related Disciplines
• Ovid HealthStar • PubMed • Cumulative Index to Nursing and Allied Health Literature (CINAHL) • Medline • Proquest Nursing & Allied Health • Web of Science	• Canadian Business & Current Affairs (CBCA) • LexisNexis Academic • Academic Search Premier	**Business:** • Business Source Complete • ABI/INFORM Complete • Passport GMID • EconLit • Statista • Sage Business Cases

Data Resources

To support research that requires statistics and datasets, the Library subscribes to three main resources:

- **Data Liberation Initiative (DLI):** Access to datasets from Statistics Canada surveys including public use microdata files (PUMF) and research data centre (RDC) master files.

- **Odesi**: A web-based data exploration, extraction and analysis tool that enables researchers to search for variables across thousands of datasets including Statistics Canada datasets and polling data.
- **Interuniversity Consortium for Political and Social Research (ICPSR)**: Access to a data archive of more than 250,000 files of research in the social and behavioral sciences. Includes specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. Resources for teaching and learning include classroom exercises and materials to support data literacy in the classroom.

The Library also provides access to Dataverse, a repository that supports research data management and open access data requirements for Tri-Agency research funding compliance.

Multimedia Resources

The Library acquires DVD and streaming video resources that are relevant to the disciplines in the Bachelor of Health Administration program. Multimedia resources are selected individually or as part of standing subscriptions.

The Library's collection includes 106,020 DVDs and Streaming Video titles. Of these multimedia resources, the following are particularly relevant to the curriculum in the Bachelor of Health Administration program:

Streaming Video Collection	Relevant Titles
Kanopy Streaming	● Health: 2,377 videos
Films on Demand	● Health & Medicine: 5,311 videos
Alexander Street Press	● Health Policy: 2,605 videos

Library Services

A range of library services support teaching, learning and research at the University. Students and faculty in the Bachelor of Health Administration program have access to services in-person, online and via email or telephone.

Research Support

The Library plays a vital role in supporting student and faculty research at Ontario Tech.

Reference Service & Research Consultations

Students and faculty have access to research support in-person, via telephone, email and online chat help. In the 2018-2019 academic year, library staff answered 8,983 research questions from the Ontario Tech community.

Librarians are available for individualized research consultations with students and faculty. These consultations are tailored to meet the needs of individual researchers and can cover a range of topics from basic introductions to more advanced search techniques and support for literature reviews. In the 2018-2019 academic year, Librarians participated in 22 research consultations with members of the Faculty of Health Sciences. This number has increased significantly with the recent recruitment of our new Health Sciences Librarian. During

September and October 2019, Librarians have participated in 48 research consultations with members of the Faculty of Health Sciences.

Open Access & Research Data Management

The Library provides support to faculty and students in complying with the Tri-Agency Open Access Policy (SSHRC, NSERC, CIHR). Faculty and students can make their work open by publishing in an open access or hybrid journal, by depositing their work in a subject repository, or by depositing their work in Ontario Tech's institutional repository, e-scholar@UOIT (https://ir.library.dc-uoit.ca).

The Library provides direct support to Faculties through dedicated subject specialist/liaison librarians and online guidance with the Library's Open Access Guide (http://guides.library.uoit.ca/openaccess). The Library has a Research Data Management guide (http://guides.library.uoit.ca/rdm) to support faculty and students in creating data management plans and sharing research data.

During the 2018-2019 academic year, these guides were viewed 834 times.

Research Metrics & Impact

The Library supports various departments on campus by fielding requests for reports on author, article, journal and institutional metrics. Subscribed tools include: Web of Science, Scopus, Journal Citation Reports (JCR) and InCites.
The Library's Research Metrics guide (http://guides.library.uoit.ca/researchmetrics) provides background information and support for these tools.

During the 2019-19 academic year, the Research Metrics guide was viewed 1,233 times.

Theses & Dissertations

The Library ensures that the Ontario Tech community has access to national and international thesis and dissertation databases. Access to PQDT (ProQuest Dissertations and Theses) and the Theses Canada Portal is provided through the Library website. The Library plays a key role in the dissemination and preservation of Ontario Tech theses, managing copies in the institutional open-access digital repository, e-scholar@UOIT, as well as maintaining print copies in the Library archives.

Teaching & Learning Support

As partners in teaching and learning at Ontario Tech, the Library provides a range of instructional and curriculum supports, both in person and online.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy classes that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These library services are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education. Information literacy sessions are tailored to the specific requirements of the course or assignment.

In the 2018-2019 academic year, approximately 87 students in the Faculty of Health Sciences received instructional support from a Librarian. This number is increasing significantly, and during September and October of 2019, 425 students received library instruction in 16 workshops and classes offered by the Librarian.

The Library's current information literacy instruction program includes an instructional session for all students enrolled in a core course across all programs:
  ● HLSC 1701U: Information Literacy & Written Communications for the Health Sciences

Ideally, Information Literacy instruction is scaffolded across the required curriculum, enabling students to build increasingly sophisticated research skills throughout their program of study. The following course is identified as a potential Information Literacy touchpoint, due to the research skills outcomes built into the curriculum:
  ● HLSC 3910U: Research Methods for Healthcare Professionals

Co-curricular Workshops
In addition to Information Literacy instruction that is integrated into the curriculum, the library offers a number of co-curricular workshops that help develop student and faculty skills. Some examples of workshops offered to Ontario Tech students in the past include:
  ● 3D Printing
  ● Managing Your Research Identity
  ● Citation Management
  ● Finding and Using Open Educational Resources

Workshop offerings are regularly updated in response to the changing needs of the community.

Online Research Guides
Subject specialist librarians create custom Research Guides for each subject area that are available from the Library website. Research Guides include program and course guides that are directly related to the program and course curriculum, as well as topic guides that have cross-disciplinary relevance. Research Guides of particular importance to students in the Bachelor of Health Administration program include:

  ● Health Sciences Guide: https//guides.library.uoit.ca/health
  ● Citation Guide: https://guides.library.uoit.ca/citation

During the 2018-2019 academic year, these guides were viewed a combined 10,754 times.
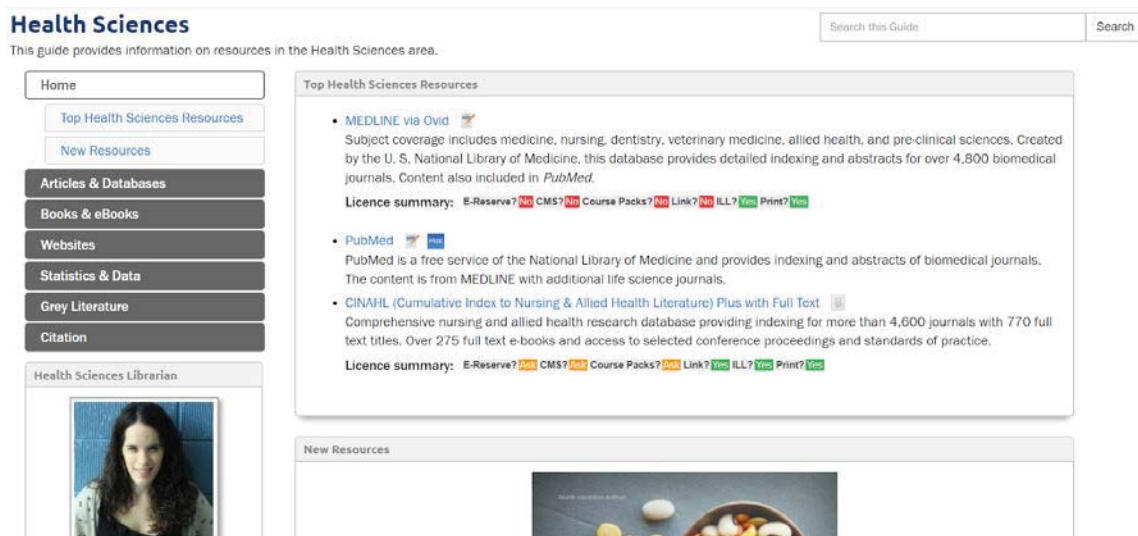
Figure 1 Health Sciences Research Guide

Copyright & Academic Integrity

The Library provides copyright advice for faculty and students. Library staff advise on license terms and the integration of content into the Learning Management System (LMS). The Library also helps faculty find, evaluate and integrate Open Educational Resources into their courses. The Library's research support services including our citation guides help students avoid plagiarism and comply with the University's Academic Conduct policy.

Course Reserves

Instructors can place material that is in high demand on course reserve in the library. Reserve material is available to students on shorter loan periods, ensuring equitable access to required textbooks and readings.

In addition to print material, instructors may also place material from the library's online holdings on electronic reserve. Electronic reserves are subject to copyright compliance and licensing restrictions. The Library provides access to reserve material via the reserve catalogue, which is searchable by instructor, course code and course name.

3D Printing & Equipment Loans

Students have access to 3D printers and 3D printing workshops and can borrow equipment such as laptops and device chargers.

Library Staffing

The anticipated intake for students in the Bachelor of Health Administration program for years 1-4 is as follows:
- Initial intake of 25 students in Fall 2021; approximately 100 students in the program overall (years 1-4)

The Ontario Tech Library system is currently understaffed. The Library anticipates that there will be additional staffing requirements associated with this new degree program in order to provide reference service, instruction, and resource selection for the new program. These requests will be part of the regular budget planning process, based on a more fulsome and strategic analysis of our staffing needs.

Library Snapshot

Library Services

The Library supports the teaching, learning and research mission of the University. Students and faculty have access to a range of services provided by subject specialist librarians and trained library technicians.

Reference & Research Support

Students and faculty have access to research support in person, via telephone, email and online via our chat help service, Ask A Librarian.

Librarians support researchers across all stages of the scholarly communication cycle. Librarians have expertise in literature searches, data management, publishing, research dissemination, preservation, research metrics and impact evaluation.

Information Literacy Instruction

In collaboration with teaching faculty, Librarians deliver customized information literacy classes that support the development of students' 21st century skills to successfully search, evaluate and ethically use scholarly resources in their course requirements. These classes are aligned with the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education and are tailored to the specific requirements of the course or assignment.

Online Research Guides

Subject specialist Librarians create custom Research Guides (guides.uoit.ca) for each subject area that is available from the Library website. These guides include program and course guides directly related to curriculum, and topic guides that have cross-disciplinary relevance.

Library Website

The Library's website (ontariotechu.ca/library) is a portal to our services, search tools and collections in all formats. Students and faculty have access to thousands of print and online resources through the Quick Search interface on our homepage, as well as specialized subject databases, datasets and search tools.

Library Statistics: 2018-19

Collections
Print Books	99,157
Ebooks	840,521
Online Journals	97,820
Streamed Media	106,020
Online Databases	737

Financials
Collections	$1,974,879
Salaries & Benefits	$1,885,597
Other Expenses	$111,049
Total	$3,973,027

Library Usage
Library visits	469,800
Questions answered	8,983
Items borrowed	30,516
Classes & Workshops	55
Study room bookings	8,633

Online Resource Use
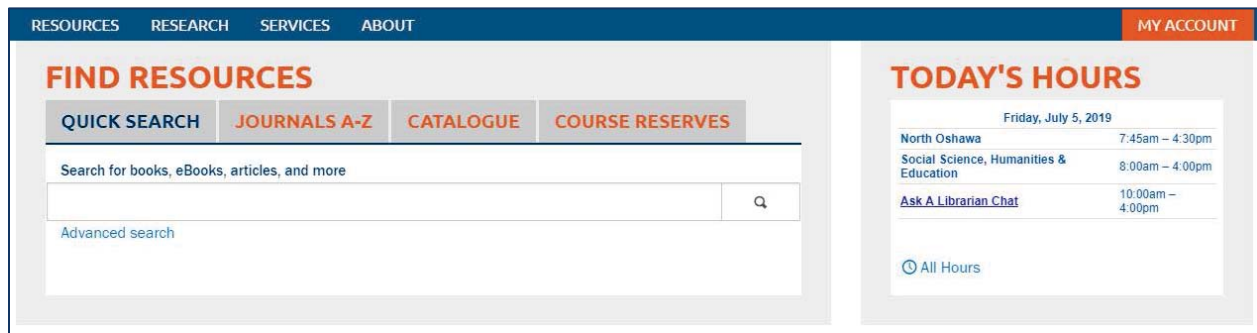|	
Website page views	215,376
Research Guide views	129,534
E-Resource searches	88,287
Full text articles accessed	385,853

Figure 1 Ontario Tech Library Homepage

Library Resources

Our subject specialist librarians select and acquire scholarly resources to support the curricular and research needs of the University. By virtue of our membership in two key consortia, Canada Research Knowledge Network and the Ontario Council of University Libraries, Ontario Tech University Library is able to take advantage of the increased bargaining power of a collective through which we subscribe to a wide array of scholarly content.

Approximately 85% of the Library's collections budget is directed to subscription online resources, with the remainder for the acquisition of other formats to support the curriculum including books and e-books, multimedia and other specialized material.

Library Spaces

The Ontario Tech University Library has two campus locations:

North Oshawa Library: 2000 Simcoe St. North	Social Science, Humanities & Education Library: 61 Charles St.
77,500 square feet	7,517 square feet
560 seats	129 seats
92 computer workstations	7 computer workstations
195 accessible Ethernet ports	13 accessible Ethernet ports
10 bookable group study rooms	1 bookable group study room
Digital recording booth	Ellison die cut machine for student use
Adaptive technology area	Curriculum kits & manipulatives
Photocopiers, printers (including colour & 3D printer), scanners	Photocopiers, printers (including 3D printer), scanners
IT Services software support personnel	IT Services software support personnel
Silent study zones, 3rd & 4th floor	Silent study room
Fireside Reading Room, 2nd floor	Lois Sleightholm Education Collection
Library Den collaborative study area, lower level	Curriculum documents and Children's Literature collection area
Archives & Special collections facilities	
Student day use lockers	

PROGRAM FINANCIAL SUMMARY

Enrollment	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Year 1	24	24	28	28	36	36
Year 2	0	20	20	23	23	27
Year 3	0	0	18	18	21	21
Year 4	0	0	0	18	18	21
Year 5	0	0	0	0	0	18
TOTAL New Students	**24**	**44**	**66**	**87**	**98**	**107**

Revenue	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Domestic Tuition	$176,756	$333,775	$515,682	$700,156	$812,341	$913,552
International Tuition	$0	$0	$0	$0	$0	$0
Grant	$69,672	$232,240	$390,163	$560,860	$608,469	$811,679
Total Revenue	**$246,428**	**$ 566,015**	**$ 905,845**	**$ 1,261,015**	**$ 1,420,810**	**$ 1,725,231**

Course Summary	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
# of lecture sections	1	2	9	18	18	18
# of labs	0	0	0	0	0	0
# of tutorials	2.5	5.5	6.5	6.5	6.5	6.5

Required Hires	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
# of TTT	0	0	0	0	0	0
# of TF	0	0	1	2	2	2
# of PT Faculty	1	2	0	4	4	4

Expenses Academic Salaries	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
FT Faculty	$ -	$ -	$ 98,538	$ 202,989	$ 209,079	$ 215,351
FT Benefits (18.5%)	$ -	$ -	$ 18,230	$ 37,553	$ 38,680	$ 39,840
FT Total	**$ -**	**$ -**	**$ 116,768**	**$ 240,542**	**$ 247,758**	**$ 255,191**

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
PT Faculty	$ 8,633	$ 18,128	$ -	$ 39,973	$ 41,972	$ 44,070
Additional TAships	$ 14,533	$ 28,994	$ 36,853	$ 50,472	$ 56,529	$ 59,355
TAs	$ 14,533	$ 33,572	$ 41,660	$ 43,743	$ 45,930	$ 48,226
Lab Instructors	$ -	$ -	$ -	$ -	$ -	$ -
PT Benefits (11%)	$4,147	$8,876	$8,636	$14,761	$15,887	$16,682
PT Total	**$ 41,846**	**$ 89,570**	**$ 87,149**	**$ 148,948**	**$ 160,318**	**$ 168,333**
Total Academic Salaries	**$ 41,846**	**$ 89,570**	**$ 203,917**	**$ 389,490**	**$ 408,076**	**$ 423,524**

Support Staff Salaries	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Practicum Support (0.25 FTE)	$0	$0	$15,247	$15,704	$16,175	$16,660
0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0
Benefits (18.5%)	$0	$0	$2,821	$2,905	$2,992	$3,082
Total Support Staff Salaries	**$0**	**$0**	**$18,068**	**$18,609**	**$19,167**	**$19,742**

Operational Expense	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Instructional Supplies	$500	$500	$500	$500	$500	$500
Start-up	$0	$0	$0	$0	$0	$0
PD ($2,000/ faculty)	$0	$0	$2,500	$2,575	$2,650	$2,725
Travel	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Recruitment/Moving Expenses	$0	$5,000	$10,000	$0	$0	$0
Promotion	$50,000	$50,000	$40,000	$40,000	$25,000	$25,000
Telecommunication	$500	$500	$500	$500	$500	$500
Office Supplies	$500	$500	$500	$500	$500	$500
Equipment	$0	$0	$0	$0	$0	$0
TOTAL Operating	**$54,000**	**$59,000**	**$56,500**	**$46,575**	**$31,650**	**$31,725**

Capital	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0
0	$0	$0	$0	$0	$0	$0
TOTAL Capital	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

Total Expenses	$95,846	$148,570	$278,484	$454,675	$458,893	$474,991

NET Income with Grant	$150,582	$417,444	$627,361	$806,341	$961,917	$1,250,240
NET Income without Grant	**$80,910**	**$185,204**	**$237,198**	**$245,481**	**$353,448**	**$438,561**

Q1 Please specify the year you graduated from the BHSc program.

Answered: 46   Skipped: 0
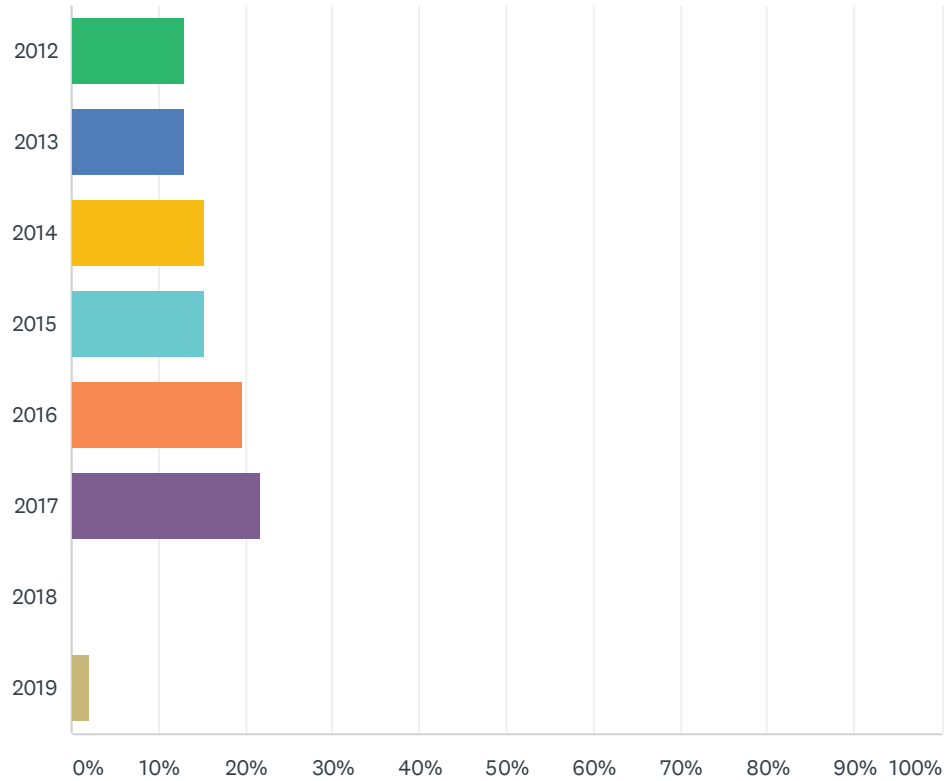
ANSWER CHOICES	RESPONSES	
2012	13.04%	6
2013	13.04%	6
2014	15.22%	7
2015	15.22%	7
2016	19.57%	9
2017	21.74%	10
2018	0.00%	0
2019	2.17%	1
TOTAL		46

Q2 What is your age range?

Answered: 46   Skipped: 0
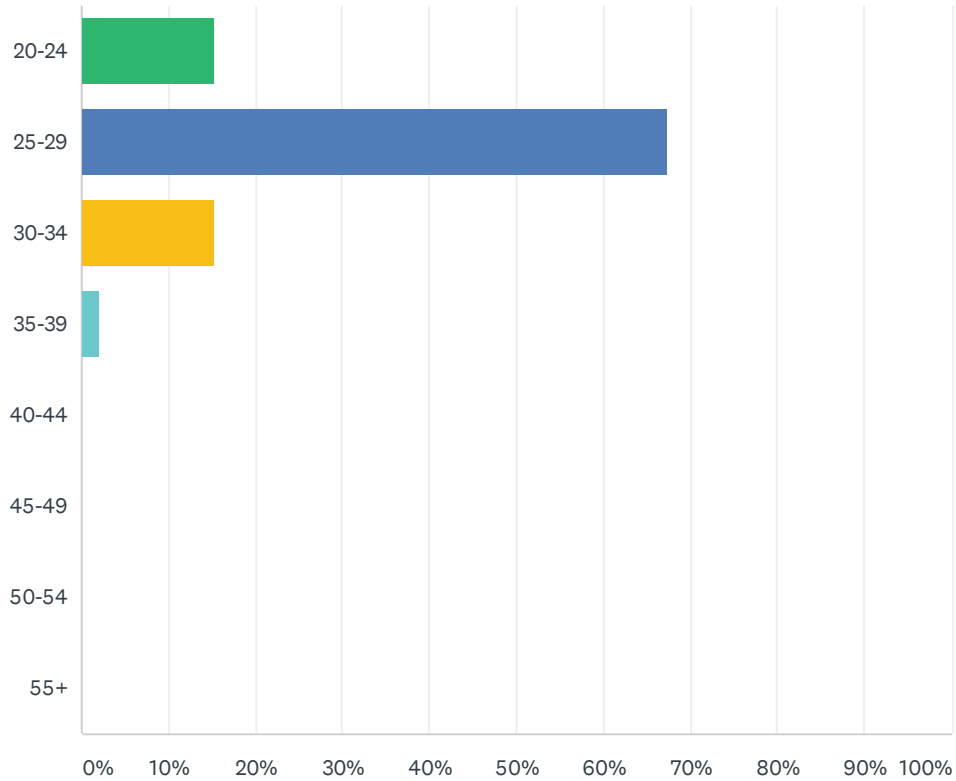
ANSWER CHOICES	RESPONSES	
20-24	15.22%	7
25-29	67.39%	31
30-34	15.22%	7
35-39	2.17%	1
40-44	0.00%	0
45-49	0.00%	0
50-54	0.00%	0
55+	0.00%	0
TOTAL		46

Q3 What is your current gender identity?

Answered: 46   Skipped: 0
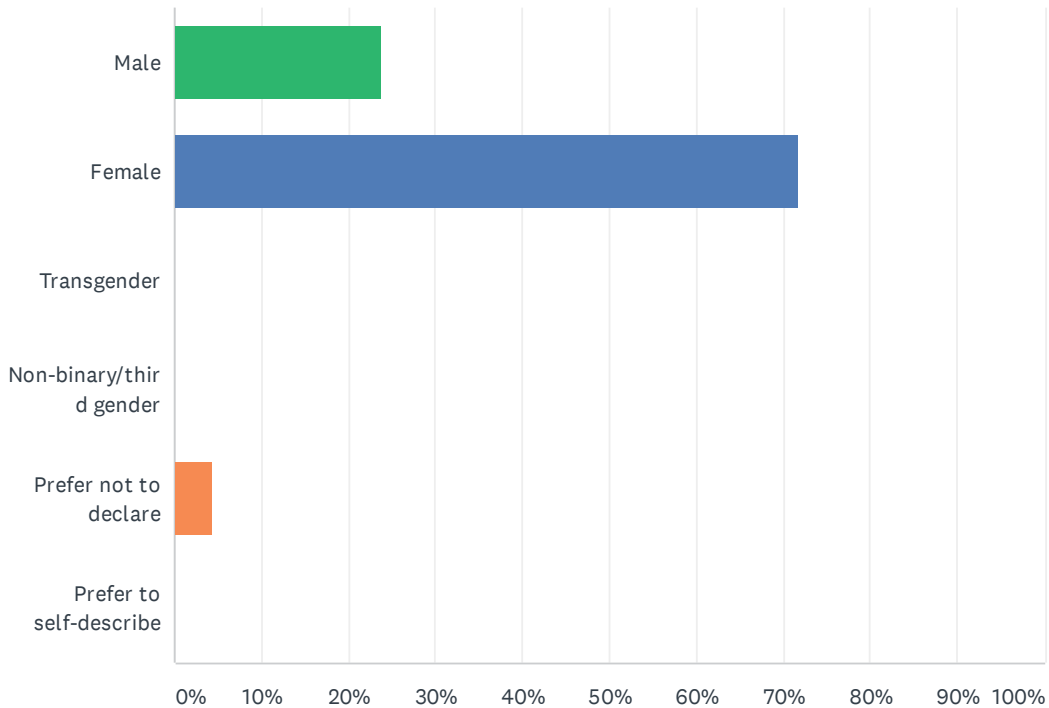
ANSWER CHOICES	RESPONSES	
Male	23.91%	11
Female	71.74%	33
Transgender	0.00%	0
Non-binary/third gender	0.00%	0
Prefer not to declare	4.35%	2
Prefer to self-describe	0.00%	0
TOTAL		46

#	PREFER TO SELF-DESCRIBE	DATE
	There are no responses.	

Q4 Are you currently working in the healthcare sector?

Answered: 46   Skipped: 0
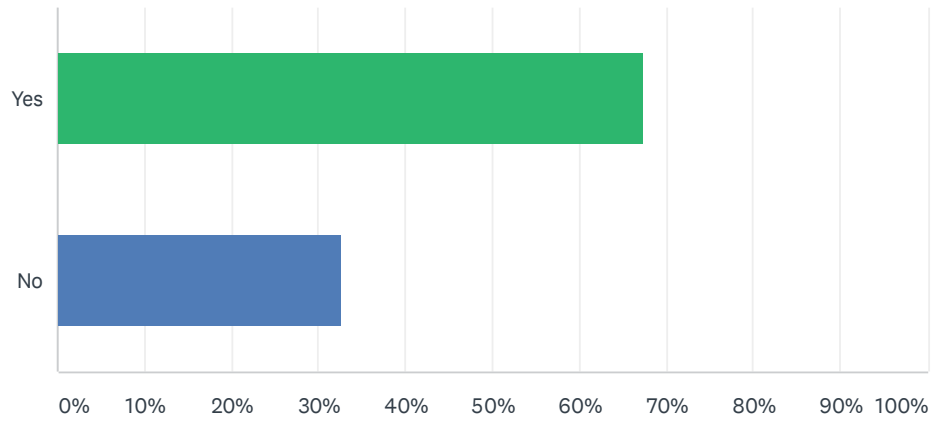
ANSWER CHOICES	RESPONSES	
Yes	67.39%	31
No	32.61%	15
TOTAL		46

Q5 If the Faculty of Health Sciences (FHSc) had offered the option of an undergraduate degree in Health Administration when you were attending FHSc, would you have been interested in taking this degree?
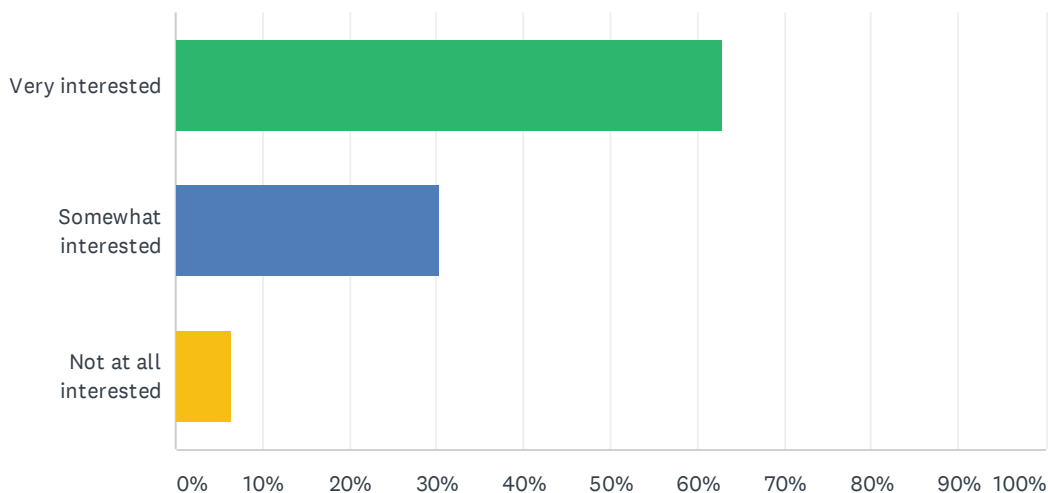
Answered: 46   Skipped: 0
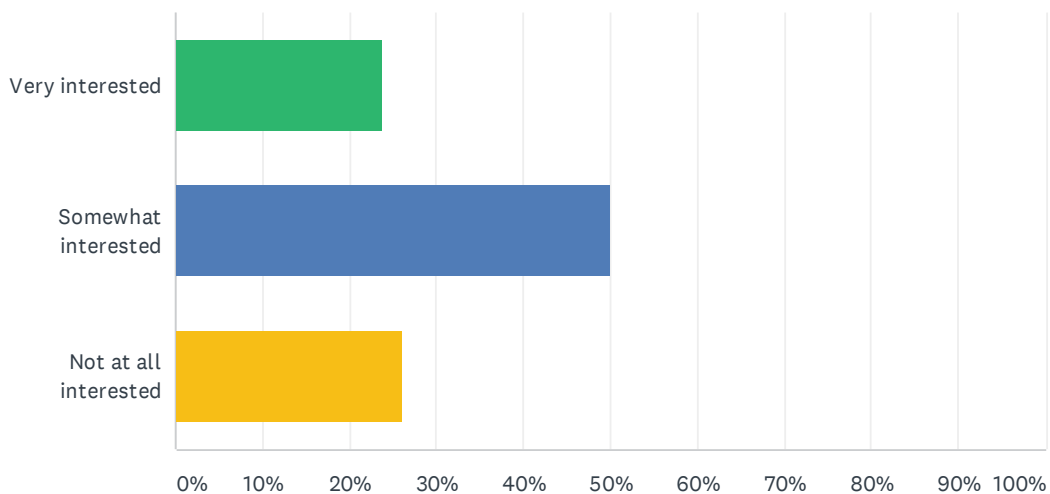
ANSWER CHOICES	RESPONSES	
Very interested	23.91%	11
Somewhat interested	50.00%	23
Not at all interested	26.09%	12
TOTAL		46

Q6 Are you interested in developing some or all of the following core health administration competencies: Communication and Relationship Management Leadership Professionalism Knowledge of the Healthcare Environment Business Skills and Knowledge
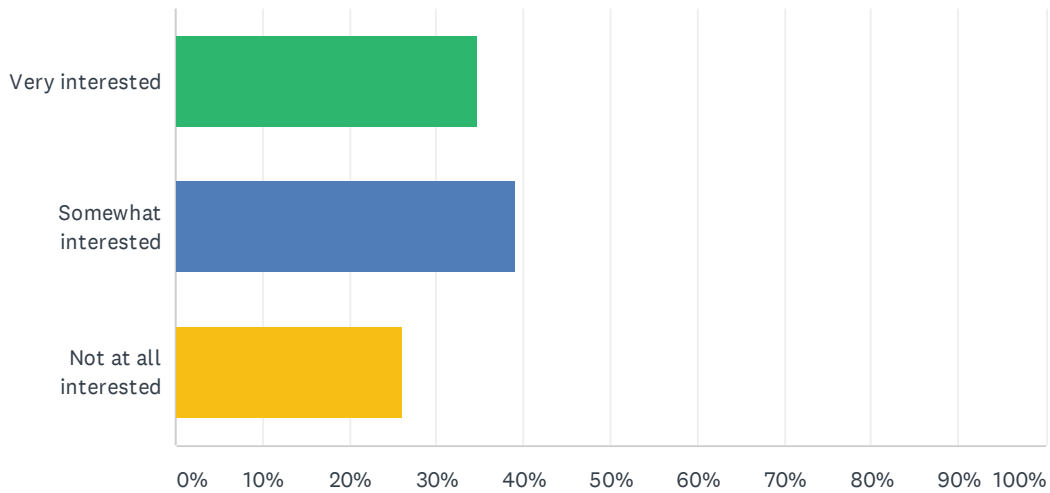
Answered: 46   Skipped: 0

ANSWER CHOICES	RESPONSES	
Very interested	63.04%	29
Somewhat interested	30.43%	14
Not at all interested	6.52%	3
TOTAL		46

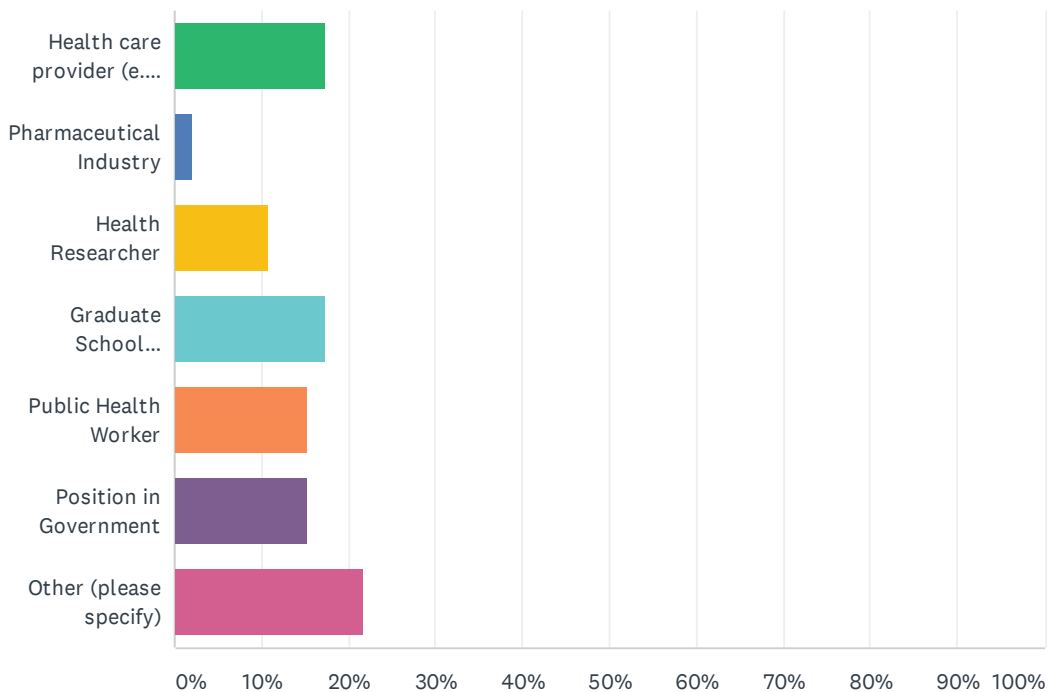# Q7 Would you consider a Masters in Health Administration as your next degree?

Answered: 46   Skipped: 0

ANSWER CHOICES	RESPONSES	
Very interested	34.78%	16
Somewhat interested	39.13%	18
Not at all interested	26.09%	12
TOTAL		46

Q8 What are your future career goals? Please check all that pertain to you.

Answered: 46   Skipped: 0

ANSWER CHOICES	RESPONSES	
Health care provider (e.g., Doctor, Nurse, etc.)	17.39%	8
Pharmaceutical Industry	2.17%	1
Health Researcher	10.87%	5
Graduate School (Masters, PhD)	17.39%	8
Public Health Worker	15.22%	7
Position in Government	15.22%	7
Other (please specify)	21.74%	10
TOTAL		46

FHSc Graduates' Views on Bachelor Health Administration Program

#	OTHER (PLEASE SPECIFY)	DATE
1	Health Care Manager	10/23/2019 12:23 PM
2	MLT	10/21/2019 6:21 PM
3	Health management consultant	10/20/2019 12:12 AM
4	Teacher	10/19/2019 8:16 PM
5	Currently working in a Healthcare Tech company	10/19/2019 3:33 PM
6	Home and Community Care	10/18/2019 7:33 PM
7	None	10/18/2019 5:36 PM
8	Masters Physio then clinic work	10/18/2019 5:32 PM
9	Psychotherapist	10/18/2019 5:05 PM
10	This question did not allow more than one selection	10/18/2019 5:02 PM

Q9 Do you have any additional views to share on an undergraduate degree program in Health Administration? Please specify.

Answered: 46   Skipped: 0

FHSc Graduates' Views on Bachelor Health Administration Program

#	RESPONSES	DATE
1	No	11/8/2019 3:50 PM
2	none	10/29/2019 1:51 AM
3	n/a	10/24/2019 3:37 AM
4	Go for it!	10/23/2019 7:59 PM
5	BHSc comprehensive program offered both science and management aspects of health care field. It would be ideal to get a major in health administration if it was offered back then.	10/23/2019 12:23 PM
6	It's a good idea to have an option for a more specified field/degree	10/22/2019 1:59 AM
7	Make sure it has a co-op component where the students are able to get practical knowledge applying what is learnt.	10/21/2019 6:21 PM
8	None.	10/20/2019 10:39 PM
9	None	10/20/2019 8:02 PM
10	No	10/20/2019 12:12 AM
11	Should be a Masters level program. Get undergrad first and work in the field so you know the profession/people you will be managing.	10/19/2019 11:44 PM
12	I think its a great option for those interested in managerial positions in health care.	10/19/2019 8:47 PM
13	I wish it was offered at the time I stated my undergraduate degree.	10/19/2019 8:16 PM
14	internship/placement opportunities would make it more desirable	10/19/2019 4:36 PM
15	no	10/19/2019 4:35 PM
16	No	10/19/2019 3:33 PM
17	n/a	10/19/2019 2:42 PM
18	I think it would be good to have a health administrator program for people that already are in the health field such as a nurse or MLT who want to become a manager of some sort. As I am an MLT right now I am looking for a post graduate program in health management which will help me branch into management. More than a undergrad it would be beneficial to have a post grad program for a year or 2 for a management program	10/19/2019 12:14 PM
19	NA	10/19/2019 2:32 AM
20	N/A	10/19/2019 12:29 AM
21	Offer a health administration masters program	10/18/2019 11:44 PM
22	Would be amazing to see a masters program	10/18/2019 10:38 PM
23	The University needs to help Kinesiology students in job training and their prospects after graduating. Why bother getting a Kin degree when these jobs are mostly paying $18/ hour. I feel gipped, my degree was supposed to bring me out of poverty, not keep me in it.	10/18/2019 8:57 PM
24	N/A	10/18/2019 8:47 PM
25	No thank you	10/18/2019 8:11 PM
26	Teach financial management skills	10/18/2019 7:33 PM
27	Na	10/18/2019 7:21 PM
28	No	10/18/2019 6:42 PM
29	No	10/18/2019 6:25 PM
30	Would be interested in a masters in health administration. Undergrad in health admin seems broad as technical skills are required first prior to leadership skills (which come into play after).	10/18/2019 6:15 PM
31	3 year program more valuable than 4 year.	10/18/2019 5:50 PM

32	No.	10/18/2019 5:36 PM
33	I think this is a fantastic idea and an excellent program to offer. Just not my thing	10/18/2019 5:32 PM
34	No	10/18/2019 5:30 PM
35	N/A	10/18/2019 5:24 PM
36	It's hard to focus on this domain as an undergraduate program as many hospitals would require experience in a regulated body. I do think this would be a successful graduate program to offer.	10/18/2019 5:24 PM
37	Implement a placement option. It is important to build theoretical skills however having workplace provides job experience and real life skills not found in school. Additionally it will be more enticing for people to apply for an otherwise "boring" sounding program (for prospective undergraduate students).	10/18/2019 5:19 PM
38	If there is no practical aspect through placement opportunities, students are going to struggle finding a job. Management jobs are typically advertised for people with nursing degrees who have practical experience in a healthcare setting. In addition, with potential cuts to healthcare management jobs are the first to go.	10/18/2019 5:11 PM
39	I think it would be a good idea to have a workshop/event where students can interact with those currently working in the health administration field to learn more about it.	10/18/2019 5:11 PM
40	N/a	10/18/2019 5:10 PM
41	No	10/18/2019 5:10 PM
42	It would be a useful option for future students	10/18/2019 5:05 PM
43	This will be really good. Very practical and demanded	10/18/2019 5:03 PM
44	Include capstone placement	10/18/2019 5:02 PM
45	No	10/18/2019 4:55 PM
46	None	10/18/2019 4:51 PM

Summary of Proposed Bachelor of Health Administration Program

Faculty of Health Sciences,

Ontario Tech University,

Oshawa, Ontario.

January 8, 2020

Proposal

The Bachelor of Health Administration (BHA) program will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario. The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists) offering courses through in class, hybrid and online delivery format as well as work-integrated learning experience with health care institutions and agencies in Durham Region. The proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. Students will also have the option of doing a Minor in Business in one of the following two streams: (i) Entrepreneurship; or (ii) Marketing.

Description

Health care is a dynamic and rapidly growing sector requiring not only frontline providers, but additional professionals to provide support and leadership for the organization and delivery of services. Individuals trained in health administration will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to better meet current and emerging health care challenges and needs in this noted area of specialization. Healthcare policy supports the development of an integrated health system that addresses health needs, improves patient outcomes across the lifespan and increases efficiencies. Healthcare is envisioned as a continuum of care, where the site of care and its delivery will be supported by community agencies, primary care clinics, and health institutions.

Career Opportunities

The BHA program is designed to prepare students for entry level positions in a variety of community-based agencies, organizations and primary care clinics to support integrated health systems. The inclusion of a work-integrated learning experience comprised of a 120 hours practicum experience and training in a health care institution or agency will help to better prepare Ontario Tech University students for employment in the health care sector. Future AUPHA certification of the BHA program will also increase the eligibility of the students into accredited Masters in Health Administration (MHA) programs, thereby supporting career development.

Proposed BHA Program Learning Outcomes

Students who enroll in the Bachelor of Health Administration program will graduate with the following learning outcomes:

1. Demonstrate leadership in diverse health and social systems.
2. Evaluate and anticipate the role of technologies and innovation in diverse health settings.
3. Demonstrate business competencies as related to health administration.
4. Employ health administration analytical and decision-making skills.
5. Examine Canadian health care and social service systems.
6. Assess health and social service delivery through ethical and legal frameworks.
7. Apply interpersonal and interprofessional communication in the management of health and social systems.

Association of University Programs in Health Administration (AUPHA) certification

The goal for the proposed BHA program is to achieve AUPHA certification. This proposed program was and therefore designed with the following AUPHA core competency requirements for Public Health Professionals[1] embedded:

- Analytical/Assessment Skills
- Policy Development/Program Planning Skills
- Communication Skills
- Cultural Competency Skills
- Community Dimensions of Practice Skills
- Public Health Sciences Skills
- Financial Planning and Management Skills
- Leadership and Systems Thinking Skills

AUPHA Curriculum and Teaching Criteria[2] was also adhered to when BHA committee put together this draft proposal. Careful consideration was given to each course to include in this program to content areas required. 'More than one content area may be covered in a single course or a single content area may be covered in multiple courses. Adequate coverage means that students should have a fundamental knowledge of each of the following content areas.'

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[1] https://www.aupha.org/blogs/kristi-donovan/2015/01/07/linkagescorecompetencies
[2] https://higherlogicdownload.s3.amazonaws.com/AUPHA/5c0a0c07-a7f7-413e-ad73-9b7133ca4c38/UploadedImages/Certification/Guidelines_for_Undergraduate_Certification_rev_2017.pdf

Questions to reviewers:

"We would like to solicit your thoughts regarding the proposed BHA program being developed at Ontario Tech University, which will be offered collaboratively with the Faculty of Health Sciences and Faculty of Business and Information Technology. Your input and feedback into this proposed program is greatly appreciated and valued.

(i) What are your thoughts about the proposed BHA program being developed at Ontario Tech University?

(ii) Is this something you regard as a need for the Durham Region, for example?

(iii) Would your agency/ institution be willing to supervise students for their practicum experiences?

(iv) Any additional thoughts, comments or insights you may have in regards to the proposed BHA program?"

Response from Andra Duff-Woskosky (Ontario Shores)

Questions to reviewers:

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(i) What are your thoughts about the proposed BHA program being developed at Ontario Tech University?

I am very happy that Ontario Tech is looking to implement this program.

(ii) Is this something you regard as a need for the Durham Region, for example?

I do see this as a need in Durham Region. I do not know the closest institution that has such a program and most of the ones I am aware of are on line (which are not best practice for administration).

(iii) Would your agency/ institution be willing to supervise students for their practicum experiences?

I most certainly would love to supervise students or to lecture in this degree program. I have my Masters of Health Administration and truly love this field.

(iv) Any additional thoughts, comments or insights you may have in regards to the proposed BHA program?"

I think this is an excellent direction for Ontario Tech and I would love to be a part of it.

Greetings Everyone:

My comments are as follows.

1. **What are your thoughts about the proposed BHA program being developed at Ontario Tech University?**

Great idea! I find however that most universities offer the BHA Programs use cross faculty affliction to differentiate its program. This is not enough. Collaborating with Health, Business or IT still makes the program very general.

I am very encouraged with your emphasis on diploma students (paramedics, MLTs etc).

Management is not an exact science. Basing your program on a clinical or tangible skills set, and not a cross faculty affiliation creates more tangible result and increase employment opportunities for students—-i.e., a graduate who is a clinician, or is part of Allied Health is a lot more marketable.

(ii) Is this something you regard as a need for the Durham Region, for example?
It would be great idea to have *SPECIALIZATIONS* that are unique to Durham, but specializations that also address current and emerging health issues.

For example specialization such as:

Healthcare Management (heterocultural—focus on health and patient care within the context of diversity, plurality, social and political marginalization, Indigenous and Afro diaspora, cultural competence and safety etc.

- **Health care Admin w/ focus on Mental Health & Addictions**
- **Health Care Admin w/Focus on Social Service/Community Development**
- **Health Care Admin w/ focus on/(Geriatrics/Chronic Diseases**
- **Health Care Admin-w/Nuclear Sciences**
- **Health Care Admin w/ a focus on Evacuation, Emergency and Disaster Management (this is timely)**

(iii) Would your agency/ institution be willing to supervise students for their practicum experiences?

yes.

(iv) Any additional thoughts, comments or insights you may have in regards to the proposed BHA program?"

I'd encourage you to conduct an inventory of general health certificate programs, as well as do an inventory of health procedures that are currently done in hospitals and IHFs that are YET to be named. These present a unique opportunity to be brought into an academic/post grad context.

Finally, at the end of the day, make sure your students graduate with a specialization or skill set. Otherwise they become health care manager without 'teeth' competing with people with tenure, seniority and clinical skills.

Thank you for the opportunity to comment.

Dwight Townsend.

Hello Kathy
Below are my thoughts

Julie

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(i) What are your thoughts about the proposed BHA program being developed at Ontario Tech University?

I certainly think this helps open doors for diploma trained professionals, who are looking for career advancement.

(ii) Is this something you regard as a need for the Durham Region, for example?

Yes, as above. Many diploma prepared professionals who are hopeful to advance careers/

(iii) Would your agency/ institution be willing to supervise students for their practicum experiences?

Please discuss with our academics program

(iv) Any additional thoughts, comments or insights you may have in regards to the proposed BHA program?"

Given there will likely be a high application from those that have already established a diploma

prepared career, it would be ideal to offer a curriculum that accommodates the working student. I foresee many seasoned diploma prepared nurses applying to a program like this, instead of a BScN. Would there be option for online or Part Time studies?

Julie Earle, NP-PHC MScN GNC(C)

Nurse Practitioner,

Geriatric and Neuropsychiatry Program

Ontario Shores Centre for Mental Health Sciences

700 Gordon Street, Whitby, Ontario L1N 5S9

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Connect with us:

OntarioTech
Health Sciences

Draft Proposed Bachelor of Health Administration Program

Feedback Survey from External Partners

January 2020

Proposal

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- Leadership and Systems Thinking Skills

AUPHA Curriculum and Teaching Criteria[2] was also adhered to when BHA committee put together this draft proposal. Careful consideration was given to each course to include in this program to content areas required (see Appendix ?). 'More than one

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[1] https://www.aupha.org/blogs/kristi-donovan/2015/01/07/linkagescorecompetencies
[2] https://higherlogicdownload.s3.amazonaws.com/AUPHA/5c0a0c07-a7f7-413e-ad73-9b7133ca4c38/UploadedImages/Certification/Guidelines_for_Undergraduate_Certification_rev_2017.pdf

Commented [KK1]: It may not be feasible for graduates to assume leadership roles in health care organizations with a BHA.

Commented [KK2]: Would be very valuable to include competencies related to evaluation – a needed skill in many health care organizations

Commented [KK3]: Recommend including evaluation competencies

content area may be covered in a single course or a single content area may be covered in multiple courses. Adequate coverage means that students should have a fundamental knowledge of each of the following content areas.'

Questions to reviewers:

"We would like to solicit your thoughts regarding the proposed BHA program being developed at Ontario Tech University, which will be offered collaboratively with the Faculty of Health Sciences and Faculty of Business and Information Technology. Your input and feedback into this proposed program is greatly appreciated and valued.

(i) What are your thoughts about the proposed BHA program being developed at Ontario Tech University?

The proposed competencies, as amended, would be of value within the health sector and an important undertaking for Ontario Tech U.

(ii) Is this something you regard as a need for the Durham Region, for example?

Given the evolution of the health sector and the development of Ontario Health Teams, localized support for health administration within Durham Region would be of value. There may however, be a number of displaced experienced workers (e.g. former Local Health Integration Network staff) that would be competing for the same positions. Solid practicum experiences would help to prepare graduates for the competition expected for available positions.

(iii) Would your agency/ institution be willing to supervise students for their practicum experiences?

Yes. The potential experiences would be related to the services of the Seniors Care Network team, relative to older adults living with frailty, and can include participation in:

- Research, development, design and implementation of clinical standards, models and infrastructure needed to provide optimal care for older people living with complex health concerns (including dementia, frailty, mental health and addictions and multi-morbidity etc.)
- Quality improvement, indicator development and performance measurement in geriatric care
- Analysis and evaluation activities relevant to frail senior care systems, programs and services
- Facilitation and education related to Senior Friendly Care approaches

- Capacity planning for geriatric clinical services (including dementia care services)
- Seniors health policy analysis and development

(iv) Any additional thoughts, comments or insights you may have in regards to the proposed BHA program?"

Dear Kathy,

Below is my feedback regarding questions 1 and 2:

(i) What are your thoughts about the proposed BHA program being developed at Ontario Tech University?

In my opinion the students will also benefit from an introduction to the concepts of Process/Quality improvement and Performance Measurement/Management in healthcare. Since Digital Health and emerging health technologies aim to enhance cross-provider communication, system integration, and improve patient experience, an introduction to these concepts might be worthwhile. These skills will also give them a competitive advantage.

(ii) Is this something you regard as a need for the Durham Region, for example?

Increased focus on the changing demographics (aging population) and the emerging health and social service related-needs of Seniors in the region.

Regards,

Sabeen

Sabeen Ehsan
Seniors Care Network

From: Kathy Smith [mailto:Kathy.Smith@uoit.ca]
Sent: Monday, January 27, 2020 4:31 PM
To: veljik@ontarioshores.ca; duffwoskoskya@ontarioshores.ca; nadejda.bovenzi@meridianhomecare.ca; Regina.Elliott@durham.ca; ecorner@lh.ca; horsburghs@ontarioshores.ca; earlej@ontarioshores.ca; Kavine.thangaraj@durham.ca; Sabeen Ehsan; Kelly Kay; nadejda.bovenzi@meridianhomecare.ca; Dwight Townsend; Dwight Townsend; Wally Bartfay; Jennifer Chaskavich
Subject: FW: Your feedback/ input into BHA program greatly appreciated

Hello everyone,

Thank you to those that have sent back their feedback in for the proposed BHA program and for those that have not would you kindly send to us as soon as possible as your input is invaluable to us.

Kind regards,

APPENDIX H

ONTARIO COUNCIL OF ACADEMIC VICE-PRESIDENTS' UNDERGRADUATE AND GRADUATE DEGREE LEVEL EXPECTATIONS

UNDERGRADUATE

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	**Baccalaureate/bachelor's degree: honours** This degree is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	a) General knowledge and understanding of many key concepts, methodologies, theoretical approaches and assumptions in a discipline;	a) Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;
	b) Broad understanding of some of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;	b) Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;
	c) Ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in a discipline;	c) Developed ability to: i) gather, review, evaluate and interpret information; and ii) compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;
	d) Some detailed knowledge in an area of the discipline;	d) Developed, detailed knowledge of and experience in research in an area of the discipline;
	e) Critical thinking and analytical skills inside and outside the discipline; and	e) Developed critical thinking and analytical skills inside and outside the discipline; and
	f) Ability to apply learning from one or more areas outside the discipline.	f) Ability to apply learning from one or more areas outside the discipline.
2. Knowledge of methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; and b) devise and sustain arguments or solve problems using these methods.	a) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b) devise and sustain arguments or solve problems using these methods; and c) describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of knowledge	The ability to review, present, and interpret quantitative and qualitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; and	The ability to review, present and critically evaluate qualitative and quantitative information to: a) develop lines of argument; b) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; c) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; d) where appropriate use this knowledge in the creative process; and
	The ability to use a basic range of established techniques to: a) analyze information; b) evaluate appropriateness of different approaches to solving problems related to their area(s) of study; c) propose solutions; and d) make use of scholarly reviews and primary sources.	The ability to use a range of established techniques to: a) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; b) propose solutions; c) frame appropriate questions for the purpose of solving a problem; d) solve a problem or create a new work; and e) make critical use of scholarly reviews and primary sources.

	Baccalaureate/bachelor's degree This degree is awarded to students who have demonstrated the following:	Baccalaureate/bachelor's degree: honours This degree is awarded to students who have demonstrated the following:
4. Communication skills	The ability to communicate accurately and reliably, orally and in writing to a range of audiences.	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of limits of knowledge	An understanding of the limits to their own knowledge and how this might influence their analyses and interpretations.	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
6. Autonomy and professional capacity	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of personal responsibility and decision-making; b) working effectively with others; c) the ability to identify and address their own learning needs in changing circumstances and to select an appropriate program of further study; and d) behaviour consistent with academic integrity and social responsibility.	Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: a) the exercise of initiative, personal responsibility and accountability in both personal and group contexts; b) working effectively with others; c) decision-making in complex contexts; d) ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and e) behaviour consistent with academic integrity and social responsibility.

GRADUATE

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
1. Depth and breadth of knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which are at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.
2. Research and scholarship	A conceptual understanding and methodological competence that: a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c) enables a treatment of complex issues and judgments based on established principles and techniques; and, On the basis of that competence, has shown at least one of the following: a) development and support of a sustained argument in written form; or b) originality in the application of knowledge.	a) The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b) The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c) The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.

	Master's degree This degree is awarded to students who have demonstrated the following:	**Doctoral degree** This degree extends the skills associated with the master's degree and is awarded to students who have demonstrated the following:
3. Level of application of knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	The capacity to: a) undertake pure and/or applied research at an advanced level; and b) contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.

4. Professional capacity/autonomy	a) The qualities and transferable skills necessary for employment requiring:
	
	   i) exercise of initiative and of personal responsibility and accountability; and
	   ii) decision-making in complex situations;
	
	b) The intellectual independence required for continuing professional development;
	
	c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
	
	d) The ability to appreciate the broader implications of applying knowledge to particular contexts.
		a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;
		
		b) The intellectual independence to be academically and professionally engaged and current;
		
		c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
		
		d) The ability to evaluate the broader implications of applying knowledge to particular contexts.

5. Level of communications skills	The ability to communicate ideas, issues and conclusions clearly.	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.
6. Awareness of limits of knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

Appendix I - *Detailed mapping comparing PLO's to specific course learning outcomes, UDLE's and AUPHA teaching curriculum criteria and competencies (please refer to Appendix B for course reference codes.)*

Criteria-Competency-PLO's\Courses	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17	H18	H19	H20	H21	H22	H23	H24	H25
AUPHA Curriculum and Teaching Criteria																									
Canadian Healthcare System		X	X	X			X		X			X						X			X				X
Population/ community health	X		x	X			x								x	X	X	X						x	X
Cultural Competence/ Diversity			x	X								X	X			X	X	X			X				
Organizational development & behavior						X				X			X								X				
Management of healthcare organizations						X			X		X	X										X	X	X	
Operations assessment and improvement					X	X			x			X					X					X	X		
Management of human resources and health professionals						X			X	X	X		X				X			X				X	X
Information systems management and assessment					X			x																	
Healthcare law						x	x		X																
Governance						X			X			X							X						x
Health policy				X			X		X			X					X			X					X
Leadership						X				X							X			X					X
Statistical analysis and application to decision making					X			X						X	x				X				X		
Healthcare economics											X			X							X				
Post-acute care	X		X													X	X	X							X
Healthcare marketing					X				x					X							X			X	
Financial analysis and management					X	X		X			X													X	
Ethics in business and clinical decision-making						x	x		X				X					X					X		
Strategy formulation and implementation												X					X				X		X		
Quality assessment for patient care improvement	X			X						X						X			X			X	X		
AUPHA Core Competencies																									
Analytic/Assessment Skills	x		x	x	x	x		x		x	x	x		x	x	x	x		x	x	x	x	x	x	
Policy Development/Program Planning Skills		x	x	x		x	x	x	x	x	x	x	x		x	x	x	x	x		x		x	x	x
Communication Skills		x	x	x	x	x				x								x	x	x		x		x	
Cultural Competency Skills	x	x	x	x			x		x	x			x		x	x	x	x					x		x
Community Dimensions of Practice Skills			x	x					x						x	x	x	x					x		x
Basic Public Health Sciences Skills	x	x	x	x	x	x	x		x	x			x	x	x	x	x	x	x				x	x	x
Financial Planning and Management Skills					x			x		x	x		x							x	x				

BHA Program Learning Outcomes (PLO's)	H1	H2	H3	H4	H5	H6	H7	H8	H9	H10	H11	H12	H13	H14	H15	H16	H17	H18	H19	H20	H21	H22	H23	H24	H25
Leadership and Systems Thinking Skills					x	x	x	x		x			x		x		x			x			x	x	x
1. Demonstrate leadership in diverse health and social systems.	Prereq	Prereq	x	x		x	x	x	x			x				x	x	x		x		x	x	x	
2. Evaluate and anticipate the role of technologies and innovation in diverse health settings.	x	x			x			x						x		x	x	x			x	x			x
business competencies as related to health administration.						x					x	x	x							x		x	x	x	
4. Employ health administration analytical and decision-making skills.					x	x		x	x	x			x	x	x		x		x		x	x	x	x	
5. Examine Canadian health care and social service systems.		x	x	x			x		x		x	x	x			x	x	x	x		x	x			x
6. Assess health and social service delivery through ethical and legal frameworks.				x	x		x	x	x	x		x	x	x	x		x	x	x		x				x
7. Apply interpersonal and interprofessional communication in the management of health and social systems.		x		x					x		x					x				x		x	x	x	

Appendix J1: Community Partnerships

**List of Nursing Placement Partnership Sites Affiliated with Ontario Tech University
as of February 25, 2020**

Placement site	
Abilities Centre	Northumberland Hills Hospital
Ballycliffe LTC	Ontario Shores Centre for Mental Health Sciences
Baycrest	Paramed Durham
Bridgepoint Active Healthcare	Peterborough Regional Health Centre
CAMH	Quinte Health Centre
Care Partners	Responsive Health Management
CAREA Health Centre	Ross Memorial Hospital
Central East Corrections	Scarborough Health Network - all sites
Charles H Best Centre	SickKids
Durham Region Health Department	Sienna Living - Fieldstone Commons
Durham Region Police Services	Southlake Regional Health Centre
Durham Region Long Term Care - all sites	Sunnybrook Health Sciences Centre
Extendicare Oshawa	Trafalgar Castle School
Haliburton, Kawartha, Pine Ridge District Health Unit	Trillium Health Partners – all sites
Hearth & Stroke Foundation	University Health Network - all sites
Humber River Hospital	West Park
Juliette's Place	William Osler Health System
Lakeridge Health - all sites	Windreach Farm
Mackenzie Health	
Markham Stouffville Hospital	
Michael Garron Hospital	
Mount Sinai Hospital	
North York General Hospital	

Faculty of Health Sciences - Nursing Practicums –
Number of Students Placed at each Partner Site
2018-2019 Academic Year

Partner/Agency	Student Count
Lakeridge Health	317
Scarborough Health Network	71
Durham Region Health Department	70
Ontario Shores	67
Markham Stouffville Hospital	49
Sunnybrook Health Sciences Centre	22
Mackenzie Richmond Hill Hospital	21
Ross Memorial Hospital	18
University Health Network	18
Northumberland Hills Hospital	17
Humber River Regional	16
Glen Hill Strathaven	14
Trillium Health Partners	10
Sienna Living	9
Mount Sinai Hospital	9
Hillsdale Estates	8
Fairview Lodge	7
William Osler Health System	7
Orchard Villa LTC	6
Fieldstone Commons	6
North York General Hospital	6
Heart and Stroke Foundation	5
Chartwell Ballycliffe LTC	4
Baycrest Hospital	4
Centre for Addiction and Mental Health	4
Haliburton Kawartha Pine Ridge District Health Unit	4
Michael Garron Hospital	3
Abilities Centre	3
Hospital for Sick Children	2
Hillsdale Terraces	2
Canadian Blood Services	2
Woodhall Park Retirement Village	2
Tullamore Care Community	2
CAREA (formerly Oshawa Community Health Centre)	2
Durham Region Police Service	2
WindReach Farm	2
Southlake Regional Health Centre	2
St. Josephs Health Centre	2
Revera - Fosterbrooke LTC	2

Julliette's Place	1
O'Neill Centre LTC	1
Winbourne Park LTC	1
Chartwell Wenleigh LTC	1
Quinte Health	1
Chartwell Wynfield LTC	1
Lakeview Manor	1
Toronto Rehabilitation Institute (UHN)	1
CarePartners	1
Oshawa Clinic	1
Cedarvale Terrace	1
Paramed	1
Grand Total	**829**

Ontario Tech Med Lab Program Partnerships - Current Placement Sites

Corporation Name	Site Name	Current Status	Expiry Date	Effective Date
N/A	Alpha Laboratories	Current	2022 April 4	2019 Apr 26
N/A	Cambridge Memorial Hospital	Current	2020 Dec 31	2017 Dec 1
N/A	Campbellford Memorial Hospital	Current	2021 July 30	2018 July 30
N/A	Collingwood General and Marine	Current	2022 June 1	2019 June 1
N/A	CSMLS	Current	2021 Aug 21	2018 Aug 21
Dynacare	Bowmanville	Current	2020 Oct 10	2017 Oct 10
N/A	Grand River Hospital	Current	2021 April 30	2018 May 1
Hamilton Health Sciences	Hamilton General Hospital	Current	Evergreen	2008 Dec 10
	Juravinski Hospital	Current	Evergreen	2008 Dec 10
	McMaster Hospital	Current	Evergreen	2008 Dec 10
N/A	Humber River Regional Hospital	Current	2024 June 5	2019 June 5
Labrador Grenfell Health	Labrador Health Centre - Goose Bay	Current	2021 Aug 29	2018 Aug 29
	Charles S. Curtis Memorial			
Lakeridge Health Corporation	Oshawa Hospital	Current	2024 Mar 10	2019 Mar 11
	Ajax-Pickering Hospital			
Lifelabs	International Drive Site	Current	2022 Mar 19	2018 Mar 20
	Kennedy Rd. Site			
N/A	Markham Stouffville Hospital	Current	Evergreen	2010 Oct. 9
N/A	Michael Garron Hospital	Current	2022 Apr 30	2019 Mar 28
N/A	Mount Sinai Hospital	Current	2021 Jan 3	2016 Jan 4
Niagara Health System	Greater Niagara General	Current	Evergreen	2016 June 28
	Welland County General Hospital			
	St. Catharine's Site			
N/A	Northumberland Hills Hospital	Current	Evergreen	2013 Aug 14
N/A	North York General Hospital	Current	2023 March 23	2018 March 23
N/A	Orillia Soldier's Memorial	Current	2022 March 20	2019 March 20
N/A	Ontario Shores	Current	2021 May 1	2018 May 1
Eastern Ontario Regional Laboratory Association (EORLA)	Ottawa Hospital - General Campus	Current	Evergreen	2013 June 4
	Ottawa Hospital - Civic Campus			
	Children's Hospital of Eastern Ontario			
N/A	Peterborough RHC	Current	Evergreen	2014 Sept 1
	Royal Victoria Hospital	Current	2020 Nov 27	2017 Nov 27
Scarborough Health Network	Birchmount Site	Current	Evergreen	2013 Oct 22
	General Site			
N/A	Sick Kids	Current	2022 May 15	2017 May 15
N/A	St. Joseph's Hospital Hamilton	Current	2020 Apr 30	2016 Aug 10
N/A	St. Mary's Kitchener	Current	2020 Oct 31	2017 Oct 31
N/A	Sunnybrook Health SC	Current	2021 Oct 15	2018 Oct 16
Trillium Health Partners	Credit Valley Site	Current	Evergreen	2007 May 9
N/A	Thunder Bay Regional Health Sciences Centre	Current	2023 Mar 31	2018 Apr 1
William Osler Health System	Brampton Civic	Current	2022 Jul 31	2017 Sept 1
N/A	Woodstock General Hospital	Current	2021 May 2	2019 May 2

Appendix J2: Internal Resources
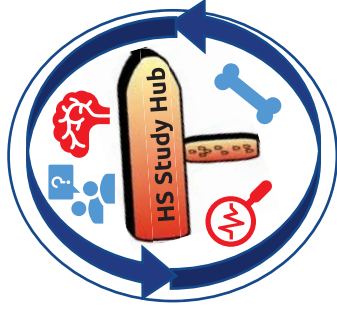
Health Sciences
STUDY HUB

We can help you!

EVERY WEDNESDAYS
10:30am-1:30pm
J101 (Kin Teaching Lab)

DROP IN when you can: No registration required

Study space for students
Academic support from TAs (eg A&P, Patho, Stats, program-specific courses)

HS Study Hub

J101 (external door of the Kin Teaching Lab)

View from between UA & UB buildings looking at the parking lot on the other side of the street

Appendix K: Letters of Support

i.   Dr. Bernadette Murphy
        Interim Dean, Faculty of Health Sciences
        Ontario Tech University

ii.   Dr. Michael Bliemel
        Dean, Faculty of Business and IT
        Ontario Tech University

iii.   Dr. Karima Velji, RN, PhD, CHE
        Vice President, Clinical Services
        Ontario Shores Centre for Mental Health Services

iv.   Dwight Townsend
        Principal, Gomedics Health Corp.

v.   Pinder DaSilva
        Senior Director, Programs and Services
        Abilities Centre

Professor and Interim Dean,
Faculty of Health Sciences,
2000 Simcoe Street North,
Ontario Tech University,
Oshawa, Ontario, L1G 0C5
Phone: (905) 721-8668 ext 2778
email: Bernadette.Murphy@uoit.ca
Fax: 905 721-3179

March 11, 2020

**Re: Letter of Support for new proposed Bachelors of Health Administration Program,
Faculty of Health Sciences, Ontario Tech University, Oshawa, Ontario.**

To whom it may concern:

I am writing this letter in support the Bachelor of Health Administration (BHA) program, which will be collaboratively offered with Faculty of Business and Information Technology (FBIT) within the Faculty of Health Sciences at Ontario Tech University located in Oshawa, Ontario.

The BHA is a full-time degree program accepting direct entry from high school and also diploma prepared health care professionals (e.g., Paramedics, Nurses, Medical Laboratory Technologists). Key strengths of the program include: 1) a work-integrated learning experience with health care institutions and agencies in Durham Region. 2) the proposed program has been developed according to the Association of University Programs in Health Administration (AUPHA) competencies with the goal of being certified by AUPHA. 3) Students will also have the option of doing a Minor in Business in one of the following two streams: (a) Entrepreneurship; or (b) Marketing.

Students will be prepared to work in areas of operations, management, finance and planning in a variety of healthcare sectors and fields. The proposed program will strengthen and enhance the quality of the existing Health Sciences program to meet current and emerging health care challenges and needs. The need and support for the program is evidenced by the large number of support letters received from local community partners, many of whom have committed to offering work-integrated learning placements.

I strongly endorse the offering of this program.

Sincerely,

Bernadette Murphy, Ph.D.

March 9, 2020

Dr. Bernadette Murphy
Interim Dean, Faculty of Health Sciences
Ontario Tech University

Dear Dr. Murphy,

The Faculty of Business and Information Technology supports the Bachelor of Health Administration program. Health Science have consulted extensively with FBIT to recommend the appropriate courses to support the learning outcomes of the program. Currently, the courses have space capacity for students in this program and do not require additional resources at this time. Should there be growth in the program which will necessitate additional resources, we will meet to determine the impact to the program.

In the spirit of collaboration across faculties we also agree to the work together for the mutual benefit of the students. While the Faculty of Business and IT retains sole control over the scheduling and curriculum changes of the BUSI courses listed in the proposal, we will consult with you when making changes as things inevitably evolve in the future. Should there be new courses in FBIT or FHS created that are desired by our students, then we will also consider collaboratively introducing these to programs for students in both of our faculties.

Sincerely,

Michael Bliemel
Dean and Professor
Faculty of Business and IT

Ontario Shores
Centre for Mental Health Sciences

February 26, 2020

Wally J. Bartfay
Dr. Wally J. Bartfay, RN, PhD
Associate Professor,
Associate Dean Undergraduate Studies,
Faculty of Health Sciences,
Ontario Tech University (UOIT), Oshawa, Ontario. L1G 0C5

Dear Dr. Bartfay,

It is with great pleasure that I write a letter in support of your proposal for a Bachelors of Health Administration program (BHA) at Ontario Tech University. This is truly an exciting endeavor that will no doubt have long reaching and significant impact in Durham, as the delivery of healthcare and the leaders who support it evolve. A BHA bodes well for future graduates and the organizations they will lead and support through emerging healthcare challenges.

As you know, the environment at Ontario Shores is one that provides ample opportunities for learning and academic excellence. We are well suited as a tertiary psychiatric hospital with 328 inpatient beds spread over 16 units, over 90,000 outpatient visits per year and over 1,200 staff from all healthcare disciplines. We strongly believe that learning and academics play a critical role in making significant contributions in our mission to provide exemplary patient care. We value our existing relationship with Ontario Tech University and are proud to support placements from the BSc Nursing program and research practicum students from other programs of study. It should also be noted that we are building new bridges and networks between our two institutions, one of which is a newly created joint research Chair in Artificial Intelligence in Health and Wellness. We believe that our past, current and future collaboration will support the journey of recovery, and as such, it is clear that BHA students will be immersed in an environment that fosters interprofessional collaboration and academic excellence. We envision the creation of a BHA degree as a great marriage between our two institutions, given the close proximity and the opportunity for on-site practicum placements.

In sum, it is with great enthusiasm that I endorse my full support for your proposed BHA program. Given Ontario Tech's exemplary academic reputation, you will certainly provide wonderful opportunities for future BHA students and we would be delighted to share in their successes.

Sincerely,

Dr. Karima Velji, RN, PhD, CHE
Vice President, Clinical Services
Ontario Shores Centre for Mental Health Sciences
T: 905-430-4055 ext. 6063

March 4, 2020

Dr. Wally J. Bartfay, RN, PhD
Associate Dean Undergraduate Studies
Faculty of Health Sciences
Ontario Tech University (UOIT)
Oshawa, Ontario. L1G 0C5

RE: Letter of Support for new proposed Bachelors of Health Administration Program
Faculty of Health Sciences, Ontario Tech University, Oshawa, Ontario.

From the Canada Health Act, to the regulation of Health Care Professionals; the Canadian Health Care System continues to pose numerous dilemmas. This will require ingenuity, leadership, and innovation. Other challenges, including privacy, bioethics, and mental health also have significant implications within a Canadian and international context.

To respond to these and other challenges, I am delighted to support the Bachelors of Health Administration Program, Ontario Tech University.

As a Health Care Executive, with my tenure with Ministry of Health, Community and Regulatory Health sectors; I am keenly aware of the demands for Health Care Leaders to act as stewards to one of Canada's defining identity—Health Care.

I am encouraged by what the Program will bring to the Durham Region.
A regional based Program will tremendously benefit the population locally and support regional care planning and service delivery. This local perspective further creates a greater ability to respond to local challenges, including current and emerging epidemics; Seniors, Rural and other patient populations.

Finally, I believe that the Program's integrated approach and cross collaboration with different faculties, academic disciplines and partnerships will strengthen the capacity to develop leaders with new paradigms.

I look forward to the impact and contribution Ontario Tech University's BHA Program will have on the Region and the broader health care sector.

Respectfully,

Dwight Townsend, LLM (c), MA, BA
Principal
Gomedics Health Corp.

Professor Bernadette Murphy
Interim Dean
Faculty of Health Sciences
Ontario Tech University
2000 Simcoe St North, Oshawa, ON, L1G 0C5

**Re: Letter of Support for new proposed Bachelors of Health Administration Program,
Faculty of Health Sciences, Ontario Tech University, Oshawa, Ontario.**

Please accept this letter in support of the Faculty of Health Sciences at Ontario Tech University's proposal to develop and implement a new Bachelor of Health Administration (BHA).

Abilities Centre is one of the most accessible, inclusive and barrier-free community hub and a model of inclusion. We educate and inform people, through research and innovation, on the need to celebrate the diverse backgrounds and conditions from which we all come. With over 4,000 members and approximately 100,000 visits each year, Abilities Centre provides opportunities for people of all ages and abilities to enrich their lives by engaging in social, health, employment, and cultural programs. Our goal is to increase quality of life for all participants and members through programs that promote social inclusion, economic participation and health and well-being.

Over the years, Abilities Centre and Ontario Tech University have collaborated on health and well-being research projects for our Sports and Recreation department. Additionally, we have offered placements to a number of Ontario Tech University students within our Research, IT, HR and Programming departments. We have always worked together to offer the students the highest quality of experience in all departments, so they acquire a set of skills that are transferable and applicable in the labour market.

If Ontario Tech University is successful in obtaining the Bachelor of Health Administration degree, we will continue to work with them to offer students of this program suitable placements at Abilities Centre.

Please do not hesitate to contact me if you have any additional questions. Thank you

Sincerely,

Pinder DaSilva, Senior Director, Programs & Services

You Belong Here

55 Gordon Street,
Whitby ON L1N 0J2

Tel: 905-665-8500
Fax: 905-665-8501

www.abilitiescentre.org
info@abilitiescentre.org

Correspondance from IEAC Consultation regarding HLSC 3823 and information provided by course instructor, Serene Kerpen, in order to address any concerns.

The curriculum consultation sub-committee of the Indigenous Education Advisory Circle (IEAC) met on October 17, 2019. The purpose of the committee is to review consultation requests on courses and programs between IEAC meetings, to assist in fulfilling the IEAC mandate to "…facilitate[e] the design and implementation of programming and curriculum that promotes a broader recognition and inclusion of Indigenous perspectives and ways of knowing."

You asked the committee to review HLSC 3823 for the purpose of including it to fulfill the requirement of cultural competence/diversity in the new Bachelor of Health Administration program.

We reviewed the course outline, the learning objectives, and the calendar description. We note that not all of the readings and class resources were listed.

SK: Thank you for the time you have taken to review my course. I know how valuable your time is and I appreciate this work. You have provided great detail and I am happy to have feedback. I do have some responses for clarification. Please see below each comment.

HLSC 3823 contains valuable learning objectives and module topics that will assist students to develop perspectives that include understanding of the social determinants of health and their effects on Indigenous peoples, understanding of the roles of privilege and racism in health and health care, and some understanding of the histories of colonialism and residential schools and their impacts on health. Students will also be expected to reflect on cultural difference. We note that the prerequisites have exposed students to learning in the social determinants of health and socio-cultural perspectives on physical activity or, family and child-centred nursing, but not necessarily exposed them to Indigenous histories, knowledges or ways of knowing (based on the calendar descriptions of the pre-reqs). We also note that it is challenging to teach a 3rd year course that is meant to bring deeper knowledge in a specific area pertaining to Indigenous Peoples -- such as health – where this background knowledge is missing.

The committee has concerns – some of which are interconnected – and we follow each with suggestions to help meet these concerns:

1) The lack of Indigenous voices in the course materials. As we could not see the list of readings, we have no knowledge of whether those readings include Indigenous authors writing directly on these topics. The textbook does not appear to include Indigenous authors from what we could see on-line. It is important that students read/listen to Indigenous writers/speakers on relevant topics to counter the risk of

objectification, and the 'deficit lens' which may develop in some students when learning about the health issues that affect Indigenous peoples in Canada today. As it is an on-line course, we suggest that the instructor consider including videos involving Indigenous speakers/leaders discussing topics raised in the modules, especially those such as impacts of colonialism, residential schools and self-determination and health care. Some examples of introductory on-line courses using this format are: https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada (Dr. Tracy Bear, "Indigenous Canada" MOOC, U of Alberta) https://www.mycota.ca/pro-d-blog/2018/10/09/reconciliation-through-indigenous-education-free-course/ (Dr. Jan Hare, "Reconciliation through Education" MOOC, UBC). Some of these resources may be accessible. The Aboriginal Healing Foundation includes stories from survivors of residential schools on its website – where are the children? http://wherearethechildren.ca/en/stories/ and also connects to sites describing Inuit experiences in residential schools. The AHF has also published research on healing (some of which is dated). The National Film Board is an excellent resource and many films are accessible to Blackboard users through Ontario Tech's NFB CAMPUS license (talk to the library). "The Gift of Diabetes" by Ojibway filmmaker Brion Whitford (2005) is a remarkable film.

SK: I am glad that you recognize the limitations in only reviewing a course description, mandatory purchased text, and module titles. The large majority of my course material is from Indigenous scholars. I would estimate that 90% is Indigenous voices. Moreover, it is important to know that I began teaching this course two months after my appointment start date, and I have only taught it once as I am in the second year of my appointment now. I look forward to building and improving the course in the coming years.

- Text: My course has two other online free textbooks by leading Indigenous health scholars. They are not in the syllabus as they are linked into the modules and do not require purchase. I can list them in the syllabus next year. The first is *Health Inequities and the Social Determinants of Aboriginal Peoples Health*, Loppie-Reading and Wien, 2009. The other is *The crisis of chronic disease among Aboriginal peoples: A challenge for public health, population health and social policy*, Jeff Reading, University of Victoria, British Columbia: Centre for Aboriginal Health Research. Jeff Reading and Charlotte Loppie Reading well-respected Indigenous researchers
The course text for purchase was one that was well regarded by my post-doctoral supervisor, who is a former Canada Research Chair in Indigenous Health. It was also the text used by the Professor of my Indigenous Health Course when I was in graduate school. She is also an Indigenous person. It is regarded as one of the best epidemiological texts in the area. I reconcile that it was not written by an Indigenous scholar by having almost all other course material from Indigenous scholars.

- Other material: I also utilize the *Where are the Children* website and have students watch a selection of survivor videos. I am also aware of the Gift of Diabetes film and I will bring it into the course next year. I am also very familiar with the course from UofA, I have modeled my class in part on it. Again, this is not fully recognizable by

looking at a syllabus. Other Indigenous scholars' material I use are the series of papers by Dr. Janet Smylie on cultural safety and health care (6 excellent peer reviewed published papers). There are also other websites I have students review that are developed by Indigenous scholars from various institutes, such as UBC's Indigenous Foundation website.

2) The teaching of healing traditions and traditional ways of being, and teaching effects of the Sixties Scoop. The best approach to presenting traditional Indigenous knowledge is to bring in an Indigenous Knowledge Keeper or Elder to discuss/reflect on the relevant topic. Another approach is to bring in an Indigenous Health Navigator or Coordinator, or someone fulfilling a similar role in the health care system. If a non-Indigenous instructor is leading the course, bringing in an Elder or Indigenous Knowledge Keeper is a good way to show and model respect for Indigenous knowledge. Given that the course is meant to provide cultural competency it would be helpful for students to hear directly from a Sixties Scoop and/or Residential School Survivor, after preparation with readings, to provide a thorough understanding of the impacts of the experience, as well as the possibilities and strengths of individual and community healing. Please contact Rachel Ariss or Jill Thompson to connect with local people who may be able to speak to your class, or perhaps record a short interview.

SK: As soon as I was appointed this position I met with Jill Thompson and outlined the course and the way in which I wanted to teach it. I expressed that as a non-Indigenous person I wanted to act as a guide to different aspects of Indigenous health through the provision of material from Indigenous scholars and those with lived experience. Jill was pleased with the approach. Last year I initiated a recorded interview with one of the visiting Elders, Kukdookaa Terri Brown, which I will use next year in the course. As indicated in the previous comment, I do show survivor videos when teaching about Residential Schools and The Scoop, to ensure students hear Indigenous voices and truly understand the impact. Moreover, I am also a member of Bawaajigewin, which provides me the opportunity to connect with local Indigenous community leaders. Next year I was planning on bringing members into the course in some way to provide more local and contemporary content. This was not an option the first time teaching it, as I had just moved here and was not a member of the group yet.

3) The date of the textbook. The textbook was published in 2006 relying on 2001 census data. This may already have been updated by assigning newer research readings to the class. We noticed the use of terms in the textbook such as "southern Ontario Iroquois" which is derived from archaeological categories. The correct name for this people is the Wendat, a group of whom relocated to western Quebec in the mid-1700s and still have a community there. We noted some generalization in the textbook (we did not read it all) and trust that the instructor addresses the historical and contemporary differences between First Nations, Metis and Inuit peoples, as well as the various nations that make up the First Nations. Another way to avoid the risk of over-generalization is to bring knowledge of local history and local demographics to

the class by learning and teaching about local communities. The video: "Inaakonigewin Andaadad Aki: Michi Saagig Treaties: Defining Relationships between peoples" was made by the people of Curve Lake First Nation (also Mississauga people) and covers the history of treaty-making in the local area. It is available at the Baagwating Indigenous Student Centre and the library. Discussing the land acknowledgment and its meaning is another way to help students realize that they are on traditional territories of specific Indigenous Peoples.

SK: I am aware of the limitations of the textbook and do address this in the course. It was an easy choice for a course I had to teach right off the get go as it was one very familiar to me. It also has some strengths from an epidemiological perspective. But I do plan to look for a better comprehensive text because of its limitations you have identified and because it is a tough read for students. Thank you for the suggestion of the video done by Curve Lake First Nation, I look forward to using it next year!

4) The lack of opportunity for face-to-face discussion. The discussion board requirements are thoroughly explained, promote reflection and engagement with readings, and include interaction with the professor, TA and peers. This is a positive approach countering the potential for student isolation in an on-line format. There are also access benefits to having an on-line course. Indigenous pedagogies, however, value face-to-face interaction. We do not know the delivery mode options for this course, however, we encourage the faculty to consider offering it face-to-face or synchronously; or to include periodical in-person and synchronous meetings with guest speakers. Particularly because it is meant to fill a cultural competence requirement in the new program, opportunities to directly hear from and engage with Elders, Indigenous Knowledge Keepers and those working in Indigenous health care are important.

SK: As of right now the course is for our Allied Health students. This program builds on the education foundation obtained from diploma and certificate health programs (e.g. paramedics) and gives the opportunity to acquire a health science degree. This program is available entirely online, making it easier to accommodate full-time employment. Some students are remote and work in Indigenous communities, coming to campus is not an option. I would love for this course to be face to face for the reasons you identified, but I reconcile that it might be making an impact on health care providers who are engaging with Indigenous patients each day in their current careers. I am not too informed on the degree program Dr. Gamble is developing as I am on maternity leave right now. This new program may offer this course face to face.

SK: A note on this process

While I think having multiple people with varied expertise and experience review courses such as this can serve to create excellent pedagogy, I do have some concerns over this process of review. My primary concern is that very little can be learned about a course or how it is delivered by reviewing a syllabus. As I have taken the time to outline above, there is a lot more to my course than the textbook and learning objectives. I have worked

hard to curate a course with numerous sources from Indigenous scholars and those with lived experience.

I reviewed the protocol document for working with the IEAC and saw that face to face meetings are favored, which is very nice to see. Perhaps as this course review was not brought forth by myself, but by Dr. Gamble, this led to no face to face meeting. Perhaps in the future when a secondary party or administrator reaches out to have a course reviewed, you could encourage them to put the Professor of that course in contact with the group and allow them to connect. I think that this would aid in developing respect, reciprocity, and strong relations in our On Tech U community, and it would prevent the angst that this type of blind review creates.

*It should be noted though that as soon as the IEAC was formed I had them review this exact same course and the feedback was excellent. This second review, spurred by the creation of a new degree program, was more in-depth and I do appreciate this.

Faculty of Health Sciences

HLSC 3823

Health & Indigenous Peoples in Canada

Instructor Information

Instructor: Serene Kerpan, PhD.
Office: UA 2031
Office Hours: By appointment
Email: serene.kerpan@uoit.ca
Email policy: I will *try* to respond to emails within 48 hours.
Please include " HLSC 3823" at the beginning of the subject line for all emails
For example, " HLSC 3823– Question about mid-term exam"

Course Description

This course offers an introduction to Indigenous Health in Canada. Topics include historic practices of health and epidemiological status across, pre-European contact, early European contact, and postmodern contact. The health status of Indigenous peoples in Canada will be discussed through the lens of social and political determinants of health. The course will also focus on promising health promotion and research practices with Indigenous communities. The intersection of Indigenous knowledge and Western knowledge will be explored through learning about worldview and cultural practices. This course will also encourage learners to critically appraise colonial practices along with power, privilege, and racism. The course will culminate with an examination of the findings from the Truth and Reconciliation Commission of Canada.

Prerequisite

HLSC 1811U or HLSC 1812U, HLSC 2802U and cumulative credits of 60 or more course credits OR NURS 2700U and NURS 2701U

Course Readings
Required text:
- Waldram, J. B., Herring, D. A., & Young, T. K. (2006). Aboriginal health in Canada: Historical, cultural and epidemiological perspectives (2nd edition). Toronto: University of Toronto Press.
- Other online readings will be assigned throughout the term, with appropriate links and access being provided.

Learning Objectives

1. Describe the terminology used to describe Indigenous Peoples in Canada.
2. Describe the health experiences of Indigenous Peoples from pre-contact to the 21st century.
3. Identify the cultural, ethical and political issues of Indigenous health in Canada.
4. Describe the purpose of colonial practices (such as residential schools) in Canada and their impact on the health of Indigenous Peoples.
5. Identify the determinants of health for Indigenous Peoples.
6. Describe how cultural continuity can enhance the health of Indigenous communities.
7. Identify health governance differences for Indigenous and non-Indigenous communities.
8. Discuss traditional health and healing practices of Indigenous Peoples.
9. Critically analyze how power, privilege, and racism cause health inequity.
10. Describe best practices when collaborating with Indigenous communities on health promotion and health research.
11. Reflect upon worldview, culture, and personal experience and the effects of these on your learning experiences in this course
12. Demonstrate authentic, supportive, inclusive, and respectful behavior in all exchanges within this class.
13. Demonstrate appropriate professional skills including, honesty, integrity, respect, responsibility, and timeliness in this course.

Course Delivery

This course is offered totally online using Blackboard.

Course Communication/ Professor Contact

- Please contact professor by email

- Professor can be phoned at office 905.721.8668 ext 2961 if needed to discuss concerns but use email communication is preferred.

Evaluation Summary

Evaluation procedure	Date	Weight out of 100%
Discussion board responses to weekly module questions	Weekly	40%
Mid-term Exam	Monday February 12th 2017	30%
Final Exam	To be scheduled between April 11 to 22, 2018	30%

Assignment Details

Exams (30% each, 60% total)
- The exams will be done through Blackboard Tests
    - You are responsible for learning to use Blackboard Tests on Blackboard
- You will login and do the exams online
- The exams will be multiple choice and short written questions
- The exams will be open for a specified amount of time (you will be notified of how much time). Once that time is up the exam will be automatically handed in.
- You are welcome to use your readings and notes for the exams. However, given there will be a time limit on the examinations you will not have time to read through all the readings and notes to find the answers to each question, thus, you will need to study and have short notes ready and know most information by memory.
- Everyone will have different tests. Questions on every test will be in a different order and there will also be some questions that will be different on everyone's test. Consequently, there is no benefit to sitting beside a classmate and taking your test at the same time (unless you want to be distracted and not have enough time to finish your own test).

Discussion Board responses (40%)
- Students are required to post responses on the discussion board to **weekly** questions.
- This interactivity will allow students to describe their experiences, perspectives, and knowledge gained through course readings on specific Indigenous health topics, while interacting with their peers, professor, and teaching assistant.
- Discussion board interactivities will be evaluated by a rubric specifically designed for evaluation of online discussion responses.
- You will need to reply to each of the questions (normally there is two per week).
- You must answer the two questions. Thus, you need to post a minimum of two times to be eligible for full marks.

- But think of the discussion board like a conversation and let it flow and emerge. Please take the time to reply to others who have replied to your post. You are also encouraged to start a new thread with a different idea pertaining to the question if you would like.

DUE: Each week by Friday at 4:30pm

Rubric for Evaluating Discussions

Exceptional 4 POINTS
- *Assignment criteria met and exceeded expectations*
- Apparent that they have done all of course readings and integrates information from all readings
- Information is highly relevant
- Demonstrates deep reflection on Indigenous health topics
- Identifies complicated issues that prompt readers to consider two contrary views
- Synthesis of information logical and correct
- Comprehensiveness of information: Extremely comprehensive, may include some hard to find or overlooked information
- Identifies at a highly conceptual level, in imaginative ways
- Comments are succinct, thoughtful, and integrate additional resources or stimulate further discussion/thought
- Reaches and defends a position with well supported information
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): Consistently respectful of others contributions, exemplary interpersonal communication techniques (e.g. probing, clarifying statements, careful reading of responses, paraphrasing)

Very Good to Excellent 3 POINTS
- *Assignment criteria met*
- Apparent that they have done all of course readings and integrates information from most readings
- Significant analysis/ reflection of topic being discussed
- Consistently recognizes complicated issues
- Synthesis evident and generally logical/consistent
- Relevance of information: Mainly relevant information, minor amount of unnecessary content
- Reaches and defends a position with well supported information
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): Consistently respectful of others contributions, and demonstrates above average communication skills, including respecting and recognizing alternate points of view even if does not agree. use of "I" statements vs. "you" statements.

Satisfactory to Good 2 POINTS
- *Assignment criteria mostly met*
- Apparent that they have done most of the course readings and integrate information from these readings
- Some analysis/reflection on topic being discussed

• Relevance of information: Mostly relevant information with occasional unnecessary material
• Synthesis evident and but not logical or missing key information
• Relevance of information: Some unnecessary content
• Reaches or defends a position with weak information and poorly presented
• Interpersonal skills with class/instructor (e.g. netiquette, communication skills): Mostly respectful of classmates contributions, uses good communication techniques in most situations

Poor 1 POINT
- *Assignment criteria not met*
- Apparent that they have NOT done most of the course readings and do not integrate information from these readings
- Weak analysis/reflection on topic being discussed
- Mostly irrelevant information with unnecessary material
- Synthesis is not evident and not logical or missing key information
- Does not reach or defend a positon with information
- Interpersonal skills with class/instructor (e.g. netiquette, communication skills): is not respectful and does not use good communication techniques, often is offensive or criticizes other students. Alienates other classmates with responses.

Fail 0 POINTS
- Failed to submit by the posted due date
- Displays intolerable online interpersonal skills

MODULES

<u>Weeks are Monday-Friday</u>

Module 1: January 8-12
Introduction to Course and Learning About Each Other

Module 2: January 15-19
Introduction to Indigenous Peoples of Canada

Module 3: January 22-26
History of Indigenous Peoples in Canada

Module 4: January 29-February 2
The impact of government legislation and reserves on Indigenous health

Module 5: February 5-9
Colonization and Residential Schools

Module 6: Feb 12-16
The 60's Scoop and Intergenerational trauma

Midterm Break: February 19-25

Module 7: February 26-March 2
Health Beliefs, Healing Traditions, and Traditional Ways of Being

Module 8: March 5-9
Contemporary Health & Resiliency: Current epidemiological perspectives and positive aspects of Indigenous Peoples health

Module 9: March 12-16
How Do Power, Privilege, Marginalization, and Racism Impact Health

Module 10: March 19-23
Health Governance and Self Determination: How is health care delivered to Aboriginal Peoples in Canada?

Module 11: March 26-30
Working with Indigenous communities ethically: promising practices in health promotion and research

Module 12: April 2-6
Evaluation and Course Wrap Up

Students with Disabilities

Students with disabilities (learning, medical, physical or mental health) are strongly encouraged to register with Student Accessibility Services (SAS) if they have not already done so. Students who suspect they may have a disability should contact SAS for advice and referrals. In order to access SAS programs and supports, students must follow SAS policy and procedures. For more information please refer to the SAS website: https://studentlife.uoit.ca/student-accessibility-services/index.php

Student Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action.

Students are expected to be familiar with and abide by UOIT's regulations on Academic Conduct which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, among other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a resubmission of work to a failing grade to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Students are required to review the university's guidelines on academic integrity it the student resources folder for this class. You can also find it online at: https://shared.uoit.ca/shared/department/academic-integrity/documents/student-guide-on-academic-integrity.pdf

The academic integrity tip sheet is also a very helpful short-form resource: https://shared.uoit.ca/shared/department/academic-integrity/documents/tip-sheet-on-academic-integrity-for-students1.pdf

Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates. Notifications about course evaluations will be sent via e-mail, and posted on Blackboard, Weekly News and signage around the campus.

Summary of Changes Made to the Proposal Following External Review

List all revisions, noting the Section number from the document. Include this form as an appendix with the final proposal.

1. The following paragraph was added to section *1. a. Program Abstract*:
   - The BHA will be offered as a 4-year honours program, along with a 3-year general BHA degree. The offering the program at an Honours level with research projects and practicums will enhance the probability of students' subsequent acceptance into Masters' programs in this noted field of health administration. Students who are unable to successfully maintain the necessary grades to continue in an Honours degree program with an option to finish three years of the program with a general BHA degree will be considered.

2. The following statement was added to section *1. b. Background and Rationale*:
   - "There are several courses in the BAHSc and BHSc programs that are already provided employing mixed delivery systems (e.g., hybrid, asynchronistic and synchronised and class room formats), which can be taken by diploma prepared allied health care professionals. For example, it could be possible for students to take some of their first-year courses online."

3. The following statement was added to section *1. f. Duplication*:
   - "There are several courses in the BAHSc and BHSc programs that are already provided employing mixed delivery systems (e.g., hybrid, asynchronistic and synchronised and class room formats), which can be taken by diploma prepared allied health care professionals. For example, it could be possible for students to take some of their first-year courses online."

4. The following paragraphs has replaced the entire section *2. a. Admission Requirements:*
   - The BHA will be offered as a 4-year honours program, along with a 3-year general BHA degree. The offering the program at an Honours level with research projects and practicums will enhance the probability of students' subsequent acceptance into Masters' programs in this noted field of health administration. Students who are unable to successfully maintain the necessary grades to continue in an Honours degree program with an option

to finish three years of the program with a general BHA degree will be considered.

Admission to the BHA program will be competitive and consistent with all other undergraduate programs offered within the Faculty of Health Sciences. The specific average or standing required for admission will vary from year to year, which is also consistent with our other existing programs. Students are selected by taking into consideration a wide range of criteria including school marks, distribution of subjects taken, and performance in subjects relevant to the academic program. Possession of the minimum requirements does not guarantee acceptance and preference will be given to applicants with the best qualifications.

Current Ontario secondary school students must complete the Ontario Secondary School Diploma (OSSD) with six 4U or 4M credits including English (ENG4U) with a minimum grade of 60 per cent, and one of Advanced Functions (MHF4U) or Calculus and Vectors (MCV4U) or Mathematics of Data Management (MDM4U). Applicants from existing 2- or 3- year full-time diploma-prepared allied health care professional programs must be in good standing with their licensing body and provide evidence of this on admission. Qualified diploma-prepared allied health care professionals may be given advanced standing in concert with the current existing Bachelor's of Allied Health Sciences Program (BAHSc) of up to 57 credits, however, they must successfully complete all required core courses in the BHA program. All other applicants should refer to admissions for the requirements for their specific category of admission.

5. The following statement was added to *section 2.c Program Structure and Content*:
   - "There are several courses in the BAHSc and BHSc programs that are already provided employing mixed delivery systems (e.g., hybrid, asynchronistic and synchronised and class room formats), which can be taken by diploma prepared allied health care professionals. For example, it could be possible for students to take some of their first-year courses online."

6. The following information was added at the end of *Section 2. c. Program Structure and Content: "Describe the ways in which the curriculum addresses the current state of the discipline'*:

   Preparation for AUPHA Accreditation
   - Graduate feedback will only be sought after year 4 of graduates from the program, which is also a time requirement for AUPHA accreditation.
   - Nonetheless, we believe it would be prudent conduct "in program surveys" that would go beyond the typical semester-based course evaluations. This will help to ensure that the BHA program is

meeting the student needs and expectations and ensure additional annual quality assurance checks for this program.

- Course descriptions, learning outcomes and program competency requirement will be reviewed and updated on a yearly basis.
- As per recommendation 1 above, the suggestion for the creation of a Joint FHSc/FBIT BHA Committee is highly valued and will be implemented moving forward with the BHA program.
- Joint FHSc/ FBIT BHA program reviews will be conducted on an annual basis to continue to ensure collaboration, tracking, monitoring and achievement of goals.