FACULTY OF HEALTH SCIENCES

MAJOR PROGRAM MODIFICATION – PROPOSAL BRIEF

BACHELOR OF HEALTH SCIENCES (HONOURS) - REVISION OF COMPREHENSIVE DEGREE SPECIALIZATION AND INTRODUCTION OF NEW HUMAN HEALTH SCIENCE DEGREE SPECIALIZATION

1. INTRODUCTION

The current Bachelor of Science (Honours) (BHSc (Hons)) degree in the Faculty of Health Science is designed to deliver a broad-based curriculum that enables students to explore diverse aspects of health-care delivery, health promotion and promoting human wellness while pursuing studies that built on their particular interests. The current programme is a mixture of both science-based courses, specific to human health, and social-science-based courses, focusing on understanding the health care system in Canada and general aspects of public and community health.

The degree structure provides a strong overview of many fundamental aspects of public health and human health science, but does not provide focused pathways for students that would allow them to develop deeper disciplinary knowledge in these areas. This has been repeatedly been identified as an issue both through ongoing program review, as well as by students who have noted their concerns with a lack of focus, and expressed a desire for more structured degree pathways.

By capitalizing on the strength of the existing knowledge- and research-bases within the Faculty of Health Sciences, this proposal will refocus the BHSc curriculum by converting the current Comprehensive degree specialization to a specialization in Public Health and create a new specialization, also built from the foundation of the current Comprehensive specialization, in Human Health Science.

In revising the curriculum two overarching principles were applied to the development of both specializations. The first principle was that although the curriculum is intentionally broad, it is necessary to have clear academic progression in terms of level, depth and specialization, with core courses in foundation level material, moving towards upper year core and elective courses that provide deeper disciplinary knowledge in key areas. The second principle was that a strong component of interprofessional and interdisciplinary education needed to be woven throughout the curriculum in order to prepare graduates with the technological, social and scientific literacy required to function in the health field in the 21st century. This is accomplished by having at least one core course in each semester, of each year, that is common to both specializations. These courses have a strong interdisciplinary focus weaving together physiological, sociological, and epidemiological perspectives on major health issues, such as mental health and aging.

In addition to these two overarching principles, the revisions to the curriculum also purposely maintain a strong alignment with the Faculty of Health Sciences Research Domains:

1. Promoting health in vulnerable individuals/groups: Personal, social, environmental, and global determinants of health
2. Integrated approaches to the identification, understanding, prevention, and management of complex chronic conditions and disabilities
3. Improving quality and safety of care through inter-professional collaborative practice, health human resources supply and services, and health informatics
4. Advancing the study of human health and movement through biological, clinical, and community research
5. Critically inquiring into the health human experience

6. Designing, implementing and evaluating pedagogical strategies and innovative teaching and learning tools facilitated by evidence-based research and health science student experience.

This alignment not only capitalizes on existing strengths to focus the undergraduate curriculum, but the proposed emphases of the new degree specializations will also enhance the pathways for students into graduate studies in both the Faculty of Health Sciences' Master of Health Science program and the Faculty of Science's Masters of Applied Bioscience, Human Health Biology field.

PUBLIC HEALTH SPECIALIZATION (PH)

Public health is a discipline that considers health from the perspective of communities, from the neighbourhood level right up to national and international communities. It focuses on maintaining and improving health from the perspective of disease prevention and health promotion. In their report – *Building the Public Health Workforce for the 21st Century*–the Federal/Provincial Territorial Joint Task Group on Public Health Human Resources indicated an urgent need to strengthen public health capacity in Canada. This category includes key knowledge and critical thinking skills related to the public health sciences: behavioural and social sciences, biostatistics, epidemiology, environmental public health, demography, workplace health, and the prevention of chronic diseases, infectious diseases, psychosocial problems and injuries. Examples of areas of study in this area include determinants of health, public health, global health, health policy, programme planning, and communication.

The Faculty of Health Sciences currently has a number of core and teaching faculty with teaching expertise in many of these area and many of whom are already graduate faculty in the Community Health MHSc program. Additionally two new core hires, one in "Determinants of Health" and one in "Biostatistics" will greatly strengthen the graduate and undergraduate capacity in public health. Additionally, new full time teaching faculty member is being appointed in the area of health science foundation studies for July 2012. It is anticipated that this individual would also be able to contribute teaching expertise to this specialization.

The existing comprehensive specialization already had several course relevant to Public Health but many of the courses were taught as electives at an introductory level. By changing the name of this specialization to Public Health it provides greater clarity for prospective students and employers as to the degree content. The revised specialization has been designed to provide greater coherence and academic progression between introductory and upper year courses. The core courses have been structured to ensure that the 36 core competencies of the Public Health Agency of Canada are encompassed within the core course offerings of this specialization.

As part of providing "career-oriented undergraduate programs with a primary focus on those programs that are innovative and responsive to the needs of students and employers", practical opportunities will be developed and incorporated into courses to ensure that students have had an opportunity to understand how they can apply their public health knowledge through a fourth year research placement in the Public Health Field, through public health initiatives on campus, or in the local community. It is anticipated that this will create continuity in our relationships with our community partners while providing students with the research and program implementation skills to pursue either employment or graduate studies in area of public health.

Career opportunities for graduates in public health include:

- Health Promotion Programme Co-ordinator;

- Policy analyst;
- Injury prevention specialist;
- Programme evaluation
- Public and non-profit sector administration and/or policy development (such as Health Canada, Canadian Cancer Society, Heart and Stroke Foundation)
- Community health programming
- Occupational Health & Safety
- Environmental Health
- Rehabilitation
- Occupational Health & Safety

Graduate studies in:

- Epidemiology
- Community or Public Health
- Global Health and/or International Affairs
- Health Promotion
- Health Services Research
- Health Policy
- Public Administration
- Gerontology
- Health Informatics

Professional programmes in*:

- Addictions & Mental Health
- Social Work
- Chiropractic
- Occupational therapy
- Physiotherapy
- Rehabilitation Therapy
- Law
- Education
- Medicine
- Nursing
- Speech & Language Pathology

***** The BHSc (Hons) degree provides a strong foundation for future studies in a number of professional fields, however additional courses and/or specific electives may need to be taken for students to ensure they are able to meet specific entry requirements of their chosen professional program.

HUMAN HEALTH SCIENCE SPECIALIZATION (HHS)

There are a number of basic science areas that relate directly to human health and disease including anatomy and physiology, pathophysiology, biochemistry, microbiology, and neurophysiology within this specialization. This specialization offers upper year electives that extend knowledge in these core areas while also providing foundation knowledge related to healthcare and major health issues in Canada.

The Faculty of Health Sciences currently has a number of core and teaching faculty in this area, with teaching strength in pathophysiology and cancer biology, microbiology, biochemistry and neurophysiology. Additionally, several of these faculty members are already graduate faculty in the Human Health Biology Masters/PhD programme in the Faculty of Science. Further, a new full time teaching faculty member is being appointed in the area of human health biology for July 2012. It is anticipated that this individual would also be able to contribute teaching expertise to this specialization.

It is part of UOIT's mission "to provide career-oriented undergraduate and graduate university programs with a primary focus on those programs that are innovative and responsive to the needs of students and employers". The Human Health Science Specialization is an excellent fit with this aspect of UOIT's mission. The field would also provide graduates with the necessary background to pursue graduate studies in the area of Human Health Biology at UOIT or elsewhere. A fourth year research practicum is one of the fourth year research options in this pathway which would provide students with the laboratory research skills to pursue laboratory based employment or graduate studies.

Career opportunities would include:

- Laboratory research assistant
- Health care and laboratory administration
- Government agencies (, quality assurance, biosafety, regulatory affairs)
- Business and industry (e.g. regulatory affairs, pharmaceuticals, biotechnology, research or quality assurance)

Graduate studies in areas such as:

- Applied Bioscience
- Neuroscience
- Pathophysiology
- Microbiology
- Health Promotion
- Environmental Health

Professional programmes in:

- Chiropractic
- Medicine
- Occupational therapy
- Physiotherapy
- Nursing
- Food Safety and Inspection
- Veterinary medicine
- Law
- Education
- Dentistry
- Medical Imaging

***** The BHSc (Hons) degree provides a strong foundation for future studies in a number of professional fields, however additional courses and/or specific electives may need to be taken for students to ensure they are able to meet specific entry requirements of their chosen professional program.

2. DEGREE REQUIREMENTS

A. PROGRAM LEARNING OUTCOMES

BACHELOR OF HEALTH SCIENCES (HONOURS) - SPECIALIZATION IN PUBLIC HEALTH

This degree is awarded to students who have demonstrated the ability to:

- Synthesize knowledge surrounding the health status of populations, inequities in health, the determinants of health and illness, strategies for health promotion, disease and injury prevention and health protection, as well as the factors that influence the delivery and use of health services.
- Demonstrate knowledge about the history, structure and interaction of public health and health care services at local, provincial/ territorial, national, and international levels.
- Apply public health sciences to practice.
- Utilize information technology and of computer hardware and software to solve problems and acquire, process, analyze and present data in manner that demonstrates a capacity to evaluate and synthesize information, using evidence and research to inform health policies and programs.
- effectively choose options and an ability to plan, implement and evaluate policies and/or programs in public health
- influence and work with others to improve the health and well-being of the public through the pursuit of a common goal
- Communicate effectively in written, spoken and visual form with individuals, families, groups, communities and colleagues on matters related to public health and determinants of health.
- Extrapolate independent learning and analytical skills to individual cases in public health to formulate evidence based management plans.
- Recognize and value the outlooks that people from various social, ethnic and religious backgrounds may bring to health care and incorporate this knowledge into interactions with colleagues, clients and families.
- Appreciate the importance of new and emerging technologies, and the strategies available for life-long learning in the field of public health.
- Understand the hierarchy of evidence-based practice, its strengths and limitations, and the way in which it influences policy and practice.

BACHELOR OF HEALTH SCIENCES (HONOURS) – SPECIALIZATION IN HUMAN HEALTH SCIENCES

This degree is awarded to students who have demonstrated the ability to:

- Synthesize knowledge of human health and disease including anatomy and physiology, pathophysiology, biochemistry, microbiology, and neurophysiology to identify, evaluate, analyze and solve problems related to human health and disease.
- Utilize information technology and of computer hardware and software to solve problems and acquire, process, analyze and present data in manner that demonstrates a capacity to evaluate and synthesize information.
- Communicate effectively in written, spoken and visual form with both health science clinicians and with members of the general public on matters related to human health and disease.
- Extrapolate independent learning and analytical skills to individual cases in human health and disease.
- Relate to members of other health care professions in a manner which enables the graduate to be an effective member of a multi-disciplinary health care team.
- Recognize and value the outlooks that people from various social, ethnic and religious backgrounds may bring to health care and incorporate this knowledge into interactions with colleagues, clients and families.
- Appreciate the importance of new and emerging technologies, and the strategies available for life-long learning.
- Understand the hierarchy of evidence-based practice, its strengths and limitations, and the way in which it influences policy and practice.

B. ADMISSION REQUIREMENTS

APPLICATION

Students will apply and be admitted to Health Sciences in their first year of studies. Application to specializations will be done at the end of the first year.

ADMISSION REQUIREMENTS

Current Ontario Secondary School Diploma (OSSD) with a minimum of six 4U or 4M credits, including ENG4U (with a minimum English grade of 60 per cent), Biology (SBI4U), and one of Advanced Functions (MHF4U), Calculus and Vectors (MCV4U), or Mathematics of Data Management (MDM4U).

It is recommended for students intending to apply to the Human Health Sciences specialization, that Chemistry (SCH4U) is also taken.

APPLICATION TO SPECIALIZATIONS

At the end of their first year of studies, students will have the opportunity to apply to either the Public Health or Human Health Sciences specialization.

Initially space in the Human Health Sciences specialization will be limited as a result of upper-year laboratory space constraints (in three of the proposed required courses). This means that application to spaces in the Human Health Science specialization will be a competitive process, based on GPA and students meeting the pre-requisite course requirements.

Students who are not successful in gaining a space in the Human Health Science specialization will continue in the Public Health specialization.

The first-year program maps are common between both specializations in Year One with the exception of Chemistry. Prior to course registration in the first year, the Faculty of Health Sciences will communicate with students regarding the different program maps, and the expectation that students wishing to pursue the Human Health Sciences specialization must include chemistry in their first year courses.

C. PROGRAM STRUCTURE

SUMMARY OF PROPOSED CHANGES

Both of the proposed specializations are built from the foundation of the existing BHSc Comprehensive program map. The following tables provide a summary of the changes from the current Comprehensive map that will establish the core course program map for each of the specializations.

Specific rationale for each course addition, deletion or change, as well as complete program maps for each specialization follows the tables. The associated New Course and Course Change templates are included in Appendix A. The current Comprehensive specialization program map is included, for reference, as Appendix B.

		Public Health	Human Health Sciences
Year 1	**Additions**	HLSC 1810U - Health Promotion and Healthy Active Living HLSC 1811U - Social Determinants of Health	HLSC 1810U - Health Promotion and Healthy Active Living HLSC 1811U - Social Determinants of Health
	Deletions	CSCI 1800U - Computing Tools for Health Sciences Open Elective	CSCI 1800U - Computing Tools for Health Sciences Open Elective
	Course Changes	HLSC 1701U - Course Title, Description, Learning Outcomes	HLSC 1701U - Course Title, Description, Learning Outcomes
Year 2	**Additions**	HLSC 3820U - Public Health I MLSC 2130U - Foundations in Clinical Microbiology & Immunology	HLSC 2110U - Foundations in Clinical & Exercise Biochemistry HLSC 2465U - Anatomy & Physiology III: Cells & Tissues HLSC 3820U - Public Health I MLSC 2130U - Foundations in Clinical Microbiology & Immunology
	Deletions	HLSC 2800U - Health & Wellness SOCI 1000U - Introduction to Sociology	HLSC 2201U - Introduction to Health information Management HLSC 2601U - introduction to Health Management HLSC 2800U - Health & Wellness SOCI 1000U - Introduction to Sociology
	Course changes	HLSC 2030U - Course Title and Learning Outcomes	HLSC 2030U - Course Title and Learning Outcomes
		HLSC 2801U - Term of Delivery, Course Title, Description & Learning Outcomes	HLSC 2801U - Term of Delivery, Course Title, Description & Learning Outcomes

		Public Health	Human Health Sciences
Year 3	Additions	HLSC 2825U - Nutrition and Health HLSC 3821U - Public Health II HLSC 3473U - Prevention & Rehab of Complex Chronic Conditions HLSC 3631U - Health Policy & Process HLSC 4803U - Global Health	HLSC 2825U - Nutrition & Health HLSC 3463U - Human Genetics & Society HLSC 3464U - Altered Physiology III: Cancer Biology HLSC 3473U - Prevention & Rehab of Complex Chronic Conditions Two Health Sciences Electives
	Deletions	HLSC 3501U - Health Law HLSC 3601U - Interprofessional Healthcare Teams HLSC 3630U - Health Finance Two Open Electives	HLSC 3501U - Health Law HLSC 3601U - Interprofessional Healthcare Teams HLSC 3630U - Health Finance Two Open Electives
	Course Changes	HLSC 3710U - Term of Delivery	HLSC 3710U - Term of Delivery
Year 4	Additions	HLSC 4807U - Perspectives in Aging HLSC 4808U - Exploring Mental Health & Developmental Disabilities HLSC 4851U - Critical Perspectives on Health, Illness & Healthcare Health Sciences Elective (3000- or 4000-level)	HLSC 4310U - Altered Physiology IV: Pharmacological Interactions HLSC 4807U - Perspectives in Aging HLSC 4808U - Exploring Mental Health & Developmental Disabilities Health Sciences Elective (3000- or 4000-level)
	Deletions	HLSC 4620U - Quality Improvement in Health Care HLSC 4850U - Current Issues in Health Care Two Open Electives (3000- or 4000-level)	HLSC 4620U - Quality Improvement in Health Care HLSC 4850U - Current Issues in Health Care Two Open Electives (3000- or 4000-level)

YEAR ONE

The first year of studies will remain a foundation year and is similar for both degree specializations with the exception of the inclusion of Chemistry for Human Health Science students.

Additions

The following two courses are being introduced to both specializations in order to give all students a stronger foundation in Health Sciences.

- **HLSC 1810U - Health Promotion & Healthy Active Living -** this course will incorporate the Health Promotion material from a current second year course, HLSC 2800U - Health and Wellness, and combines it with information on the role of physical activity and lifestyle choices on health.

- **HLSC 1811U - Social Determinants of Health** – this course will introduce students to the role of social factors affecting health such as aboriginal and women's health, and socioeconomic, environment and occupational health determinants.

Deletions

- **CSCI 1800U – Computing Tools for Health Sciences -** The Faculty of Science has discontinued their own first year computing tools course (CSCI 1000U) as the content is now integrated into first year science courses. A similar rationale is presented for the removal of CSCI 1800U for Health Sciences courses. Content on basic presentation skills such as the use of power point and graphing packages is being incorporated into **HLSC 1701U** which has been renamed as Academic Writing and Presentation Skills to accommodate the change.

Changes

- **HLSC 1701U – Academic Writing: Perspectives in Health** – with the removal of CSCI 1800U, core content elements such as the use of power point and graphing packages will be incorporated into this course. Course content from this course that is now duplicated in the new **HLSC 1810U** will be removed to accommodate the content change. This course will be renamed **Academic Writing and Presentation Skills** to reflect the changing learning outcomes and content.

YEAR TWO

Additions

- **HLSC 3820U - Public Health I -** this course introduces students to current public health theory, practice mandates and challenges facing public health in Canada. This course provides critical foundation knowledge in public health for both the PH and HHS specializations.

- **HLSC 2110U - Foundations in Clinical and Exercise Biochemistry -** this course will be added to the HS specialization. It is currently a core course for both Medical Laboratory Science (MLS) and the Kinesiology specialization in the BHSc degree. This course will be added as a core course in HHS to provide foundation knowledge in Biochemistry

- **HLSC 2465U - Anatomy & Physiology III: Cells and Tissues** - this is a new course for the HHS specialization. This course will examine the cellular and tissue level of human anatomy and physiology and builds on introductory material from Anatomy & Physiology I and II. It will provide a solid understanding for upper year courses in Altered Physiology.

- **MLSC 2130 – Foundations in Clinical Microbiology and Immunology -** this course is currently offered as a core course in the Medical Laboratory Science program. It is theory (classroom)

based and provides fundamental knowledge about microbiology and immunology needed by students in both the PH and HHS specializations

Deletions

- **HLSC 2800U - Health & Wellness** – the content from this course has been redistributed within two new first-year courses in both the PH and HHS specializations: HLSC 1810U - Health Promotion & Healthy Active Living and HLSC 1811U – Social Determinants of Health. This will give students a more solid foundation in Health Sciences from the first year of their degree. This course will be removed from the Calendar.

- **SOCI 1000U – Introduction to Sociology** - the core topics covered in this course including industrialization, work, social inequality, health, culture, identity, and social movements are incorporated into HLSC 1801U - Social Determinants of Health and HLSC 2801U -Introduction to the Canadian Health Care System, and are delivered with a specific health focus. This course will remain available to students as a general elective.

Changes

- **HLSC 2030U - Theory & Practice of Interpersonal Communication** – the name of this course is being changed to "Interpersonal and Interprofessional Communication" and an additional learning outcome has been added to give the students foundation level knowledge in the role of various health care professionals and how this influences inter-professional communication

- **HLSC 2801U – Understanding Health Care and Therapeutics in Canada –** the title of this course is being changed to "Introduction to the Canadian Health Care System" in order to more accurately reflect the course content and outcomes. This course provides a first introduction to the Canadian Health Care system for students in both the PH and HHS specializations.

YEAR THREE

Additions

- **HLSC 2825U Nutrition and Health –** this course is currently a core required course in the Kinesiology Specialization and an elective course for students in the Comprehensive specialization. Recognizing that nutrition is a fundamental part of human health promotion and disease prevention, both from a public health and physiological perspective, it has been added as a core requirement for both the PH and HHS specializations.

- **HLSC 3463-Human Genetics and Society –** this course is currently offered as an elective across all Health Sciences programs. Having a solid understanding of human genetics and associated ethical issues is a fundamental part of human health science in the age of molecular biology and personalized medicine; therefore this course will become a core course for the Human Health Science stream and will continue to be open as an elective to all other programs and specializations.

- **HLSC 3464U-Altered Physiology III-Cancer Biology –** Building on the normal anatomy of cells and tissues covered in HLSC 2465U Anatomy & Physiology III: Cells and Tissues, this course focuses on the altered physiology of cancer from a cellular perspective but also addresses

cancer as a complex chronic health condition and what it means for individuals living with cancer. This course is a core requirement for students in the HHS specialization.

- **HLSC 3473U- Prevention and Management of Complex Chronic Conditions** - approximately 70% of the Canadian population over the age of 45 is living with a complex chronic condition and in many cases secondary physiological and mental health issues develop as a result. One of the Faculty of Health Sciences main research pillars is "Integrated approaches to the identification, understanding, prevention, and management of complex chronic conditions and disabilities" and we are in the process of hiring a Canada Research Chair in this area. This course provides an integrated approach to understanding the complexity of preventing and/or managing these complex conditions and is a requirement in both PH and HHS specializations.

- **HLSC 3631U Health Policy and Process –** an understanding of the key aspects of health public policy, its development and application are core knowledge components for any student studying Public Health, and speaks to the application of this discipline in the real world. This course introduces policy concepts, elements, analytical processes and outcomes of healthy public policy and is a requirement for students in the PH specialization.

- **HLSC 3821U Public Health II -** this course introduces students to advanced topics in current public health theory, practice mandates and challenges facing public health in Canada. This course builds upon the foundation knowledge acquired in *Public Health I* and is a required course for all students in the PH specialization.

- **HLSC 4803U-Global Health -** As the world becomes more interdependent and the health of individuals and the health of nations are increasingly inter-related, knowledge of global health is of vital concern for students studying Public Health. This course is currently offered as an elective course across all programs in Health Sciences but is now becoming a core course for students in the PH specialization. This course will continue to be open as an elective to other programs and specializations. The learning outcomes and pre-requisites have been changed to encompass the other changes in the public health stream.

- **Health Sciences Electives** - two Health Science-specific electives have been added to the HHS specialization. Students will be directed to a series of complementary electives within the Faculty of Health Sciences that will enhance the focus of their specialization. A table of available electives is included following this section.

<u>Deletions</u>

The following courses which have a "Health Management" focus are not required as core courses in either of the PH or HHS specializations but will continue being offered as electives:

- HLSC 3501U - Health Law
- HLSC 3601U - Interprofessional Health Care Teams
- HLSC 3630U - Health Finance

YEAR FOUR

Additions

- **HLSC 4310U -Altered Physiology IV-Pharmacological Interactions –** Concomitant with the huge burden of complex chronic conditions, comes a need to understand how pharmacotherapy influences physiology, and how side effects and drug interactions related to pharmacotherapy may also influence the course of complex chronic conditions. This course will be taught alongside HLSC 4807U - Perspectives in Aging so that the topics covered in the aging course each week line up with pharmacological interventions and interactions for that condition, which will provide students with real world examples and conditions of the strengths and limitations of the pharmacological approach to the management of complex chronic conditions. This is a required course for students in the HHS specialization and is open as an elective for students from other programs and specializations who meet the pre-requisite requirements.

- **HLSC 4807U-Perspectives in Aging and**
- **HLSC 4808U- Exploring Mental Health and Developmental Disabilities**

  Aging and mental health issues are two of the biggest health care issues in Canada. The integrated approaches taken in these courses will ensure that students have a sound knowledge of the physiological, social and epidemiological issues surrounding these key areas. These two core courses, required for both specializations, will be taught from a multi-disciplinary focus with a strong inter-professional perspective.

- **HLSC 4851U – Critical Perspectives on Health, Illness, and Healthcare** – This is a culminating fourth year course building on knowledge from the first three years of the public health specialization. This course takes a critical approach to exploring the social history and development of health, illness and healthcare systems in Canada and abroad. It examines the role of economic development, public health, medicine, and health technologies in influencing health and disease burdens in contemporary society and will enable students to integrate knowledge gained throughout their degree.

- **Health Sciences Electives (3000- or 4000- level)** – students in both specializations will now be required to select from a more focused list of Health Science-specific electives at the senior level. Students will be directed to a series of complementary electives within the Faculty of Health Sciences that will enhance the focus of their specialization. A table of available electives is included following this section.

Deletions

The following courses which are not required as core courses in either the PH or HHS specializations but will continue being offered as electives:

- **HLSC 4850U - Current Issues in Health Care**
- **HLSC 4620U - Quality Improvement in Health Care**

- **Open Electives (3000- or 4000-level)** – these have been replaced with more focused Health Science-specific electives at the senior level.

ELECTIVE COURSES

The following table is a summary of the elective courses available to students in each of the PH and HHS specializations. This represents a comprehensive list of courses that are currently offered or that are newly developed and it should be noted that not all courses will be offered in any given year. However, a range of electives will be offered each year such that students will be able to select from a list of courses that will complement the focus of their degree specialization.

New or changed electives are noted below the table and the appropriate course forms have been included in Appendix A

		Public Health	Human Health Sciences
Year 3	Health Sciences Electives	The following are recommended Health Sciences electives for the PH specialization: HLSC 2401U - Human Growth and Motor Development HLSC 3020U - Health and Exercise Psychology HLSC 3421U - Issues in Women's Health HLSC 3463U - Human Genetics and Society HLSC 3501U - Health Law HLSC 3601U - Interdisciplinary Healthcare Teams HLSC 3630U - Health Finance	Students in HHS must take at least one stream elective from the following list: HLSC 2401U - Human Growth & Motor Development HLSC 3020U - Health and Exercise Psychology HLSC 3410U - Human Motor Control & Learning** HLSC 3462U - Advanced Pathophysiology HLSC 3471U - Kinesiology I: Anatomy of Human Movement HLSC 3481U - Exercise Physiology** HLSC 3805U - Introduction to Epidemiology HLSC 3821U - Public Health II HLSC 4471U - Kinesiology II: Musculoskeletal Biomechanics **

**** Note:** asterisks denote courses that require specific prerequisites and/or which have limited enrolment due to laboratory requirements. Space in these courses will be limited and enrolment will be competitive based on academic standing in the required pre-requisite courses. Students will have the opportunity to express their interest in these courses prior to registration.

		Public Health	Human Health Sciences
Year 4	**Health Sciences Electives**	Students are required to take at least three 3000- or 4000-level Health Sciences electives (options include the appropriate level courses list above): HLSC 4401U - Motor Behaviour and Developmental Disabilities HLSC 4460U - Selected Topics in Physical Activity and Health HLSC 4620U - Quality Improvement in Healthcare HLSC 4804U - Global Dimensions of Communicable Diseases HLSC 4805U - Non-communicable diseases: Current issues & Emerging Trends HLSC 4806U - Fundamentals of Clinical Trials HLSC 4809U - Environmental and Occupational Health HLSC 4850U - Current Issues in Healthcare HLSC 4820U - Interdisciplinary Collaboration HLSC 4910U - Community Based Research for Health HLSC 4911U - Qualitative Methods in Health Research	Students are required to take at least three 3000- or 4000-level Health Sciences electives (options include the appropriate level courses listed above): HLSC 4401U - Motor Behaviour and Developmental Disabilities HLSC 4414U - Advanced Topics in Neuromuscular Physiology & Pathophysiology** HLSC 4460U - Selective Topics in Physical Activity and Health HLSC 4472U - Clinical Biomechanics and Ergonomics** HLSC 4804U - Global Dimensions of Communicable Diseases HLSC 4805U - Non-communicable diseases: Current issues & Emerging Trends HLSC 4806U - Fundamentals of Clinical Trials HLSC 4809U - Environmental and Occupational Health
	Notes	Students may include appropriate level elective courses from Health Science, the Faculty of Social Science and Humanities or the Faculty of Business and IT, provided they have the necessary pre-requisites and there is space available in the selected courses. Students should seek permission from the respective Faculty and the BHSc Program Director as required.	Students may include other appropriate level Health Sciences courses or elective courses from the Faculty of Science provided they have the necessary pre-requisites and there is space available in the selected courses. Students should seek permission from the Faculty of Science and the BHSc Program Director as required.

**** Note:** asterisks denote courses that require specific prerequisites and/or which have limited enrolment due to laboratory requirements. Space in these courses will be limited and enrolment will be competitive based on academic standing in the required pre-requisite courses. Students will have the opportunity to express their interest in these courses prior to registration.

Elective Additions

The following new elective courses have been added:

- **HLSC 4804U – Global Dimensions of Communicable Diseases**
- **HLSC 4805U – Non-communicable diseases: Current issues and emerging trends**
- **HLSC 4809U – Environmental and Occupational Health**
- **HLSC 4991U – Qualitative Methods in Health Research**

Elective Deletions

- **HLSC 4802U – Public Health in Canada: Theory, Application and Challenges** – content from this course is now distributed throughout other required and elective courses within the PH specialization.

Elective Changes

- **HLSC 4910U – Introduction to Community Based Research for Health** – the course title, mode of delivery and description for this course have been update.

PROPOSED PROGRAM MAPS

The following are the complete new program maps proposed for each degree specialization.

Proposed Program Map – Public Health Specialization	
Year 1 (2013 - 2014)	
Semester 1	**Semester 2**
BIOL 1010U - Biology I	BIOL 1020U – Biology II
HLSC 1200U - Anatomy & Physiology I	HLSC 1201U – Anatomy & Physiology II
HLSC 1701U - Academic Writing & Presentation Skills	HLSC 1811U – Social Determinants of Health
HLSC 1810U – Health Promotion & Healthy Active Living	PSYC 1000U – Introductory Psychology
Open Elective	Open Elective
Year 2 (2014 – 2015)	
Semester 1	**Semester 2**
HLSC 2201 - Intro to Health Information Management	HLSC 2030U – Interpersonal & Interprofessional Communication
HLSC 2400U - Intro to Movement Neuroscience	HLSC 2463U - Altered Physiology: Mechanisms of Disease II
HLSC 2462U - Altered Physiology: Mechanisms of Disease I	HLSC 2601U – Introduction to Health Management
HLSC 2801U – Intro to the Canadian Health Care System	HLSC 3820U – Public Health I
MLSC 2130U – Foundations in Clinical Microbiology & Immunology	HLSC 3800U – Critical Appraisal of Statistics in Health Science
Year 3 (2015 - 2016)	
Semester 1	**Semester 2**
HLSC 2825U – Nutrition and Health	HLSC 3473U – Prevention & Rehab of Complex Chronic Conditions
HLSC 3805U – Introduction to Epidemiology	HLSC 3631U – Health Policy and Process
HLSC 3821U – Public Health II	HLSC 3710U - Ethics
HLSC 3910U – Research Methods for Health Care Professionals: Theory and Application	HLSC 4803U – Global Health
Health Sciences or Open Elective	Health Sciences or Open Elective
Year 4 (2016 - 2017)	
Semester 1	**Semester 2**
HLSC 4807U – Perspectives in Aging	HLSC 4808U – Exploring Mental Health & Developmental Disabilities
HLSC 4996U - Research Applications I **OR** HLSC 4998U - Research Practicum I	HLSC 4851U – Critical Perspectives on Health, Illness & Healthcare
Health Sciences Elective (3000- or 4000-level)	HLSC 4997U - Research Applications II **OR** HLSC 4999U - Research Practicum II
Health Sciences Elective (3000- or 4000- level)	Health Sciences Elective (3000- or 4000-level)
Open Elective	Open Elective

NOTE: Course changes from the existing BHSc – Comprehensive program map are highlighted in yellow.

Proposed Program Map – Human Health Science	
Year 1 (2013 - 2014)	
Semester 1	**Semester 2**
BIOL 1010U - Biology I	BIOL 1020U – Biology II
CHEM 1010U – Chemistry I	CHEM 1020U – Chemistry II
HLSC 1200U - Anatomy & Physiology I	HLSC 1201U – Anatomy & Physiology II
HLSC 1701U - Academic Writing & Presentation Skills	HLSC 1811U – Social Determinants of Health
HLSC 1810U – Health Promotion & Healthy Active Living	PSYC 1000U – Introductory Psychology
Year 2 (2014 – 2015)	
Semester 1	**Semester 2**
HLSC 2400U - Intro to Movement Neuroscience	HLSC 2030U – Interpersonal & Interprofessional Communication
HLSC 2462U - Altered Physiology: Mechanisms of Disease I	HLSC 2110U – Foundations in Clinical & Exercise Biochemistry
HLSC 2465U – Anatomy & Physiology III: Cells and Tissues	HLSC 2463U - Altered Physiology: Mechanisms of Disease II
HLSC 2801U – Intro to the Canadian Health Care System	HLSC 3820U – Public Health I
MLSC 2130U – Foundations in Clinical Microbiology & Immunology	HLSC 3800U – Critical Appraisal of Statistics in Health Science
Year 3 (2015 - 2016)	
Semester 1	**Semester 2**
HLSC 2825U – Nutrition and Health	HLSC 3464U – Altered Physiology III: Cancer Biology
HLSC 3463U – Human Genetics & Society	HLSC 3473U – Prevention & Rehab of Complex Chronic Conditions
HLSC 3910U – Research Methods for Health Care Professionals: Theory and Application	HLSC 3710U – Ethics
Health Sciences Elective	Health Sciences Elective
Open Elective	Open Elective
Year 4 (2016 - 2017)	
Semester 1	**Semester 2**
HLSC 4310U – Altered Physiology IV: Pharmacological Interactions	HLSC 4808U – Exploring Mental Health & Developmental Disabilities
HLSC 4807U – Perspectives in Aging	HLSC 4997U - Research Applications II **OR** HLSC 4999U - Research Practicum II
HLSC 4996U - Research Applications I **OR** HLSC 4998U - Research Practicum I	Health Sciences Elective (3000- or 4000-level)
Health Sciences Elective (3000- or 4000- level)	Health Sciences Elective (3000- or 4000-level)
Open Elective	Open Elective

Course changes from existing BHSc – Comprehensive program map are highlighted in yellow.

IMPACT ON OTHER PROGRAMS

BACHELOR OF ALLIED HEALTH SCIENCES (HONOURS)

A full review of the course structure for the Allied Health Sciences degree completion program is also being completed.

Given its current curriculum structure, the proposed changes will impact two courses in the BAHSc:

- **HLSC 2800U – Health & Wellness** – course removed
- **HLSC 3601U – Interprofessional Healthcare Teams** – course moved from required to elective

Review of these and other courses will need to be completed by Fall 2012 in order to ensure that the appropriate changes are made to the BAHSc degree curriculum.

Where new courses are introduced to the BAHSc curriculum as a result of these program changes and the broader program review, support will need to be requested for the development of online courses (both core and elective) to support the program.

BACHELOR OF HEALTH SCIENCES (HONOURS) - KINESIOLOGY SPECIALIZATION

A review of the program curriculum for both options of the Kinesiology Program will be conducted over the summer to determine where new courses may be incorporated in order to enhance the curriculum of this existing specialization.

BACHELOR OF ARTS (HONOURS) IN COMMUNICATION – SPECIALIZATION IN HEALTH SCIENCES

Some of the course additions and deletions will impact required and elective courses currently listed as part of the Health Sciences specialization for the BA (Hons) – Communication.

One required course will no longer be offered:

- **HLSC 2800U – Health & Wellness**

The content and learning outcomes of this course have been distributed across two new first year foundation courses:

- **HLSC 1810U – Health Promotion and Healthy Active Living**
- **HLSC 1811U – Social Determinants of Health**

Consultation will take place between the Director of Health Sciences programs and the Faculty of Social Science and Humanities to review course and program objectives in order to select the most suitable course to replace HLSC 2800U.

In consultation with the Faculty of Social Sciences and Humanities, the Director of Health Sciences will also undertake a broader review of all HLSC courses associated with the Communication degree specialization in order to align the proposed curriculum changes.

CURRICULUM IMPLEMENTATION AND TRANSITION

It is anticipated that the new curriculum will be rolled-out beginning with the first incoming class admitted to the new specializations in Fall 2013.

Core required course will be developed and delivered over a four-year period for full roll-out. New elective courses included in this proposal may be developed and delivered for the first time beginning in 2013 such that current students can take advantage of new electives (where pre-requisite requirements and sequencing will allow).

Specific transition considerations:

- **CSCI 1800U – Computing Tools for Health Sciences –** this course will be offered for the last time in Fall of 2012. The number of failures in this is historically low (approximately 3% in both 2010-11 and 2011-12; representing approximately 5 students per year). A suitable equivalent credit will be considered for these students.

- **HLSC 2800U – Health & Wellness** – this course will be offered for the final time in Fall 2013. This course has had a 0% failure rate over the past two academic year (2010-11 and 2011-12). Should students fail, a suitable equivalent credit will be considered.

With the exception of these two courses, no other courses in the proposal are being permanently removed from the curriculum. As the transition of curriculum progresses, elective courses will be scheduled with consideration for courses that need to be offered to ensure students who are “off-track” can complete their required course credits.

It is anticipated that student currently in progress in the Comprehensive specialization will continue in their current program map until completion of their degree. These students will be allowed to take any of the new courses that are developed as electives in their current program map, where pre-requisites and sequencing will allow. Special permission of the instructor will be considered in cases where exact pre-requisite matches may not occur.

3. RESOURCE REQUIREMENTS

A. FACULTY MEMBERS

The proposed degree changes and specializations have been designed to specifically take advantage of the knowledge- and research-bases that exist within the Faculty of Health Sciences, across the range of existing program areas.

PUBLIC HEALTH SPECIALIZATION

The Faculty of Health Sciences currently has a number of core and teaching faculty with teaching expertise in this field, many of whom are already graduate faculty in the Community Health MHSc program. Additionally two new core hires, one in "Determinants of Health" and one in "Biostatistics" will greatly strengthen the graduate and undergraduate capacity in public health, as will a new Canada Research Chair Tier II in Complex Chronic Conditions and Disabilities. Additionally, a new full time teaching faculty member is being appointed in the area of Health Science Foundation studies for July 2012. It is anticipated that this individual would also be able to contribute teaching expertise to this specialization.

HUMAN HEALTH SCIENCE SPECIALIZATION

The Faculty of Health Sciences currently has a number of core and teaching faculty in this area, with teaching strength in pathophysiology and cancer biology, microbiology, biochemistry and neurophysiology. Additionally, several of these faculty members are already graduate faculty in the Human Health Biology Masters/PhD programme in the Faculty of Science. Further, a new full time teaching faculty member is being appointed in the area of human health biology for July 2012. It is anticipated that this individual would also be able to contribute teaching expertise to this specialization.

It is hoped that as the faculty gains additional core hires in 2014 and 2015, the range of upper year electives in both streams will expand, but no additional faculty members are required for 2013 – 2014 beyond what is currently hired or committed from previous approvals.

Expertise currently exists within the faculty to teach many of the proposed new course offerings and it is anticipated that others will be taught by the new core and teaching faculty hires taking effect on July 1, 2012. The following table provides a sample of the current and incoming faculty who could teach the proposed new courses.

Course	Potential instructor(s)
HLSC 1810U Health Promotion & Healthy Active Living	Dr. Meghann Lloyd Core - Determinants of Health (starting July 1, 2012) Current Sessional teaching HLSC 2800 (Jennifer Leo)
HLSC 1811U Social Determinants of Health	Core - Determinants of Health (starting July 1, 2012) Dr. Robert Weaver Dr. Clemon George Dr. Wally Bartfay Dr. Emma Bartfay
HLSC 2465U Anatomy & Physiology III: Cells and Tissues	Dr. Holly Jones-Taggart Donna Smeeton
HLSC 3464U-Altered Physiology III: Cancer Biology	Dr. Holly Jones-Taggart Dr. Otto Sanchez
HLSC 3473U- Prevention and Management of Complex Chronic Conditions	CRC in Complex Chronic Conditions (starting July 1, 2013) Dr. Bernadette Murphy Dr. Manon Lemonde
HLSC 3631U Health Policy and Process-	Dr. Brenda Gamble
HLSC 3820U-Public Health I and HLSC 3821U - Public Health II	Dr. Wally Bartfay Dr. Emma Bartfay Dr. Clemon George
HLSC 4310U -Altered Physiology IV: Pharmacological Interactions	LTA TF (Dr. Elita Partosoedarso)
HLSC 4807U-Perspectives in Aging	Dr. Manon Lemonde Core - Determinants of Health (starting July 1, 2012)
HLSC 4808U- Exploring Mental Health and Developmental Disabilities	Dr. Wendy Stanyon Dr. Meghann Lloyd Core - Determinants of Health (starting July 1, 2012)
HLSC 4851U – Critical Perspectives on Health, Illness, and Healthcare	Dr. Robert Weaver

B. ADDITIONAL ACADEMIC AND NON-ACADEMIC HUMAN RESOURCES

Calculations for resources and course deliveries are based on current enrolments in the BHSc program, assuming a 50% distribution across the proposed specialization.

The proposed changes will result in a net addition of 6 courses (not including new electives) for delivery in the Faculty of Health Sciences, over the course of the four-year curriculum transition. This is an average of an additional 2 courses per year and this expansion of both the theory and laboratory portions of the courses will be managed within the existing academic resources of the faculty (i.e. course section size increases, tutorial size increases, decreasing electives), and through the addition of new core and TF faculty over time.

At full roll-out, there will be an additional 6 hours of laboratory delivery required per week. Including lab preparation and clean-up, this will require approximately 12 hours of support from a part-time Laboratory Technician. The laboratory based courses in the Human Health Science specialization will use the space and capital resources of the Medical Laboratory Science wet-labs, however these labs are nearly at daytime capacity and any new labs will likely need to be run in the evenings. This will require additional laboratory support beyond what can be supplied by the current MLS Laboratory Technician.

At present, support will be required in the winter semester only; therefore this support will be hired on a limited term contract to cover the term required. Cost estimates are approximated using the current salary for the MLS Laboratory Technician (AT5-Step 1 - $59,069)

2014 – 2015 Estimated cost (salary & fringe): $3,725
2015 – 2016 Estimate cost (salary & fringe): $7,649

Additional support will be requested from the Office of Teaching and Learning for the development of both core and elective courses that will support the degree, particularly for those changes that will impact the Allied Health degree program.

There are no additional administrative staff requirements at present. The addition of a Student Services Assistant on May 1, 2012 will aid in managing the additional complexity of program registration and student advising.

C. PHYSICAL RESOURCE REQUIREMENTS

The Human Health Science specialization plans to utilize the existing space and resources of the Medical Laboratory Science program. It will be necessary to carefully review the existing scheduling capacity of the existing space to ensure that the number of laboratory hours is available as required. It is anticipated that the laboratories for the following two lab-based courses will be taught in the evenings:

HLSC 2465U – Anatomy &Physiology III: Cells and Tissues
HLSC 3464U – Altered Physiology III: Cancer Biology

It is estimated that for 2014 – 15 (first year of course delivery) an additional 4 microscopes will need to be purchased to accommodate lab groups of up to 25 related to these courses.

Estimated cost: $20,000

In the event that funds are not available for the purchase of microscopes, laboratory enrolment will need to be limited to 21 students.

There are 21 full sets of microscopic slides, along with complementary learning guides, available through the MLS program to support HLSC 2465U. An additional 3 – 5 sets of slide will need to be prepared to ensure sufficient sets are available for both the MLS and HLSC programs. This will require an investment of time by a faculty member in preparation for courses.

For HLSC 3464U, the MLS program has access to pathology specimens that can be used to prepare microscopic slides of selected pathologies. An investment of time by a faculty member will be required to prepare the necessary slide sets and associated learning materials.

It is anticipated that additional books and journals in the public health field will be required and consultation will be undertaken with the Library as needed.

FUTURE CONSIDERATIONS:

Given the significant space constraints in laboratories, a multi-disciplinary working group, involving the Associate Provost Academic, the Faculty of Health Sciences and the Faculty of Science has begun to explore the possibility of a pilot project related to the design, implementation, and evaluation of virtual labs. As part of the work of this group, a new system for the development of virtual slides is being reviewed. This system, Panoptiq, developed by the company VIEWS IQ, would allow virtual slides to be imaged and used in virtual laboratories.

Estimated cost: $30,000

Research into the development of virtual labs is still preliminary and the proposed courses can be run using existing resources.

APPENDIX A – NEW COURSE & COURSE CHANGE FORMS

HLSC 1702U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Science		
Course title: Academic Writing and Presentation Skills		
Course number: HLSC 1702U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credit	**Contact hours:** ___3__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course is designed to help students broaden their understanding of the sources of information about the personal and social determinants of health that will enhance their knowledge acquisition in other foundational Year One courses. This course is also designed to help improve their written communication skills in the health sciences. Students will explore the Internet, learning to search databases to find academic literature. The students will learn to write annotated bibliographies, to plan and organize the writing of academic papers, and to manage and display data using available software. The course will introduce the students to the concept of reading, rather than scanning, for information, and will prepare the students for more in-depth analysis of the interconnectedness of the personal and social determinants of health, statistics in the health sciences, and health promotion concepts and programs.

Prerequisites	
Co-requisites	HLSC 1801U
Credit restrictions	HLSC 1700U, HLSC 1701U, HLSC 1300U
Credit exemptions	

LEARNING OUTCOMES

At the conclusion of the course, students will be able:

1. To demonstrate proficiency in the language of the health sciences
2. To research and cite scientific and medical literature proficiently
3. To read critically about the Canadian health care system
4. To demonstrate techniques for managing and displaying data
5. To describe the writing process as it applies to writing in the health sciences
6. To write confidently because of improved writing and editing skills

DELIVERY MODE

Hybrid – 1.5 hours lecture plus online activities

TEACHING AND ASSESSMENT METHODS

Language and editing skills exams; various writing assignments including an annotated bibliography, paraphrasing and synthesis of scientific and medical literature; data display assignment

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012
Revision Following CPRC Recommendation	June 4, 2012

HLSC 1810U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Science		
Course title: Health Promotion and Healthy Active Living		
Course number: 1810U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credit	**Contact hours:** ___3__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR 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 on health.

Prerequisites	
Co-requisites	HLSC 1701U
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

7. Students who successfully complete the course will be able to:
8. Explain the major definitions and concepts of health promotion.
9. Identify ways individuals can improve quality of life.
10. Understand the philosophies, theoretical frameworks, principles and practices of health promotion that are in keeping with the attainment of embodied wellbeing and the expression of vitality in active living.
11. Explain the risk factors for chronic diseases and identify ways to overcome the risks.
12. Understand how mental health, cancer, obesity, diabetes, and cardiovascular disease are positively impacted by regular physical activity.
13. Understand how poor nutrition contributes to chronic disease and how good nutrition can promote overall health and wellbeing.
14. Understand the long term impact of substance abuse and unhealthy sexual behaviours.
15. Understand the primary differences between health promotion and other modes of action in health care (e.g., preventive, protective, therapeutic, rehabilitative, etc.).
16. Apply a framework for analysis of a health promotion and/or wellness initiative to different case studies.

DELIVERY MODE

Course format will be a mixture of lectures and case studies in a 3-hour weekly face-to-face session.

TEACHING AND ASSESSMENT METHODS

Mid-term Exam #1: 20% Experience Journal: 20% Term Paper: 30% Final Exam: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 1811U - NEW COURSE TEMPLATE

Faculty: Health Sciences		
Course title: Social Determinants of Health		
Course number: HLSC 1811U	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3 credit	**Contact hours:** __3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR 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.

Prerequisites	HLSC 1701U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

At the conclusion 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

DELIVERY MODE

Weekly 3 hour face to face lecture

TEACHING AND ASSESSMENT METHODS

Combination of case studies, presentations, essays and examinations.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 2030U - COURSE CHANGE TEMPLATE

Faculty: Health Sciences	
Course number: HLSC 2030U	**Current course title**: Theory and Practice of Interpersonal Communication

COURSE CHANGES (check all that apply)

x	Course title		Credit weighting
	Course description		Contact hours
	Course number		Prerequisites
	Course design		Co-requisites
x	Learning outcomes		Cross-listings
	Mode of delivery		Credit restrictions
	Teaching and assessment methods		Credit exclusions

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE OBJECTIVES

One important issue identified by the BHSc working group was that many of our BHSc students have very little understanding of the role and scope of a number of the health care professions, which would of course make discussing communication issues between member of a health care team challenging. The course title and learning outcomes are being changed to better reflect the inter-professional nature of communication. This course is envisioned as the first in a series of courses in the faculty which have an inter-professional education component.

CHANGE TO CALENDAR ENTRY

Current	**Proposed**
<u>Title</u> Theory & Practice of Interpersonal Communication <u>Learning Outcomes:</u> Students who successfully complete the course will have reasonably demonstrated the ability to: 1. Use interpersonal communication theory and research-based evidence to evaluate communication problems in health sciences. 2. Analyze strengths and weaknesses of interpersonal communication in professional relationships. 3. Apply effective listening, verbal, and non-	<u>Title</u> Interpersonal and Inter-professional Communication <u>Learning Outcomes:</u> Students who successfully complete the course will have reasonably demonstrated the ability to: 1. Use interpersonal communication theory and research-based evidence to evaluate communication problems in health sciences. 2. Analyze strengths and weaknesses of interpersonal communication in professional relationships. 3. Apply effective listening, verbal, and non-

verbal communication skills in interpersonal / clinical communication.	verbal communication skills in interpersonal / clinical communication. 4. Have an appreciation of the scope of practice and role played by various members of health care teams (e.g. doctors, nurses, physiotherapists, OTs, respiratory therapists, kinesiologists, etc) and how this influences communication between various members of the team.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

There are no financial implications. The current course instructor and BHSc programme committee working group have been consulted and are in agreement that the revised courses title and outcomes will enhance the course objectives as well as enhancing the BHSc degree overall.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 2465U - NEW COURSE TEMPLATE

Faculty: Health Sciences		
Course title: Anatomy & Physiology III: Cells and Tissues		
Course number: HLSC 2465U	**Cross-listings:**	**_x__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** __2___ Lecture ___2 (bi-weekly)_ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course will examine the cellular and tissue level of human anatomy and physiology. The course will focus on both the common features of cells and the individual specializations that reflect their unique functions within the body. Tissues will be examined as groups of cells with common physiological roles important in the maintenance of homeostasis that is essential to human health.

Prerequisites	HLSC 1201U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

At the end of this course students will be able to:

1. Demonstrate an understanding of human cell architecture and physiology, including:
   - Component structures of cells and the function of the cell membrane and organelles,
   - Key signaling pathways and their role in regulation of cell function, survival, apoptosis, mitosis and cell cycle regulation
   - How cells communicate within the tissue micro- environment
2. Describe the morphological structure of the four basic tissues and how they are arranged within body systems.
3. Relate morphological structure of each tissue type to the function of relevant body systems.
4. Demonstrate an understanding of the techniques needed to produce quality tissue specimens for microscopic examination, including grossing, fixation, processing, embedding, microtomy and staining.
5. Apply the principles of microscopy to the microscopic analysis of prepared tissue specimens including Koehler illumination and the appropriate use and maintenance of a light microscope.
6. Identify the four basic tissues at the microscopic level.
7. Identify tissue based on morphological arrangement representing relevant body systems.

DELIVERY MODE

Hybrid for labs; some labs will be able to be virtual labs so that the face to face labs will be able to run in alternate weeks for the two lab sections.

TEACHING AND ASSESSMENT METHODS

Midterm-20%
Lab 30%
Case studies 20%
Final 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

It is anticipated that the laboratories for this course will be taught in the evenings in order to utilize existing MLS laboratory space.
HLSC 2465U – Anatomy &Physiology III: Cells and Tissues
HLSC 3464U – Altered Physiology III: Cancer Biology

It is estimated that for 2014 – 15 (first year of course delivery) an additional 4 microscopes will need to be purchased to accommodate lab groups of up to 25 related to these courses.
Estimated cost: $20,000

In the event that funds are not available for the purchase of microscopes, laboratory enrolment will need to be limited to 21 students.

There are 21 full sets of microscopic slides, along with complementary learning guides, available through the MLS program to support HLSC 2465U. An additional 3 – 5 sets of slide will need to be prepared to ensure sufficient sets are available for both the MLS and HLSC programs. This will require an investment of time by a faculty member in preparation for courses.

At full roll-out, there will be an additional 6 hours of laboratory delivery required per week. Including lab preparation and clean-up, this will require approximately 12 hours of support from a part-time Laboratory Technician. The laboratory based courses in the Human Health Science specialization will use the space and capital resources of the Medical Laboratory Science wet-labs, however these labs are nearly at daytime capacity and any new labs will likely need to be run in the evenings. This will require additional laboratory support beyond what can be supplied by the current MLS Laboratory Technician.

At present, support will be required in the winter semester only; therefore this support will be hired on a limited term contract to cover the term required. Cost estimates are approximated using the current salary for the MLS Laboratory Technician (AT5-Step 1 - $59,069)

2014 – 2015 Estimated cost (salary & fringe): $3,725
2015 – 2016 Estimate cost (salary & fringe): $7,649

There are several on-line data bases available with suitable slide banks that can be used to supplement the face to face laboratory component.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 2802U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Science		
Course title: Introduction to the Canadian Healthcare System		
Course number: HLSC 2802U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credit	**Contact hours:** ___3__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

Healthcare in Canada is publicly funded and privately delivered. The purpose of this course is 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.

Prerequisites	HLSC 1702U or HLSC 1300U
Co-requisites	
Credit restrictions	HLSC 2801U
Credit exemptions	

LEARNING OUTCOMES

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

1. Define key terms used to describe the Canadian Healthcare system.
2. Examine the healthcare system using key concepts
3. Apply key concepts to issues within healthcare delivery and financing using key terms.
4. Engage in critical thinking about the debates that surrounds the sustainability of Medicare.

DELIVERY MODE

In class delivery supplemented with online resources.

TEACHING AND ASSESSMENT METHODS

Evaluations for this course will include multiple choice and true/false quizzes, group assignments, inter peer evaluations and individual assignments.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012
Revision Following CPRC Recommendation	June 4, 2012

HLSC 3464U - NEW COURSE TEMPLATE

Faculty: Health Sciences		
Course title: Altered Physiology III: Cancer Biology		
Course number: HLSC 3464U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** _2____ Lecture ___2_(bi-weekly)_ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course will challenge students to develop a comprehensive understanding of human cancers, including its natural history, the principles of the molecular and cellular mechanisms of carcinogenesis, existing treatment options and emerging strategies for cancer prevention, detection and therapy.

Prerequisites	HLSC 2463U, HLSC 2465U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

After completion of this course a student will be able to:

- Discuss the cellular and molecular basis of cancer and tumour progression.
- Explain abnormal cell division in relation to normal cell cycle controls.
- Distinguish between normal and hyperplasia, dysplasia, carcinoma in situ, and metastatic tissue samples
- Define oncogenes and tumor suppressor genes and explain the role of both in the onset of specific cancers.
- Understand the multistep process of tumorigenesis, angiogenesis, invasion and metastasis
- Evaluate both popular and scientific literature addressing aspects of cancer biology and treatment.
- Appreciate the challenges faced by individuals living with cancer .
- Identify the positive aspects of living with cancer, including support groups and other sources of strength in the community.

DELIVERY MODE

Hybrid; Face to face lecture delivery with on line components and bi-weekly lab that could eventually be delivered on-line, resources permitting

TEACHING AND ASSESSMENT METHODS

Mixture of case studies, lab assessment and examinations.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

It is anticipated that the laboratories for this course will be taught in the evenings in order to utilize existing MLS laboratory space.

HLSC 2465U – Anatomy &Physiology III: Cells and Tissues
HLSC 3464U – Altered Physiology III: Cancer Biology

It is estimated that for 2014 – 15 (first year of course delivery) an additional 4 microscopes will need to be purchased to accommodate lab groups of up to 25 related to these courses.

Estimated cost: $20,000

In the event that funds are not available for the purchase of microscopes, laboratory enrolment will need to be limited to 21 students.

For HLSC 3464U, the MLS program has access to pathology specimens that can be used to prepare microscopic slides of selected pathologies. An investment of time by a faculty member will be required to prepare the necessary slide sets and associated learning materials.

At full roll-out, there will be an additional 6 hours of laboratory delivery required per week. Including lab preparation and clean-up, this will require approximately 12 hours of support from a part-time Laboratory Technician. The laboratory based courses in the Human Health Science specialization will use the space and capital resources of the Medical Laboratory Science wet-labs, however these labs are nearly at daytime capacity and any new labs will likely need to be run in the evenings. This will require additional laboratory support beyond what can be supplied by the current MLS Laboratory Technician.

At present, support will be required in the winter semester only; therefore this support will be hired on a limited term contract to cover the term required. Cost estimates are approximated using the current salary for the MLS Laboratory Technician (AT5-Step 1 - $59,069)

2014 – 2015 Estimated cost (salary & fringe): $3,725
2015 – 2016 Estimate cost (salary & fringe): $7,649

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 3473U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title Prevention and Rehabilitation of Complex Chronic Conditions		
Course number: HLSC 3473U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** _3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course takes an integrated approach to the identification, determinants, prevention, and management of complex chronic conditions. Societal, health care, workplace, physical and psychosocial barriers to rehabilitation process are identified and evidence based approaches to enhance return to activities of daily living, increase quality of life, and facilitate return-to-work, where appropriate, are discussed The course addresses the role of psychosocial risk factors in the development of disability. In particular, the role of self-efficacy, graded-activities, goal-setting, problem-solving, and motivation is explored.

Prerequisites	HLSC 2030U, HLSC 1811U, PSYC 1000U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Demonstrate understanding of complex chronic conditions such as cancer, chronic musculoskeletal pain, neurodegenerative, cardiovascular and respiratory disease and mental health issues such as depression, etc. at the level of both physical and psychosocial impairments
- Critically analyze societal, health care, workplace, physical and psychosocial barriers to rehabilitation
- Evaluate the etiology and prevention of complex chronic conditions.
- Synthesize evidence based assessments to create an integrated approach the rehabilitation of complex chronic conditions

DELIVERY MODE

Combination of face to face lectures and on-line tutorials

TEACHING AND ASSESSMENT METHODS

Case study presentations 30%
Essay on current topics in Rehabilitation 20%
Midterm 20%
Final Exam 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 3631U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Health Policy and Process		
Course number: HLSC 3631U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** _3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course introduces policy concepts, elements, analytical processes and outcomes of healthy public policy. Knowledge on public policy analysis will be applied to Canadian health policy issues in the context of the World Health Organizations' 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 to develop knowledge of Canada's evolving health care system in response to economic, cultural, technological, political, ideological, and globalization factors and forces.

Prerequisites	HLSC 2801U, HLSC 3820U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Develop a sound knowledge base of healthy public 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.

DELIVERY MODE

Weekly face to face lectures

TEACHING AND ASSESSMENT METHODS

Case study presentations 30% Essay on current topics in Rehabilitation 20% Midterm 20% Final Exam 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 3820U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Public Health I		
Course number: HLSC 3820U	**Cross-listings:**	**__x_ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** _3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

Public health is a holistic and evidence-based 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 provides an overview of the primary health care approach in Canada and introduces students to current public health theory, practice mandates and challenges facing public health in Canada. An overview of the 36 core competencies deemed essential, as outlined by the Public Health Agency of Canada (PHAC, 2007) will be highlighted. Additionally, the role of health care professionals and public health workers 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.

Prerequisites	HLSC 1701U
Co-requisites	
Credit restrictions	NURS 3700U
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Define and critical examine the expanding definition and practice of public health in Canada;
- Describe and explain the critical importance for the 36 core competencies deemed essential for all public health care professionals and workers in Canada as outlined by the PHAC (2007) under the 7 broad categories: (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;
- List and describe the three essential pillars of public health in Canada which consists of (i) evidence-based practice, (ii) primary health care (promotive, preventive, curative, rehabilitative & supportive/ palliative), and (iii) the holistic health care perspective.
- Define and explain relative concepts and theory relevant to the practice of public health and the primary health care approach;
- Describe and critically examine current and emerging public health issues and challenges facing Canadians in the new millennium.

DELIVERY MODE

The initial offering is planned to be face to face. As resources permit an on-line version of the course will also be created.

TEACHING AND ASSESSMENT METHODS

Exam 1-15% Exam 2- 15% Final exam -40% Case study presentations-30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 3821U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Public Health II		
Course number: HLSC 3821U	**Cross-listings:**	**__X__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** __3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

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-based primary health care initiatives to address a variety of current and emerging health care issues in Canada and abroad. Evidence-based public health practice refers to the incorporation of empirically-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 such as childhood obesity, an aging population and chronic diseases, Aboriginal health, the vulnerable and homeless, outbreaks, epidemics and pandemics, emergency and disaster planning and responses, and occupational and environmental health.

Prerequisites	HLSC 3820U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Critically analyze current and emerging public health issues and challenges facing diverse populations in Canada and abroad in the new millennium;
- Explain 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;
- Examine how research findings are employed by public health care professionals to advance public health education, theory and practice in Canada, and
- Critically evaluate published public health care findings and reports to plan for evidence-based primary public health care initiatives.

DELIVERY MODE

Face to face

TEACHING AND ASSESSMENT METHODS

Exam 1-15% Exam 2- 15% Final exam -40% Case study presentations-30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

This course is replacing current core courses and the expertise exists in the faculty to teach it so there are no net new resource implications.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 4310U - NEW COURSE TEMPLATE

Faculty: Health Sciences		
Course title: : Altered Physiology IV: Pharmacological Interactions		
Course number: HLSC 4310U	**Cross-listings:**	**__x_ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** __3___ Lecture _____ Lab _ _ Tutorial __1___ Other	

CALENDAR DESCRIPTION

An overview of the mechanism of action of drugs and toxins that affect the human body in normal and altered states. The course will start on the cellular basis of drug action and cover the pharmacological basis of drug interactions in the human body. Topics will include drugs of the cardiovascular, respiratory, nervous, endocrine and urinary systems, as well as drugs that are used in treatment of chronic and multi-system conditions such as diabetes and obesity. Drugs used in treatment of mental health conditions and drugs of abuse will also be covered.

Prerequisites	HLSC2461 or HLSC2463
Co-requisites	
Credit restrictions	BIOL3020
Credit exemptions	

LEARNING OUTCOMES

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

1. Identify common elements of drug-receptor interactions at cellular, organ and systems levels within the human body
2. Relate the need for pharmacological interventions to the altered physiological conditions
3. Understand the complexity of drug treatment with regards to treatment of chronic and mental health conditions
4. Research and prepare a report on a current drug issue within the context of the Canadian population
5. Understand the drug development process, including a historical perspective of rules and regulations underpinning the process

DELIVERY MODE

Students will have the equivalent of 3 hours of lecture time weekly, either in the form of 2x1.5hours in class lectures weekly or in the form of 1x1.5 hour in-class lecture and the equivalent of 1.5 hours of recorded lecture.

Case studies will be utilized throughout the course to illustrate certain facets of the use of drugs in different conditions.

Tutorials in alternate weeks will provide a forum for students to interact closely with the TA/instructor.

TEACHING AND ASSESSMENT METHODS

Assignments 10% Project 20% Midterm exam 30% Final exam 40%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
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HLSC 4803U - COURSE CHANGE TEMPLATE

Faculty: Health Sciences	
Course number: HLSC4803U	**Current course title**: Global Health

COURSE CHANGES (check all that apply)

	Course title		Credit weighting
x	Course description		Contact hours
	Course number	x	Prerequisites
	Course design		Co-requisites
x	Learning outcomes		Cross-listings
	Mode of delivery		Credit restrictions
	Teaching and assessment methods		Credit exclusions

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE OBJECTIVES

This course was an elective but will now become core to the public health stream. The course description and learning outcomes have been modified to acknowledge material covered in earlier courses and to create a solid grounding for planned upper year electives in the global health areas, as well as to clarify course content.

CHANGE TO CALENDAR ENTRY

Current	**Proposed**
Course description: 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. This course addresses key issues of global health at an introductory level, featuring problems concerning both developed and developing countries. 3cr., 3lec. Prerequisites: HLSC 3805U.	**Course description:** 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. 3 cr., 3 lec. **Prerequisites: HLSC 3820U or NURS 3700U, HLSC 3805U.**

Learning Outcomes: Students who successfully complete the course will: • have an understanding of different aspects of major global health issues • become aware of the global burden of diseases • become aware of the challenges faced by health care professionals who focus on global health • be able to critically evaluate global health problems • have a working knowledge of global health vocabulary and the basic methods used to assess global health • be able to identify and understand global health information	**Learning Outcomes:** Students who successfully complete the course have reliably demonstrated the ability to: • examine the historical evolution of global health • critically appraise past global health achievements and future directions • critically examine the socio-environmental-economical-political interaction of global health • critically appraise different health systems around the world • differentiate types of global health actors and their involvements in global health efforts • critically examine current and future global disease burdens

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

There are no financial implications as other core courses are being replaced. The current course instructor and BHSc programme committee working group have been consulted and created the revised outcomes to enhance course objectives and progression of academic levels within the BHSc .

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 4804U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Global Dimensions of Communicable Diseases		
Course number: HLSC 4804U	**Cross-listings:**	**____ Core __X__ Elective**
Credit weight: 3 credits	**Contact hours:** ___3__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

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% 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.

Prerequisites	HLSC 3820U or NURS 3700U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Define and differentiate between acute and chronic forms of communicable diseases;
- Identify and examine persistent, emerging and re-emerging communicable diseases;
- Understand and describe key concepts related to the development, prevention, transmission and management of communicable diseases;
- Critically examine the importance of surveillance, tracking, elimination, and eradication in communicable diseases management;
- Understand key challenges related to the prevention, control, treatment and management of communicable diseases, and
- Outline some of the salient examples of successful interventions and challenges of communicable diseases.

DELIVERY MODE

A mixture of lectures and case studies in a 3-hour weekly face-to-face session.

TEACHING AND ASSESSMENT METHODS

Mid-term #1 – 20% Mid-term #2 – 25% Major project – 15% Final Exam – 40%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

This is an elective course which will be offered as resources and demand permit. Current expertise exists in the faculty to teach this course.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
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HLSC 4805U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Non-communicable diseases: Current issues and emerging trends		
Course number: HLSC 4805U	**Cross-listings:**	**____ Core __x__ Elective**
Credit weight: 3 credits	**Contact hours:** __3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

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 examines: (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 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.

Prerequisites	HLSC 3820U or NURS 3700U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Define and differentiate between the terms communicable (infectious) and noncommunicable (non-infectious) acute and chronic disease;
- Discuss why the nomenclature and classification of noncommunicable diseases are essential to public health practice in Canada and abroad;
- Differentiate the 5 general non-communicable diseases categories: (i) Allergies and inflammatory disease; (ii) cancer; (iii) congenital and hereditary diseases; (iv) degenerative diseases, and (v) metabolic diseases;
- Identify and examine current and emerging non-communicable diseases facing diverse populations in Canada across the lifespan and discuss critical individual and social determinants;
- Critically examine the importance for the surveillance, control and management of non-communicable diseases by allied health care professionals, and

- Critically analyze current 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.

DELIVERY MODE

Face to face

TEACHING AND ASSESSMENT METHODS

Exam 1-15%
Exam 2- 15%
Final exam -40%
Case study presentations-30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

This a fourth year elective which will be offered as resourcing and demand permits.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
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Faculty Council approval	May 11, 2012

HLSC 4807U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Perspectives in Aging		
Course number: HLSC 4807U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** _3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

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.

Prerequisites	HLSC 2461U or HLSC 2463U, HLSC 3820U or NURS 3700U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully completed this course will have demonstrated an ability to:

- Evaluate the complex biological and psychological changes that accompany the aging process
- Discuss the demographics of aging in Canada and it potential impact on society as a whole
- Critically analyze the complexity of individual, social, and environmental issues that impact the aging process
- Critically analyze the primary and secondary consequences of some of the key health issues associated with aging including physical impairments (e.g.. decreased mobility, sensory impairments, instability, cardiovascular disease, stroke, arthritis, incontinence) and neuropsychological changes (memory changes, dementias, depression)
- Articulate an interdisciplinary perspective on aging and how various health professions, community partners and members of the aging community can work together to decrease the burden of aging on the health care system and improve the health and well-being of our aging community

DELIVERY MODE

Hybrid;

TEACHING AND ASSESSMENT METHODS

A combination of lectures, group work, case-based analysis, tutorials, discussion boards, and examinations.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 4808U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Exploring Mental Health and Developmental Disabilities		
Course number: HLSC 4808U	**Cross-listings:**	**__x__ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** _3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course integrates perspectives on the physiology, psychology, epidemiology and sociology of people with mental health issues and developmental disabilities (including dual diagnosis) and the implications for overall health and wellbeing. Key areas of both mental illness and developmental disabilities will be discussed; including schizophrenia, psychosis, depression, anxiety, violence and abuse, suicide, bullying, addiction, obsessive compulsive disorder, autism spectrum disorder, intellectual disabilities, Downs syndrome, attention deficit hyperactivity disorder, learning disabilities, how these conditions are related to each other and dual diagnoses.

Prerequisites	HLSC 2461U or HLSC 2463U, HLSC 3820U or NURS 3700U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Understand the key characteristics of the most common developmental disorders (e.g. autism spectrum disorder, intellectual disabilities, Down syndrome, etc).
- Discuss the key characteristics and diagnostic criteria of some of the major mental health issues in Canada (e.g. schizophrenia, psychosis, depression, anxiety, violence and abuse, suicide, bullying, addiction, obsessive compulsive disorder)
- Understand the philosophies, theoretical frameworks, principles and practices of working with people with mental health conditions and developmental disabilities in a health context.
- Compare and contrast how mental health conditions and developmental disabilities relate to each other (dual diagnosis) and the how the interaction can impact on the person, caregivers and family members.
- Evaluate the evidence for common approaches to early intervention for children with developmental disabilities (e.g. behavioural interventions).
- Integrate perspectives on how people with mental health conditions and developmental disabilities have been treated in the health care system from a historical context in Canada

DELIVERY MODE

- Face to face lecture supplemented with on-line lectures

TEACHING AND ASSESSMENT METHODS

- A combination of face to face lectures, group work, use of technologies (i.e. Moodscope), on-line resources (Mindsight), meeting and profiling an individual or family member who is living with mental illness, short research papers and tests.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Dr. Meghann Lloyd who does research with children with developmental disabilities and Dr. Wendy Stanyon, who does research with people who have mental health issues have been consulted in the development of this course. As it will be replacing elective courses, there are no net financial implications.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
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Faculty Council approval	May 11, 2012

HLSC 4809U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Environmental and Occupational Health		
Course number: HLSC 4809U	**Cross-listings:**	**____ Core __x__ Elective**
Credit weight: 3 credits	**Contact hours:** _3__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

Environmental health is as a branch of public health which examines both positive and negative factors and influences on the environment and ecosystems on human health. Occupation health is a subspecialty of public health which examines both positive and negative health outcomes that are influenced or associated by exposure to general work conditions and/or specific known hazards that are encountered in work environments, and which seeks to preserve, promote and/or restore the health and safety of workers. This course critical examines how various environments, ecosystems and work-related settings interact to both positively and negatively affect health outcomes in diverse populations in Canada and globally. Topics include the effects of global warming and climate change on health; acute and chronic effects of natural and man-made disasters; classification and management of environmental and occupational hazards; toxicology; bioterrorism; and how to conduct an environmental and occupational health risk assessment.

Prerequisites	HLSC 3820U or NURS 3700U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

Students who successfully complete the course have reliably demonstrated the ability to:

- Discuss the scope of environmental and occupational health and safety as a key determinant of public health practice and research in Canada and abroad;
- Explain the interdependence between human health and the health of global ecosystems;
- Recognize and describe potential social, cultural, economic and political factors affecting environmental health;
- Intrepret the current and predicted outcomes of global warming and climate change on the environment and threats to the health and safety of individuals, families, communities and entire nations;
- Evaluate actual or potential environmental and occupational health hazards;
- Discuss the importance of maintaining a safe and healthy work environment for the preservation and promotion of health of workers in Canada;
- Describe the role of public health professionals and workers for planning and implementation strategies which seek to promote and/or preserve health via environmental/ occupational

influences, and
- Identify and describe current barriers and challenges for preserving and maintaining healthy environments in Canada and abroad.

DELIVERY MODE

Face to face

TEACHING AND ASSESSMENT METHODS

Exam 1-15%
Exam 2- 15%
Final exam -40%
Case study presentations-30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

This a fourth year elective which will be offered as resourcing and demand permits.

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 4851U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Critical Perspectives on Health, Illness, and Healthcare		
Course number: HLSC 4851U	**Cross-listings:**	**_x_ Core ____ Elective**
Credit weight: 3 credits	**Contact hours:** __3___ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course takes a critical approach to exploring the social history and development of health, illness and healthcare systems in Canada and abroad. It examines the role of economic development, public health, healthcare, and health technologies in influencing health and disease burdens in contemporary society. Further, the course explores the inequities in the distribution of health, illness, and healthcare, the various conditions that underlie and shape the inequities, and the myriad ways diverse individuals and communities manage health and illness. Finally, it critically examines the emergence of medical dominance, medicalization, medical consumerism, and the "new public health" in contemporary society.

Prerequisites	HLSC 3820U or NURS 3700U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

- Critically evaluate how economic and technological changes have affected health, medicine, and public health in Canada and other OECD countries
- Critically evaluate the myriad conditions that gave rise to the medical profession's dominant position in modern health care, along with associated societal responses
- Evaluate the role that various technologies play in promoting and hindering health and well-being, along with the limitations of technology's impact
- Critically examine how social inequities (e.g. gender, culture, race, and socio-economic status) may affect and individual's illness and well-being
- Describe the "new public health", the conditions that have given rise to it, along with the problems and limitations associated with it

Rationale – public health values and attitudes. As described in the *Core Competencies for Public Health in Canada* (Release 1.0, 2008), public health core competencies are to be understood within the broader context of values and attitudes that underlie public health activities in Canada. Reflecting the position outlined in the *Ottawa Charter for Health Promotion* (1986), these include "a commitment to equity, social justice and sustainable development, recognition of the importance of the health of the community as well as the individual, and respect for diversity, self-determination, empowerment and community participation." Often such values remain latent and unarticulated, co-exist and compete with other values and interests, and, as such, operate as unreliable guides to the actions of public health workers. Further, the values operate within a larger historical context that shapes them: these values are "rooted in an understanding of the broad determinants of health and the historical principles, values and strategies of public health and health promotion." In addition to addressing several of the core competencies identified in *Core Competencies for Public Health in Canada,* all the learning outcomes outlined above seek to advance students' understanding of these values, and the contexts that shape them, is essential for enabling their effective servers of the public's health.

DELIVERY MODE

Lectures, discussions.

TEACHING AND ASSESSMENT METHODS

Varied assignments and exams.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
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HLSC 4910U - COURSE CHANGE TEMPLATE

Faculty of Health Sciences	
Course number: HLSC 4910U	**Current course title**: Introduction to Community Based Research for Health

COURSE CHANGES (check all that apply)

x	Course title		Credit weighting
x	Course description		Contact hours
	Course number	x	Prerequisites
	Course design		Co-requisites
	Learning outcomes		Cross-listings
x	Mode of delivery		Credit restrictions
x	Teaching and assessment methods		Credit exclusions

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE OBJECTIVES

The current course title, design and learning outcomes do not reflect the proposed course modifications. The current course name is a misrepresentation of the course content at the undergraduate level as the content assumes basic knowledge of health promotion principles, sociology, psychology, North American history and elementary research methods. The old course was 100% classroom (face-to-face) based whereas the new course will be 100% online(web) based .

CHANGE TO CALENDAR ENTRY

Current	**Proposed**
Course Title HLSC 4910U Introduction to Community Based Research for Health. Course Description This course will acquaint students in the Health Sciences to the historical, theoretical and practical aspects of Community Based Research (CBR) and explore the challenges and advantages of engaging in CBR. The community based research approach uses principles of health promotion to engage communities in a collaborative process of research to equitably involve all partners in the research process. The key to CBR principles is the recognition of the unique strengths that each partner brings. CBR begins with a research topic of importance to the community with the aim of	Course Title HLSC 4910U Community Based Research for Health Course description This course will acquaint students in the Health Sciences to the historical, theoretical and practical aspects of Community Based Research (CBR) and explore the challenges and advantages of engaging in CBR. The community based research approach uses principles of health promotion to engage communities in a collaborative process of research to equitably involve all partners in the research process. Key to CBR principles is the recognition of the unique strengths that each partner brings. CBR begins with a research topic of importance to the community with the aim of combining knowledge

combining knowledge and action for social change to improve community health and eliminate health disparities. 3 cr, 3 lec. Prerequisite: HLSC 3800U.	and action for social change to improve community health and eliminate health disparities. 3 cr, 3 lec. Prerequisite: HLSC 2800U, HLSC 3710U, HLSC 3910U or permission of the instructor Prerequisite change for 2016 -17: HLSC 1811U, HLSC 3910U <u>Rationale for prerequisite change:</u> This course does not delve into analysis and appraisal of research (requiring HLSC 3800U) nor is it designed as an alternative to a research course. It focuses on students who have a broad understanding of their world and would like to improve the health conditions of individuals who are less fortunate in society (sometimes called vulnerable populations, special populations, priority populations) **Learning outcomes**: On successful completion of the course student will: 1. Discuss health as it relates to CBR a. Identify the WHO definition of Health and the Ottawa Charter for health b. Create a classification of ideas/concepts that can/cannot be included in each definition c. Apply the classification of the Ottawa charter to a vignettes of health to evaluate them i. Resource: the lancet: http://www.lancet.com/journals/lancet/article/PIIS0140-6736(09)60456-6/fulltext ii. d. Identify the social determinants of health as they apply to: i. Youth population ii. Aboriginal peoples iii. Older/geriatric population iv. Intravenous and other illicit drug using groups e. Predict how key social determinants of health impact on the health outcome of (d) f. Identify possible strategies to mitigate negative health outcomes discussed in (d) 2. Discuss the theoretical underpinnings of CBR

	a. Describe three social theories that underpin CBR - critical theory (postcolonial); postmodern theory (post structural); popular education to develop a theoretical basis for CBR b. Use the principles of CBR to construct a framework of applied research i. Engagement/inclusion ii. Participation iii. Empowerment iv. Equity v. Self advocacy vi. Social justice 3. Develop a concept of 'community' a. Describe Society, ethnicity, social and personal networks b. Compare and contrast community to society c. Distinguish between social and personal networks d. Identify 3 community networks in Durham region e. Compare and contrast the three communities in terms of their objectives; population served; staffing and other human resources; intended outcome (success) 4. Study the strength and challenges of CBR a. Identify barriers and facilitators in conducting CBR projects i. Developing CBR projects ii. Maintaining momentum iii. Analyzing and disseminating/policy development iv. Terminating a project 5. Develop trust and dialogue a. Identify where power lies in a relationship b. Describe appropriate strategies for balancing power c. Create Memorandum of understanding/agreements d. Identify strategies for setting boundaries e. Create conflict resolution strategies f. Identify ways of building alliances between/across cultures 6. Understand the role of academics in CBR a. Identify the overarching outcome of a CBR project b. Describe the role of academics in CBR

	approach c. Describe the 'helicopter' academic d. Describe community lead versus community initiated projects and their relevance e. Identify research methods (qualitative, quantitative) 7. Develop an understanding of Capacity Building (principle of capacity development) a. Describe capacity building i. Standards/Compliance ii. Information/Decision Making iii. Services/Products iv. Education/Training b. Describe the how to select an issue/community c. Select tools for evaluation of project d. Select tools for evaluation of partnership 8. Involve technology in CBR a. Describe the relevance of virtual communities b. Identify ways of creating virtual communities c. Select tools for working with virtual communities d. Identify strategies for preventing burnout/conflicts in virtual communities 9. Examine alternative research methods a. Describe key elements of Photo voice b. Identify Photovoice techniques c. Carry out a mini photovoice project 10. Study research Methods a. Identify the concept of rigour in research b. Select appropriate tools for measuring validity c. Apply appropriate measures to research vignettes d. Is CBR research scientifically sound and rigorous 11. Understand the role of Policy in CBR a. Identify policy making process b. Define and frame a policy c. Select policy approach d. Apply policy tools 12. Examine special CBR issue a. Identify an issue (Food insecurity) b. Define the dimension on the issue c. Predict outcome of partnership 13. Understand the importance of community ethics a. Identify ethical issues as they relate to

	community b. Describe ways of mitigating those issues **Mode of delivery:** E-based (web)

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

APPROVAL DATES

Date of submission	April 25, 2012
Program Committee approval	April 25, 2012
Executive Committee approval	May 4, 2012
Faculty Council approval	May 11, 2012

HLSC 4911U - NEW COURSE TEMPLATE

Faculty: Faculty of Health Sciences		
Course title: Qualitative Methods in Health Research		
Course number: HLSC 4911U	**Cross-listings:**	**____ Core __x_ Elective**
Credit weight: 3 credits	**Contact hours:** __3__ Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course introduces students to qualitative research as it relates to problems of health, illness, and healthcare. Students will become familiar with the language and logic of qualitative health research, along with the various qualitative approaches health scientists take to understanding problems of health, illness, and health care. Students will learn the strengths and limitations of qualitative health research, enhance their capacity to critically assess qualitative health research investigations, and understand the role qualitative research plays in the larger context of health science research.

Prerequisites	HLSC 3910U
Co-requisites	
Credit restrictions	
Credit exemptions	

LEARNING OUTCOMES

LEARNING OUTCOMES*

- Articulate the fundamental aims, logic, and language of qualitative research (as distinct from traditional experimental and quantitative approaches), along with its advantages and limitations;
- Distinguish various types of qualitative health data – e.g., interviews (individual and focus group), content analysis, observational (unobtrusive, participant-observation), narrative analysis – and the trade-offs associated with them;
- Evaluate different approaches to analyzing qualitative health data;
- Apply qualitative analysis skills using computer software;
- Critically assess a qualitative health research study;
- Assess various ethical issues associated with qualitative approaches.

DELIVERY MODE

Face to face classes.

TEACHING AND ASSESSMENT METHODS

Lectures, discussions, assignments, and exams

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

This is an elective course that will be offered as resources and demand permit. There is current expertise in the faculty to teach it and it would make and excellent cross listing as a graduate course.

APPROVAL DATES

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APPENDIX B – CURRENT COMPREHENSIVE SPECIALIZATION PROGRAM MAP

Bachelor of Health Sciences – Comprehensive Specialization (Current)	
Year 1	
Semester 1	**Semester 2**
BIOL 1010U - Biology I	BIOL 1020U – Biology II
CSCI 1800U – Computing Tools for Health Sciences	HLSC 1201U – Anatomy & Physiology II
HLSC 1200U - Anatomy & Physiology I	PSYC 1000U – Introductory Psychology
HLSC 1701U - Academic Writing & Presentation Skills: Perspectives in Health	Open Elective
Open Elective	Open Elective
Year 2	
Semester 1	**Semester 2**
HLSC 2201 - Intro to Health Information Management	HLSC 2030U – Theory and Practice of Interpersonal Communication
HLSC 2400U - Intro to Movement Neuroscience	HLSC 2463U - Altered Physiology: Mechanisms of Disease II
HLSC 2462U - Altered Physiology: Mechanisms of Disease I	HLSC 2601U – Introduction to Health Management
HLSC 2800U – Health & Wellness	HLSC 2801U – Understanding Healthcare and Therapeutics in Canada
SOCI 1000U – Introduction to Sociology	HLSC 3800U – Critical Appraisal of Statistics in Health Science
Year 3	
Semester 1	**Semester 2**
HLSC 3710U - Ethics	HLSC 3501U – Health Law
HLSC 3805U – Introduction to Epidemiology	HLSC 3601U – Interprofessional Healthcare Teams
HLSC 3910U – Research Methods for Health Care Professionals: Theory and Application	HLSC 3630U – Health Finance
Open Elective	Open Elective
Open Elective	Open Elective
Year 4	
Semester 1	**Semester 2**
HLSC 4850U – Current Issues in Healthcare	HLSC 4620U – Quality Improvement in Health Care
HLSC 4996U - Research Applications I **OR** HLSC 4998U - Research Practicum I	HLSC 4997U - Research Applications II **OR** HLSC 4999U - Research Practicum II
Health Sciences or Science Elective (3000- or 4000-level)	Health Sciences or Science Elective (3000- or 4000-level)
Open Elective (3000- or 4000- level)	Open Elective (3000- or 4000- level)
Open Elective	Open Elective