BAHSc "Course Hub"

Course descriptions and learning outcomes for the following courses can be found in this resource:

- **HLSC 1000 level courses:**
  - HLSC 1701U - Information Literacy & Written Communication for the Health Sciences
  - HLSC 1811U - Social Determinants of Health
- **HLSC 2000 level courses:**
  - HLSC 2601U - Introduction to Health Services Management
  - HLSC 2700U - Mathematical Reasoning in the Health Sciences
  - HLSC 2802U - Introduction to the Canadian Health Care System
- **HLSC 3000 level courses:**
  - HLSC 3631U – Health Policy & Process
  - HLSC 3710U – Ethics
  - HLSC 3800U - Critical Appraisal of Statistics in Health Science
  - HLSC 3805U – Introduction to Epidemiology
  - HLSC 3820U – Public Health I
  - HLSC 3910U - Research Methods for Health Care Professionals: Theory and Application
- **HLSC 4000 level courses:**
  - HLSC 4807U – Perspectives of Aging
  - HLSC 4820U - Interdisciplinary Collaboration
  - HLSC 4851U - Critical Perspectives on Health, Illness, and Healthcare
  - HLSC 4996U/4997U – Research Applications I & II
  - HLSC 4998U/4999U – Research Practicum I & II

COURSE NAME : Information Literacy & Written Communication for the Health Sciences

COURSE CODE : HLSC 1701U

UOIT CALENDAR DESCRIPTION

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

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

Prerequisites	**None**
Co-requisites	**None**
Credit restrictions	**none**
Equivalency courses	**N/A**
Grading scheme	☒ **letter grade** ☐ **pass/fail**

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ **CLS (in-class)**	☒ **HYB (in-class and online)**
	☐ **IND (individual studies)**	☐ **OFF (off-site)**
	☐ **WB1 (synchronous online delivery)**	
	☒ **WEB (asynchronous online delivery)**	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Use current writing composition technology and strategies (i.e. Microsoft Word, Excel, PowerPoint) to communicate in written format clearly, concisely, comprehensively, and accurately, using correct grammar and spelling.
- Demonstrate a body of knowledge in health and related social sciences research (e.g. communication and learning)
- Identify relevant and appropriate sources of information, including community assets and resources.
- Collect, store, retrieve, and use accurate and appropriate information on health issues.
- Demonstrate a foundational use of evidence and research to inform practice, health policies and programs.
- Analyze information to determine appropriate implications, uses, gaps, and limitations.
- Share new knowledge and experience with others through written communications.
- Obtain feedback and demonstrates a willingness to consider opinions of others through a peer review process.
- Consider, calibrate, and incorporate own experiences and learning in practice through self-assessment and reflections.
- Provide constructive feedback to others through a peer review process.
- Articulate and practice the principles of academic integrity.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	**1.4**
2.0 Assessment and Analysis	**2.2, 2.3**
3.0 Policy and Program Planning, Implementation, and Evaluation	**N/A**
4.0 Partnerships, Collaboration, and Advocacy	**N/A**
5.0 Diversity and Inclusiveness	**N/A**

6.0 Communication	**6.1, 6.4**
7.0 Leadership	**N/A**

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1.* Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Social Determinants of Health

COURSE CODE : HLSC 1811U

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

Prerequisites	**HLSC 1701U**
Co-requisites	**None**
Credit restrictions	**HLSC 1812U**
Equivalency courses	**N/A**
Grading scheme	☒ **letter grade** ☐ **pass/fail**

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ **CLS (in-class)**	☒ **HYB (in-class and online)**
	☐ **IND (individual studies)**	☐ **OFF (off-site)**
	☐ **WB1 (synchronous online delivery)**	
	☐ **WEB (asynchronous online delivery)**	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- 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.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.2, 1.3, 1.4, 1.5
2.0 Assessment and Analysis	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.1, 3.2
4.0 Partnerships, Collaboration, and Advocacy	4.1
5.0 Diversity and Inclusiveness	5.1, 5.3
6.0 Communication	6.2
7.0 Leadership	N/A

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Introduction to Health Services Management

COURSE CODE : HLSC 2601U

UOIT CALENDAR DESCRIPTION

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

Prerequisites	**HLSC 1701U**
Co-requisites	**None**
Credit restrictions	**None**
Equivalency courses	**N/A**
Grading scheme	☒ **letter grade** ☐ **pass/fail**

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ **CLS (in-class)**	☒ **HYB (in-class and online)**
	☐ **IND (individual studies)**	☐ **OFF (off-site)**
	☐ **WB1 (synchronous online delivery)**	
	☒ **WEB (asynchronous online delivery)**	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Describe common contemporary models of leadership and management theories.
- Articulate the differences between the concepts of leadership and management.
- Discuss the basic functions of management.
- Discuss the basic concepts of organizational behaviour theory.
- Explain the nature and role of communication theory in health services management.
- Discuss the concepts of resource management (i.e. human, financial, materials)
- Discuss the concept and role of human resources management in the health services setting.
- Explain the relationship of theories of human motivation to human resources management
- Outline the benefits and challenges of working in a health services team environment (i.e. committees, task force, and work units).
- Identify the relationship between ethics and the law in health services management.
- Identify current leadership and management challenges for health care leaders and managers

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	N/A
2.0 Assessment and Analysis	N/A
3.0 Policy and Program Planning, Implementation, and Evaluation	3.1. 3.2, 3.3
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.2, 4.4
5.0 Diversity and Inclusiveness	N/A
6.0 Communication	N/A
7.0 Leadership	7.1, 7.2, 7.4, 7.5

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Mathematical Reasoning in the Health Sciences

COURSE CODE : HLSC 2700U

UOIT CALENDAR DESCRIPTION

In this course, we explore quantitative reasoning in the health sciences. The course is designed as an introductory course to prepare students for upper division courses in statistics and research. In addition, this course will help students develop broader perspectives and appreciation of how and why to use mathematical reasoning and analyses in real-world problems related to Healthcare and the Health Sciences. Simulations of healthcare scenarios will be used to provide learning environments in which students develop quantitative reasoning skills. Additionally, the course will provide some training in technical writing and critical appraisal of research articles, with a special focus on the mathematical and statistical skills required to interpret research literature.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☒ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Apply a variety of mathematical methods to analyze real-world problems in the Health Sciences.
- Use mathematical reasoning to analyze and interpret quantitative facets of healthcare delivery and planning as well pure and applied research in the Health Sciences.
- Read and evaluate the mathematical frameworks presented in technical and research papers.
- Write technical briefs on health-related issues that require quantitative reasoning and analysis.
- Become comfortable with the use of advanced technologies and computer-based applications in using mathematics in the Health Sciences (e.g., statistics packages, graphing tools, literature searchers, and so on).

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.4
2.0 Assessment and Analysis	2.4
3.0 Policy and Program Planning, Implementation, and Evaluation	NA
4.0 Partnerships, Collaboration, and Advocacy	NA
5.0 Diversity and Inclusiveness	NA
6.0 Communication	6.2
7.0 Leadership	NA

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies*

for public health in Canada: Release 1.1. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Introduction to the Canadian Health Care System

COURSE CODE : HLSC 2802U

UOIT CALENDAR DESCRIPTION

Health care in Canada is publicly funded and privately delivered. The purpose of this course is to understand the evolution of the Canada's healthcare delivery and financing from a theoretical perspective, which examines the role of ideas, the perspective of key stakeholders and the legislative role of federal initiatives. Key to the learning experience is the conceptualization of the role of public and private sector, impact of medical dominance, citizen engagement, primary healthcare reform and the emergence of public health.

Prerequisites	HLSC 1701U
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☒ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Understand the historical evolution of Canadian health care system and the impact of history on the funding and delivery of health care
- Define key terms used to describe the Canadian health care system
- Apply key concepts to better understand the issues within health care delivery and financing
- Engage in critical thinking about the debates that surrounds the sustainability of the Canadian health care system.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.2, 1.5,
2.0 Assessment and Analysis	2.1, 2.2, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.1, 3.4, 3.66
4.0 Partnerships, Collaboration, and Advocacy	4.4
5.0 Diversity and Inclusiveness	5.1, 5.2, 5.3
6.0 Communication	6.2
7.0 Leadership	7.1, 7.2

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*.   Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Health Policy and Process

COURSE CODE : HLSC 3631U

UOIT 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 Organization's definition of health and well-being. This course will not only assist in the development of critical thinking, application of evidence based decision making, and critiquing skills; but will also help 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 1811U or HLSC 1812U, HLSC 2920, HLSC 3820U
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ CLS (in-class)	☒ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☒ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

> **After completion of this course, the student will be able to:**
>
> - Develop a sound knowledge base of health 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.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	**1.4**
2.0 Assessment and Analysis	**2.1, 2.2, 2.3, 2.4, 2.5, 2.6**
3.0 Policy and Program Planning, Implementation, and Evaluation	**3.1, 3.2, 3.3, 3.4, 3.6**
4.0 Partnerships, Collaboration, and Advocacy	**4.3**
5.0 Diversity and Inclusiveness	**5.2**
6.0 Communication	**6.2**
7.0 Leadership	**N/A**

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Ethics

COURSE CODE : HLSC 3710

UOIT CALENDAR DESCRIPTION

In this course the student will examine theories related to the ethical foundations of health care practice. In particular, the student will examine the professional code of ethics for health professions and the role of the health disciplines in advocating for improved health care. Ethical decision making will be explored.

Prerequisites	None
Co-requisites	None
Credit restrictions	**24 Credit Hours : HLSC 3711U, HLSC 3712U**
Equivalency courses	None
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)   ☐ CLS (in-class)   ☒ HYB (in-class and online)

☐ IND (individual studies)   ☐ OFF (off-site)

☐ WB1 (synchronous online delivery)

☐ WEB (asynchronous online delivery)

LEARNING OUTCOMES

After completion of this course, the student will be able to:
- Describe and create content about the key philosophers who contributed to ethics.   - Illustrate ways in which religion, politics/policy, culture, science/technology, and economics influences ethical decisions.   - Describe the development of ethical theories.   - Explain the roles of health care professionals in ethical decisions affecting individuals, families, communities.   - Discuss the importance of narrative ethics in health care.   - Apply the principles of ethical decision-making to case studies   - Appraise professional codes of ethics regarding their practical implications and applications.   - Compare ways of including the principles of self-determination, well-being, and equity into shared decision-making about health care delivery.   - Critically examine the ethical issues which arise in human research, health promotion, disease prevention, and biomedical advancements.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	**1.1, 1.3, 1.4**
2.0 Assessment and Analysis	**2.1, 2.2, 2.3, 2.4**
3.0 Policy and Program Planning, Implementation, and Evaluation	N/A
4.0 Partnerships, Collaboration, and Advocacy	N/A
5.0 Diversity and Inclusiveness	N/A
6.0 Communication	N/A
7.0 Leadership	**7.2, 7.3, 7.5**

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies*

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COURSE NAME : Critical Appraisal of Statistics in Health Science

COURSE CODE : HLSC 3800U

UOIT CALENDAR DESCRIPTION

Statistics is the science of numbers. This course offers a concepts-base introduction to statistical procedures that prepares public health, medical and life science students to conduct and critical evaluate research in the health science field. The statistical procedures, numerical techniques, and assessment tools will be explored both qualitatively and quantitatively through descriptive and inferential statistics. Students will study a selection of topics covering data summary and presentation; sampling theory; probability theory; hypotheses testing; correlation and regression analyses; life tables and survival analysis.

Prerequisites	None
Co-requisites	None
Credit restrictions	**24 Credit Hours**
Equivalency courses	**N/A**
Grading scheme	☒ letter grade　　☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☒ CLS (in-class)	☒ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☒ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

> **After completion of this course, the student will be able to:**
>
> - Understand the application of a variety of statistical methods to analyze real-world problems in the Health Sciences based on the principles of study design and data reporting.
> - Develop a fundamental understanding of parametric and nonparametric statistics
>   - ➢ how the various standard statistical techniques / procedures /programmes are applied,
>   - ➢ conditions under which they apply, and the
>   - ➢ decisions and interpretations of each
> - To organize and present data in meaningful formats that are easily understood or consumed by various audiences.
> - To use statistical reasoning and probability theory to validate, analyze and interpret data obtained in the Health Sciences.
> - To understand the differences between "statistical significance"; "decision" and "interpretation" based on the statistical evaluation and context of the acquired data.
>
> *In reality, **Statistics** is a collection of methods for planning experiments or research, obtaining data; and then organizing, summarizing, and analyzing the collected raw data; followed by interpreting, and drawing conclusions and inferences; and finally presenting the data so as **decisions may be made with reasonable assurance.***

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.3, 1.4
2.0 Assessment and Analysis	2.1, 2.2, 2.3, 2.4, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.6
4.0 Partnerships, Collaboration, and Advocacy	n/a
5.0 Diversity and Inclusiveness	n/a

6.0 Communication	**6.2**
7.0 Leadership	**n/a**

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1.* Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Introduction to Epidemiology

COURSE CODE : HLSC 3805U

UOIT CALENDAR DESCRIPTION

This course offers an introduction to the fundamentals of epidemiology. The application of epidemiologic principles will be discussed using real-life examples and scientific literature in health science. Topics include historic development, basic concepts, key terminologies and health indicators, descriptive and analytic epidemiology, design strategies and statistical analysis in epidemiology. Other topics may be included if time permits.

Prerequisites	HLSC 3800
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☒ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Define epidemiology

- Articulate role of epidemiology in different professions

- Explain principles of epidemiology

- Illustrate relationship between epidemiology and public health

- Describe methodologies used in epidemiology

- Describe the historical evolution of epidemiology

- Apply epidemiologic principles in diseases

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	**1.1, 1.2, 1.3, 1.4, 1.5**
2.0 Assessment and Analysis	**2.1, 2.2, 2.3, 2.4, 2.5**
3.0 Policy and Program Planning, Implementation, and Evaluation	**3.5, 3.7**
4.0 Partnerships, Collaboration, and Advocacy	**N/A**
5.0 Diversity and Inclusiveness	**5.1, 5.3**
6.0 Communication	**N/A**
7.0 Leadership	**7.3, 7.5**

<u>Note</u>: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Public Health l

COURSE CODE : HLSC 3820U

UOIT CALENDAR DESCRIPTION

Public health is a holistic and evidence-informed discipline that seeks to promote, maintain and/or restore the health and well-being of individuals, families, communities or entire populations over the lifespan through primary health care initiatives and interventions. This course introduces students to current public health theory, practice mandates and challenges facing public health care professionals in Canada. An overview of the 36 core competencies deemed essential for all health care professionals, as outlined by the Public Health Agency of Canada (PHAC, 2007) under the following 7 broad categories will be highlighted: (i) public health sciences; (ii) assessment and analysis; (iii) policy and program evaluation; (iv) implementation and evaluation; (v) partnership, collaboration, and advocacy; (vi) diversity and inclusiveness, and (vii) leadership. The course provides an overview of the primary health care approach in Canada which encompasses the following five types of health care: (i) Promotive; (ii) preventive; (iii) curative; (iv) rehabilitative, and (v) supportive/ palliative. The role of health care professionals in achieving the major goal of primary health care in Canada to build community capacity with the objective of achieving sustainable health and well-being through primary health care initiatives will be critically examined.

Prerequisites	HLSC 1811U or HLSC 1812U
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☒ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Distinguish between the five levels of prevention (primordial, primary, secondary, tertiary, quaternary) and apply associated public health approaches to illustrate and critically evaluate the effectiveness of various local, regional, national and international public health initiatives, health promotion programs, and/or policies;
- Critically examine physical, biochemical, socio-political, cultural, spiritual and environmental factors that can both negatively and positively affect individuals, families, groups or entire communities;
- Describe and examine the strengths and limitations of the 15 social determinants from a public health perspective;
- Describe the importance and critically examine local, regional, national and international communicable and non-communicable disease tracking and surveillance public health systems;
- Describe and apply various population-based measures of health burden and how they are utilized to examine the impact and effectiveness of public health initiatives and programs in Canada and globally;
- Describe the role of public health professionals and workers in maintaining, achieving, restoring and promoting health and well-being across the lifespan, including vulnerable populations (e.g., Indigenous people, new immigrants, homeless, elderly);
- Critically examine and evaluate a variety of current and emerging public health issues and challenges facing Canadians across the lifespan in the new millennium, and
- Design and apply principles of public health theory and practice to plan for and/or address an actual or emerging public health concern in Canada.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.2, 1.3, 1.4, 1.
2.0 Assessment and Analysis	2.1, 2.2, 2.4, 2.5
3.0 Policy and Program Planning, Implementation, and Evaluation	3.1, 3.2, 3.6, 3.7
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.2, 4.3

5.0 Diversity and Inclusiveness	**5.1, 5.2, 5.3**
6.0 Communication	**6.1, 6.2**
7.0 Leadership	**7.1, 7.2**

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1.* **Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf**

COURSE NAME : Research Methods for Health Care Professionals: Theory and Application

COURSE CODE : HLSC 3190U

UOIT CALENDAR DESCRIPTION

This course will critically examine a variety of research theories and methodologies employed by both quantitative and qualitative allied health care researchers. The student will be able to critically examine, interpret, analyze and apply findings from published research reports from both human and nonhuman investigations conducted in a variety of laboratory, clinical and community-based research settings. The course will critically examine how published research reports are utilized as the basis for evidence-based practice. Students will have an opportunity to engage in hands-on quantitative and qualitative research experiences including formulating research questions, research design, data collection, database management and coding, interpretation of findings, and their implications for practice.

Prerequisites	HLSC 3800U
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☒ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Critically examine and describe how allied health science research has been employed by health care professionals to advance education, theory development and clinical practice both historically and currently.
- Critically examine and articulate why evidence-informed research is needed for the advancement of the clinical and non-clinical allied health sciences in Canada and abroad.
- Critically examine and describe how theory, research and practice are integrated in current quantitative, qualitative and mix-design studies and their implications for health care professionals and workers in the allied and public health sciences.
- Apply the formal principles and concepts of the research process in actual "hands-on" class-based learning experiences assignments, and/or projects involving both qualitative and quantitative research methodologies, approaches and principles.
- Be knowledgeable about the strengths and limitations of a variety of quantitative, qualitative and mixed-design studies and how they can be utilized by clinical and non-clinical scientists in the health sciences.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.3, 1.4, 1.5
2.0 Assessment and Analysis	2.1, 2.2, 2.4, 2.5
3.0 Policy and Program Planning, Implementation, and Evaluation	3.3
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.4
5.0 Diversity and Inclusiveness	5.1, 5.3
6.0 Communication	6.2
7.0 Leadership	7.3, 7.4

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Perspectives in Aging

COURSE CODE : HLSC 4807U

UOIT 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 2463U, HLSC 3820U or NURS 3700U
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☒ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Evaluate the complex biological and psychological changes that accompany the aging process
- Discuss the demographics of aging in Canada and its 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 associate 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 in the health care system and improve the health and well-being of our aging community

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.4, 1.5
2.0 Assessment and Analysis	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.2, 3.3, 3.7
4.0 Partnerships, Collaboration, and Advocacy	4.1, 4.2, 4.3
5.0 Diversity and Inclusiveness	5.1, 5.2, 5.3
6.0 Communication	6.1, 6.2
7.0 Leadership	7.2, 7.3, 7.4

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Interdisciplinary Collaboration

COURSE CODE : HLSC 4820U

UOIT CALENDAR DESCRIPTION

Interdisciplinary Collaboration is a core course requirement in the Bachelor of applied Health Science (BAHSC) degree. Students from other health related programs may be permitted to take this course as an elective. The course is intended to introduce students to take this course as an elective. The course is intended to introduce students to key components of interprofessional collaboration in health care. The course is divided into two major components. First, the differences between professions will be studied by having students explore the traditions, epistemology, and values of their respective professions. Professional roles, responsibilities, decision making, power and authority in health care will be examined. Second, case studies will allow students to explore and develop personal/professional competencies for interprofessional practice. As a community of learners, participants will examine such concepts as:

- Rationale for interprofessinal collaboration in health and social care; Barriers and enablers to effective interprofessinal collaboration; Influence of the traditional value and belief systems of the health and social care professions on interprofessional work
- Roles and responsibilities of different health and social care professionals;
- Leadership in interpofessional health care teams;
- Competencies for interprofessional collaboration; and
- Education for interprofessional practice.

The term "interdisciplinary" and "interprofessional" are often used interchangeably in the literature; although in recent times there has been a shift mainly using the term "interprofessional". Therefore, throughout the course notes and the readings you may notice the two terms used interchangeably. In most instances, unless otherwise noted, the authors are referring to the same meaning.

Prerequisites	54 Credit Hours
Co-requisites	None
Credit restrictions	None
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply) ☐ CLS (in-class) ☐ HYB (in-class and online)

☐ IND (individual studies)	☐ OFF (off-site)
☒ WB1 (synchronous online delivery)	
☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Introduce key concepts underlying the rationale and need for interprofessional collaboration in health and social care;
- Examine defining features and characteristics of effective interprofessional collaboration in health and social care;
- Recognize the factors that influence interprofessional collaboration in health and social care;
- Understand the roles and responsibilities of different professions and contributions to health and social care
- Explore the influence of traditional belief and value systems of different professions, impact on approaches to patient/client care, and influence on interprofessional collaboration;
- Identify and reflect upon key collaborator competencies (e.g. knowledge, skills, attitudes) required by health professionals to function effectively on interpofessional healthcare teams;
- Understand key processes and principles that support interprofessional work and interprofessional education (IPE), both at pre- and post-licensure levels;

This course will also:

- Enable participants to explore interprofessional collaboration in an informed, disciplined, and creative manner tha is related to ones' work in the health and/or social care fields;
- Facilitate a supportive and collaborate learning environment in which students are able to engage in a collegial and reflective learning process with their peers.

COURSE NAME : Critical Perspectives on Health, Illness, and Healthcare

COURSE CODE : HLSC 4851U

UOIT CALENDAR DESCRIPTION

This course critically examines the role of health care professionals and workers in providing primary health care services in Canada. Students will explore and evaluate inequities in the distribution of health, illness and healthcare; challenges faced by vulnerable groups including Aboriginal populations, seniors, immigrants, disabled individuals and the homeless; and the myriad ways diverse individuals and communities cope and manage health and illness across the lifespan. Finally, this course critically examines and contrasts the medical model versus holistic models of health and illness, and the implications for associated current and future public health practice.

Prerequisites	HLSC 3821U
Co-requisites	None
Credit restrictions	none
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Critically examine the role of various health care professionals (e.g., physicians, nurses, dieticians, social workers) and workers (e.g., counsellors, epidemiologists, health educators) in providing holistic primary health care services across the lifespan from the uniquely Canadian perspective.
- Analytically explore and evaluate inequalities in the distribution of health, illness and health care and challenges faced by vulnerable groups such as Aboriginal populations, seniors, individuals with disabilities, immigrants and the homeless.
- Describe how diverse individuals and communities in Canada cope and manage their health and illness across the lifespan.
- Critically assess and contrast the strengths and limitations of the current dominant medical model with holistic models of health and illness.
- Critically examine the implications for current and future public health practice by various health care professionals and workers.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.1, 1.2, 1.3, 1.4, 1.5
2.0 Assessment and Analysis	2.1, 2.2, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.2, 3.5, 3.7
4.0 Partnerships, Collaboration, and Advocacy	N/A
5.0 Diversity and Inclusiveness	5,1, 5.2, 5.3
6.0 Communication	6.1, 6.2
7.0 Leadership	7.1, 7.2, 7.3, 7.4

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies*

for public health in Canada: Release 1.1.   Ottawa, ON: Author. Web-based   link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Research Applications I / II

COURSE CODE : HLSC 4996U / 4997U

UOIT CALENDAR DESCRIPTION

HLSC 4996U
This research course gives students an opportunity to explore all phases of the research process through a series of specially designed research applications. For example: defining the research questions, methodology, ethics, measurement, analysis and interpretation. Students registered in HLSC 4996U must register in HLSC 4997U to receive a grade.

HLSC 4997U
A continuation of the project started in HLSC 4996U. Students will make presentations based on their research and submit written work.

Prerequisites	**Research Applications I: HLSC 3910U**
	Research Applications II: HLSC 4996U
Co-requisites	**None**
Credit restrictions	**Research Applications I: HLSC 4994U, HLSC 4998U**
	Research Applications II: HLSC 4995U, 4999U
Equivalency courses	**N/A**
Grading scheme	☒ **letter grade** ☐ **pass/fail**

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ **CLS (in-class)**	☒ **HYB (in-class and online)**
	☐ **IND (individual studies)**	☐ **OFF (off-site)**
	☐ **WB1 (synchronous online delivery)**	
	☒ **WEB (asynchronous online delivery)**	

LEARNING OUTCOMES

> **After completion of this course, the student will be able to:**
>
> - Consider research questions and the objectives that require either a quantitative or qualitative design.
> - Frame a question about health care.
> - Plan a search strategy to help find evidence to answer research questions.
> - Critically appraise studies with a variety of research designs.
> - Explain various qualitative and quantitative research designs.
> - Plan data collection strategies and methods commonly used to capture qualitative or quantitative data.
> - Critique and evaluate published research articles of empirical studies.
> - Propose methods for establishing reliable data interpretation and methods to minimize threats to internal validity in quantitative or qualitative studies.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.4
2.0 Assessment and Analysis	2.3, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.3, 3.6
4.0 Partnerships, Collaboration, and Advocacy	N/A
5.0 Diversity and Inclusiveness	5.2
6.0 Communication	6.1, 6.2
7.0 Leadership	N/A

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf

COURSE NAME : Research Practicum I & II

COURSE CODE : HLSC 4998U & 4999U

UOIT CALENDAR DESCRIPTION

The research practicum project provides students with the opportunity, with the guidance of a Research Tutor, to integrate and synthesize knowledge gained throughout thier program of study. The project topic will be selected to include some aspects of the student's area of interest or speacialization. Students will work with an ongoing research team working alongside researchers in implementing a phase of their research project. The requirements include a written paper and an oral presentation of the project outcomes. Students registered in HLSC 4998U must register in HLSC 4999U to receive a grade. 3 cr.

Prerequisites	HLSC 3910, permission of instructor
Co-requisites	None
Credit restrictions	none
Equivalency courses	N/A
Grading scheme	☒ letter grade ☐ pass/fail

COURSE INSTRUCTIONAL METHOD

(check all that <u>may</u> apply)	☐ CLS (in-class)	☐ HYB (in-class and online)
	☐ IND (individual studies)	☐ OFF (off-site)
	☐ WB1 (synchronous online delivery)	
	☐ WEB (asynchronous online delivery)	

LEARNING OUTCOMES

After completion of this course, the student will be able to:

- Contributing to research team meetings and/or journal clubs;
- Reading preparatory material in advance of such meetings;
- Consulting appropriately with Research Tutor, research personnel and other faculty in relation to course requirements;
- Negotiating research project activities with a flexible approach to scheduling;
- Completing **Research Contract** early in the project;
- Completing the Student component of the **Evaluation of Research Progress**
- Keeping a record of activities and the number of hours worked for the project (as part of the Evaluation Research Progress)
- Completing all assignments as described in course outline
- Submitting all assignments in keeping with due dates;
- Routinely checking Blackboard course home page for announcements, e-mails, ect.
- Attend meetings called by the RP Coordinator;
- Additional responsibilities for students may be identified.

7 Major Core Competency Headings	Specific Competency Statements
1.0 Public Health Sciences	1.4
2.0 Assessment and Analysis	2.3, 2.4, 2.5, 2.6
3.0 Policy and Program Planning, Implementation, and Evaluation	3.3, 3.6
4.0 Partnerships, Collaboration, and Advocacy	N/A
5.0 Diversity and Inclusiveness	5.2
6.0 Communication	6.1, 6.2
7.0 Leadership	N/A

Note: Please see the following document or web-based link for a detailed descriptions of these specific competencies. Public Health Agency of Canada. (September, 2007). *Core competencies for public health in Canada: Release 1.1*. Ottawa, ON: Author. Web-based link: http://www.phac-aspc.gc.ca/php-psp/ccph-cesp/pdfs/cc-manual-eng090407.pdf