FOR APPROVAL **PUBLIC** **OPEN SESSION**

TO:	UTSC Academic Affairs Committee
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DATE:	April 30, 2024 for May 7, 2024
AGENDA ITEM:	5

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes (including Program and Admission Requirements) – Department of Health and Society, UTSC

JURISDICTIONAL INFORMATION:

The UTSC Academic Affairs Committee (AAC) "is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference*, section 4)." Under section 5.6 of its *Terms of Reference*, the AAC is responsible for approval of "major and minor modifications to existing degree programs."

The AAC has responsibility for the approval of major and minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (UTQAP, Section 3.1 and 3.3).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (May 7, 2024)**

HIGHLIGHTS:

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC Department of Health and Society, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Health and Society (Report: Health and Society)
    - 5 Program Modifications (Admission and Program Requirements)
        - SCMAJ2085G: MAJOR PROGRAM IN HEALTH STUDIES - HEALTH POLICY (ARTS)
        - SCMAJ2085H: MAJOR PROGRAM IN HEALTH STUDIES - POPULATION HEALTH (SCIENCE)
        - SCMAJ2085J: MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES – HEALTH POLICY (ARTS)
        - SCMAJ2085K: MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES - POPULATION HEALTH (SCIENCE)
        - SCMIN2088: MINOR PROGRAM IN HEALTH HUMANITIES (ARTS)
    - 7 New Courses
        - HLTB24H3: Aging with Agility
        - HLTB27H3: Applied Statistics for Public Health
        - HLTB33H3: Human Development and Anatomy
        - HLTC30H3: Understanding Cancer: From Cells to Communities
        - HLTC53H3: Creative Research Practices in Aging
        - HLTD82H3: Black Community Health: Education and Promotion
        - HLTD96Y3: Directed Research in Paramedicine
    - 5 Course Modifications
        - HLTA02H3: Exploring Health and Society: Theories, Perspectives, and Patterns
        - HLTA03H3: Navigating Health and Society: Research, Practice, and Policy
        - HLTC25H3: Infectious Diseases
        - HLTC47H3: Institutional Ethnography: in Action
        - HLTD06H3: Migration, Medicine and the Law

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Department of Health and Society undergraduate curriculum changes for the 2024-25 academic year, as detailed in the respective curriculum reports, be approved, effective September 1, 2024.

DOCUMENTATION PROVIDED:

1. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval, Report: Health and Society, dated May 7, 2024.

University of Toronto Scarborough

2024-25 Curriculum Cycle
Health & Society Undergraduate Curriculum Modifications for Approval
May 7, 2024

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5 Program Modifications

SCMAJ2085G: MAJOR PROGRAM IN HEALTH STUDIES - HEALTH POLICY (ARTS)

Completion Requirements:

Program Requirements
This program requires the completion of 8.0 credits, as described below.

Note: T~~t~~he Major/Major (Co-op) Program in Health Studies - Population Health (B.Sc.) and Major/Major (Co-op) Program in Health Studies - Health Policy (B.A.) cannot be combined.

First Year
~~**1.0**~~ **2.0 credits**

1.~~ 1.0 credit of Introductory Health Studies courses~~ 2.0 credits as follows:
HLTA02H3 ~~Foundations of Health Studies I~~ Exploring Health and Society: Theories, Perspectives, and Patterns
HLTA03H3 ~~Foundations of Health Studies II~~ Navigating Health and Society: Research, Practice, and Policy
PHLB09H3 Biomedical Ethics
STAB23H3 Introduction to Statistics for the Social Sciences

~~Note: students may also enroll in PHLB09H3 Biomedical Ethics and [STAB22H3 Statistics I or STAB23H3 Introduction to Statistics for the Social Sciences] in year one to help balance their course load in year two~~

Second Year
~~**4.5**~~ **3.0 credits**

2.~~ 3.5~~ 2.0 credits ~~of core second year courses~~ as follows:
HLTB15H3 ~~Introduction to~~ Health Research Methodology
HLTB16H3 ~~Introduction to~~ Public HealthHLTB40H3 Health Policy and Health Systems
HLTB41H3 ~~Introduction to the~~ Social Determinants of Health
~~HLTB50H3 Introduction to Health Humanities~~
~~PHLB09H3 Biomedical Ethics (can be taken in year one)~~
~~[STAB22H3 Statistics I or STAB23H3 Introduction to Statistics for the Social Sciences] (can be taken in year one)~~

3. 0.5 credit from the following:
~~HLTB11H3 Basic Human Nutrition~~
~~HLTB20H3 Contemporary Human Evolution and Variation~~
HLTB50H3 Introduction to Health Humanities
HLTB60H3 Introduction to Interdisciplinary Disability Studies

4. 0.5 credit from the following:
GGRB28H3 Geographies of Disease
HLTB11H3 ~~Basic~~ Human Nutrition ~~(if not used towards requirement 3)~~
HLTB20H3 Contemporary Human Evolution and Variation ~~(if not used towards requirement 3)~~
~~HLTB30H3 Current Issues in Health~~
~~HLTB31H3 Current Issues in Health II: Synergies Among Science, Policy and Action~~
HLTB42H3 Perspectives of Culture, Illness, and Healing
HLTB60H3 Introduction to Interdisciplinary Disability Studies (if not used towards requirement 3)
IDSB04H3 Introduction to International/Global Health*
*__Note__: IDSB04H3 has prerequisites that are not part of this program.

The following courses may be used as a program requirement if the content is arts or policy focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTB30H3 Current Issues in Health and Society
HLTB31H3 ~~Current Issues in Health II:~~ Synergies Among Science, Policy, and Action

Third Year
~~**2.0**~~ **2.5** ~~**Credits**~~

5. 0.5 credits~~ in Epidemiological Concepts from the following~~ as follows:
HLTC27H3 Community Health and Epidemiology
~~ANTC67H3 Foundations in Epidemiology~~

6. 1.0 credit from the following:
HLTC42H3 Emerging Health Issues and Policy Needs
HLTC43H3 Politics of Canadian Health Policy
HLTC44H3 Comparative Health Policy Systems

7.~~ 6. 1.5~~ 1.0 credit~~s at the C level~~ from the following:
ANTC24H3 Culture, Mental Illness, and Psychiatry
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective
HLTC02H3 Gender and Health
HLTC04H3 ~~Fieldwork Practices in Health and Society Research~~ Qualitative Research in Action
HLTC16H3 ~~Introduction to~~ Health Information Systems

HLTC17H3 ~~Introduction to~~ Rehabilitation Sciences
HLTC19H3 Chronic Diseases
HLTC20H3 Global Disability Studies
HLTC22H3 Health, Aging and the Life Cycle
~~HLTC23H3 Issues in Child Health and Development~~
HLTC42H3 Emerging Health Issues and Policy Needs (if not used towards requirement 6)
HLTC43H3 Politics of Canadian Health Policy (if not used towards requirement 6)
HLTC44H3 Comparative Health Policy Systems (if not used towards requirement 6)
HLTC46H3 Globalization, Gender, and Health
HLTC47H3 Institutional Ethnography~~: Investigating Health and Social Problems in the Everyday~~ in Action
HLTC48H3 Special Topics in Health ~~Studies~~ and Society
HLTC49H3 Indigenous Health
HLTC50H3 The Human-Animal Interface
HLTC51H3 Special Topics in Health and Society
HLTC52H3 Special Topics in Health Humanities
HLTC53H3 Creative Research Practices in Aging
HLTC56H3 Drawing Illness
~~HLTD11H3 Program and Policy Evaluation~~
~~HLTD46H3 Violence and Health: Critical Perspectives~~
~~HLTD80H3 Critical Health Education~~
HLTC81H3 Health Professions and Practice
IDSC11H3 Issues in Global and International Health*
***Note**: IDSC11H3 has prerequisites that are not part of this program.

Fourth Year
0.5 credit

8.~~ 7.~~ 0.5 credit~~s at the D-level in HLT courses as described below~~ from the following.

HLTD06H3 ~~Auto-Ethnographic of Migration, Health and the State~~ Migration, Medicine, and the Law
HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy'
HLTD11H3 Program and Policy Evaluation
HLTD20H3 ~~Special~~ Advanced Topics in ~~Health:~~Sex, Gender, and the Life Course
HLTD26H3 Embodiment Across ~~across~~ the Life Course
HLTD29H3 ~~Special~~ Advanced Topics in Inequality, Inequity, and Health
HLTD40H3 The Politics of Care, Self-Care, and Mutual Aid
HLTD46H3 Violence and Health: Critical Perspectives
HLTD47H3 ~~Special~~ Advanced Topics ~~in Health: Advanced Topics~~ in Health and Wellness
HLTD48H3 ~~Special~~ Advanced Topics ~~in Health: Current Issues~~ in Global Health
HLTD49H3 Global Health Governance: Thinking Alongside the World's Leaders
HLTD50H3 Special Topics in Health Humanities
HLTD51H3 Aging and the Arts
HLTD52H3 ~~Special Topics in Health:~~ Health Histories
HLTD53H3 ~~Special~~ Advanced Topics in Health Humanities
HLTD54H3 Toronto's Stories of Health and Illness
HLTD56H3 Health Humanities Workshop: Documentary and Memoir
HLTD80H3 Critical Health Education
HLTD81H3 Health Professions Education
HLTD82H3 Black Health Disparities: Education and Promotion

The following courses may be used as a program requirement if the content is arts or policy focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTD01H3 Directed Readings in Health ~~Studies~~ and Society
HLTD02H3 Health Research Seminar
HLTD04H3 Special Topics in Health
HLTD05H3 Directed Research on Health Services and Institutions
HLTD12H3 ~~Special~~ Advanced Topics in Health and Society
HLTD21H3 ~~Special~~ Advanced Topics in Health and Society
HLTD22H3 ~~Special~~ Advanced Topics in Health and Society
HLTD71Y3 Directed Research in Health ~~Studies~~ and Society

Admission Requirements:

Grade 12 math is recommended

Description of Proposed Changes:

1. Admissions requirements- now recommending that high-school students come in with one grade 12 math completed
2. Year One Changes- credit count goes from 1.0 to 2.0
    a. Revamp HLTA02H3 title
    b. Revamp HLTA03H3
    c. Require student take PHLB09H3 and STAB23H3 in year one
    d. Removal of notes in year one
3. Year Two Changes- reduction of credit count from 4.5 to 3.0
    a. Editorial for HLTB15H3, HLTB16H3, HLTB41H3
    b. requesting students take one of either HLTB50H3 or HLTB60H3
    c. changes to courses in elective bin (reshuffle) e. Note about when HLTB30H3 and HLTB31H3 can be used
4. Year Three Changes- credit count goes from 2.0 to 2.5
    a. Remove ANTC67H3 and HLTC23H3 as options
    b. Require students to take 2 of 3 courses in Health Policy (HLTC42H3, HLTC43H3, or HLTC44H3)
    c. Editorial for HLTC16H3, HLTC17H3, HLTC47H3, HLTC48H3 course titles
    d. Addition of new courses HLTC53H3, HLTC56H3 (from 2022/23), HLTC81H3 (from 2022/23)

e. Moving HLTD11H3, HLTD46H3 and HLTD80 H3 to Fourth year - bin 8
f. Note about when HLTC48H3 and HLTC51H3 can be used

5. Year Four Changes
a. New Bin 8 - Outlining which D-level courses students can take (more arts and policy focused)

Rationale:

1. Admissions requirements- now recommending that students from high school come in with one grade 12 math completed
    a. this will indicate some expectation of numerical literacy in the program as the BA students must take two statistics courses and one epidemiology course, the same courses as their BSc Population Health Sciences peers.
2. Year One Changes
    a. Revamp HLTA02H3 title
        i. Currently HLTA02H3 and HLTA03H3 share similar titles and identical course descriptions. The purpose of changing the title is to better reflect what is taught in the course and to differentiate what materials are covered in each course
    b. Revamp HLTA03H3 title
    c. Require student take PHLB09H3 and STAB23H3 in year one
        i. The course has no pre-requisites so we are asking students to take it in year one to assist with better statistical and numerical scaffolding throughout the program in years two and three. We are also asking that students take STAB23H3 instead of giving them the option between STAB22H3 and STAB23H3. STAB22H3 states in its description that there is minimal emphasis on math and calculation and we would therefore prefer students to take STAB23H3 which doesn't state that.
        Students may take PHLB09H3 in year one as there is no pre-requisite and taking it in year one allows students the ability to focus on core year two courses.
    d. Removal of notes in year one
        i. Editorial due to changes made above
3. Year Two Changes
    a. Editorial for HLTB15H3, HLTB16H3, HLTB41H3
        i. Editorial and does not affect course content or learning outcomes
    b. Requesting students take one of either HLTB50H3 or HLTB60H3
        i. opens students to two different areas of health policy which can then allow them to diverge into areas of focus in year three- Health Humanities or Disability Studies
    c. Changes to courses in elective bin (reshuffle)
        i. resulting from changes to core requirements
    d. Note about when HLTB30H3 and HLTB31H3 can be used
        i. As these are 'special topics' courses, there are times when a topic being introduced does not fall in the sciences. Consequently, there may be times when the course may not count towards the program
4. Year Three Changes
    a. Remove ANTC67H3 and HLTC23H3 as option
        i. ANTC67H3 has not been offered to our knowledge in number of years and is structured differently than our HLTC27H3. The pre-requisite structure is also very different. Consequently, we are asking students to focus only on taking HLTC27H3 only
        ii. HLTC23H3 is more science focused. As such we are removing it from this program as an elective
    b. Require students to take 2 of 3 courses in Health Policy (HLTC42H3, HLTC43H3, or HLTC44H3)
        i. it is unusual that a program in Health Policy does not require students to take any of the senior level Health Policy courses as a core program requirement. This change will rectify this and provide students with intermediate knowledge in the subject area
    c. Editorial for HLTC16H3, HLTC17H3 HLTC47H3, and HLTC48H3 course titles
        i. editorial
    d. Addition of new courses HLTC53H3, HLTC56H3 (from 2022/23), HLTC81H3 (from 2022/23)
        i. more options for electives
    e. Note about when HLTC48H3 and HLTC51H3 can be used
        i. As these are 'special topics' courses, there are times when a topic being introduced does not fall in the sciences. Consequently, there may be times when the course may not count towards the program
5. Year Four Changes
    a. Outlining which D-level courses students can take (more arts and policy focused)
        i. We are outlining which D-level courses we would like our policy students to choose, making it clear which courses are more arts and policy forward

b. Editorials on course titles (HLTD01H3, HLTD06H3, HLTD26H, HLTD52H3, HLTD71Y3) and title changes differentiating C level with "Special Topics" and D level with "Advanced Topics" (HLTD20H3, HLTD29H3, HLTD47H3, HLTD48H3, HLTD53H3, HLTD12H3, HLTD21H3, HLTD22H3)

Impact:

The changes being proposed in this program are in sync and align with those being proposed for the BSc in Health Studies-Population Health. The changes being proposed aim to introduce a much-needed structure and streamlining in this policy based program. This change will provide several benefits. It will help standardize the curriculum, ensuring that students receive a more comprehensive grounding in health policy. This ensures that the program is academically rigorous and consistent, aligning it with industry standards and making it more competitive in the job market. It also allows students to have a clear understanding of the knowledge and skills they are expected to acquire in their health policy and promotion studies.

Consultations:

DCC: October 17, 2023

Resource Implications:

None

Proposal Status:

Under Review

Version Start Session:

Fall 2024

SCMAJ2085H: MAJOR PROGRAM IN HEALTH STUDIES - POPULATION HEALTH (SCIENCE)

Completion Requirements:

Program Requirements
This program requires the completion of 8.0 credits, as described below.

Note: T~~t~~he ~~-~~Major/Major (Co-op) Program in Health Studies - Population Health s (B.Sc.) and Major/Major (Co-op) Program in Health Studies – Health Policy (B.A.) cannot be combined.

First Year
~~1.5~~ 2.5 credits ~~at A level:~~

~~1. 1.0 credit of Introductory Health Studies courses~~
~~HLTA02H3 Foundations of Health Studies I~~
~~HLTA03H3 Foundations of Health Studies II~~

1. 0.5 credit from the following:
BIOA01H3 Life on Earth: Unifying Principles
BIOA11H3 Introduction to the Biology of Humans

~~2. 0.5 credit of Introductory Biology courses from the following:~~
~~BIOA11H3 Introduction to the Biology of Humans~~
~~BIOA01H3 Life on Earth: Unifying Principles~~

~~Note: students may also enroll in PHLB09H3 Biomedical Ethics and [STAB22H3 Statistics I or STAB23H3 Introduction to Statistics for the Social Sciences] in year one to help balance their course load in year two~~

2. 2.0 credits as follows:
HLTA02H3 Exploring Health and Society: Theories, Perspectives, and Patterns
HLTA03H3 Navigating Health and Society: Research, Practice, and Policy
HLTA20H3 Physiology Through the Life Course: From Birth Through Death
STAB23H3 Introduction to Statistics for the Social Sciences

Second Year
~~4.0~~ 3.0 credits

3. ~~3.0~~ 2.0 credits ~~of core second year courses~~ as follows:
~~[HLTB11H3 Basic Human Nutrition or BIOB35H3 Essentials of Human Physiology]~~
HLTB15H3 ~~Introduction to~~ Health Research Methodology
HLTB16H3 ~~Introduction to~~ Public Health
HLTB22H3 Biological Determinants of Health
HLTB41H3 ~~Introduction to the~~ Social Determinants of Health
~~PHLB09H3 Biomedical Ethics (can be taken in year one)~~
~~[STAB22H3 Statistics I or STAB23H3 Introduction to Statistics for the Social Sciences] (can be taken in year one)~~

4. 0.5 credit from the following:
BIOB35H3 Essentials of Human Physiology
HLTB33H3 Human Development and Anatomy
~~HLTB41H3 Introduction to the Social Determinants of Health~~
~~HLTB42H3 Perspectives of Culture, Illness and Healing~~
~~HLTB50H3 Introduction to Health Humanities~~
HLTB44H3 ~~Introduction to~~ Pathophysiology and ~~the~~ Etiology of Disease

5. 0.5 credit from the following:
BIOB35H3 Essentials of Human Physiology (if not used towards requirement 4)
GGRB28H3 Geographies of Disease
HLTB11H3 ~~Basic~~ Human Nutrition
HLTB20H3 Contemporary Human Evolution and Variation
~~HLTB30H3 Current Issues in Health~~
~~HLTB31H3 Current Issues in Health II: Synergies Among Science, Policy and Action~~
HLTB33H3 Human Development and Anatomy (if not used towards requirement 4)
~~HLTB41H3 Introduction to the Social Determinants of Health (if not used towards requirement 4)~~
HLTB40H3 Health Policy and Health Systems
HLTB42H3 Perspectives of Culture, Illness, and Healing
HLTB44H3 ~~Introduction to~~ Pathophysiology and Etiology of ~~the~~ Disease (if not used towards requirement 4)
HLTB50H3 Introduction to Health Humanities ~~(if not used towards requirement 4)~~
HLTB60H3 Introduction to Interdisciplinary Disability Studies
PHLB09H3 Biomedical Ethics
STAB27H3 Statistics II

The following courses may be used as a program requirement if the content is science-focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTB30H3 Current Issues in Health and Society
HLTB31H3 ~~Current Issues in Health II:~~ Synergies Among Science, Policy, and Action

Third Year
2.0 credits

6. 0.5 credits as follows ~~in Epidemiological Concepts from the following~~:
~~ANTC67H3 Foundations in Epidemiology~~
HLTC27H3 Community Health and Epidemiology

7. 0.5 credit from the following:
HLTC19H3 Chronic Diseases
HLTC25H3 Infectious Diseases

8. ~~7. 1.5~~ 1.0 credits ~~at the C level~~ from the following:
ANTC47H3 Human and Primate Comparative Osteology
ANTC48H3 Advanced Topics in Human Osteology
ANTC68H3 Deconstructing Epidemics
BIOC70H3 An Introduction to Bias in the Sciences
HLTC04H3 ~~Fieldwork Practices in Health and Society Research~~ Qualitative Research in Action
HLTC16H3 ~~Introduction to~~ Health Information Systems
HLTC17H3 ~~Introduction to~~ Rehabilitation Sciences
HLTC19H3 Chronic Diseases (if not used towards requirement 7)
HLTC22H3 Health, Aging and the Life Cycle
HLTC23H3 ~~Issues in~~ Child Health and Development
HLTC24H3 Environment and Health
HLTC25H3 Infectious Diseases (if not used towards requirement 7)
HLTC26H3 Global Health and Human Biology
HLTC28H3 Special Topics in Health ~~Studies~~ Sciences
HLTC29H3 Special Topics in Health ~~Studies~~ Sciences
HLTC30H3 Understanding Cancer: From Cells to Communities
HLTC46H3 Globalization, Gender, and Health
~~HLTC48H3 Special Topics in Health Studies~~
HLTC49H3 Indigenous Health
~~HLTC51H3 Special Topics in Health and Society~~
HLTC81H3 Health Professions and Practice

The following courses may be used as a program requirement if the content is science-focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTC48H3 Special Topics in Health ~~Studies~~ and Society
HLTC51H3 Special Topics in Health and Society

Fourth Year
0.5 credits

9. ~~8.~~ 0.5 credit ~~at the D level in HLT courses~~ from the following:

HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy'
HLTD08H3 ~~Special~~ Advanced Topics in Health Sciences
HLTD09H3 Population Perspectives on Reproductive Health
HLTD13H3 Advanced Topics in Global Health and Human Biology
HLTD18H3 Dental Sciences
HLTD20H3 ~~Special~~ Advanced Topics in ~~Health:~~ Sex, Gender, and the Life Course
HLTD23H3 Indigenous Peoples: Pandemics, Epidemics, and Outbreaks
HLTD25H3 Advanced Topics in Environmental Health
HLTD26H3 Embodiment Across ~~across~~ the Life Course
HLTD27H3 Food Security, Food Sovereignty, and Health
HLTD28H3 Innovations for Global Health
HLTD29H3 ~~Special~~ Advanced Topics in Inequality, Inequity, and Health
HLTD40H3 The Politics of Care, Self-Care, and Mutual Aid
HLTD44H3 Environmental Contaminants, Vulnerability, and Toxicity
HLTD46H3 Violence and Health: Critical Perspectives
HLTD47H3 ~~Special~~ Advanced Topics in ~~Health: Advanced Topics~~ Health and Wellness
HLTD48H3 ~~Special~~ Advanced Topics in ~~Health: Current Issues~~ Global Health
HLTD49H3 Global Health Governance: Thinking Alongside the World's Leaders
HLTD80H3 Critical Health Education
HLTD81H3 Health Professions Education

The following courses may be used as a program requirement if the content is science-focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTD01H3 Directed Readings in Health ~~Studies~~ and Society
HLTD02H3 Health Research Seminar
HLTD04H3 ~~Special~~ Advanced Topics in Health and Society
HLTD05H3 Directed Research on Health Services and Institutions
HLTD12H3 ~~Special~~ Advanced Topics in Health and Society
HLTD21H3 ~~Special~~ Advanced Topics in Health and Society
HLTD22H3 ~~Special~~ Advanced Topics in Health and Society
HLTD71Y3 Directed Research in Health ~~Studies~~ and Society

Admission Requirements:

Grade 12 math is recommended

Enrolment Requirements:

Enrolment in the Program is limited. Admissions will require:

A. completion of 4.0 credits including [BIOA01H3 or BIOA11H3], HLTA02H3, HLTA03H3, HLTA20H3, and STAB23H3, and
B. either (1) a final grade of 67% or higher in both [BIOA01H3 or BIOA11H3] and HLTA20H3, or (2) a final grade of 60% or higher in both [BIOA01H3 or BIOA11H3] and HLTA20H3, and a final grade of 72% or higher in HLTB22H3

Description of Proposed Changes:

1. Admissions requirements- recommending students come in from high school with a grade 12 math completed
2. Enrollment requirements- changing from unlimited to limited enrollment
3. Year One Changes - credit count goes from 1.5 to 2.5 credits
    a. Revamp HLTA02H3 title
    b. Revamp HLTA03H3 title
    c. Add HLTA20H3 to year 1 requirement
    d. Require student take STAB23H3 in year one
    e. Removal of notes in year one
4. Year Two Changes - reduction of credit count from 4.0 to 3.0
    a. Editorial for HLTB11H3, HLTB15H3, HLTB16H3, HLTB31H3, HLTB41H3 and HLTB44H3
    b. Addition of HLTB41H3 to core year two program requirement
    c. Change of first elective bin to reflect core science courses in the areas of physiology, anatomy, and pathophysiology (body systems)
    d. Change of second elective bin to reflect additional courses
    e. Note about when HLTB30H3 and HLTB31H3 can be used
5. Year Three Changes
    a. Remove ANTC67H3 as option
    b. Require students to take HLTC19H3 or HLTC25H3 as a core option requirement
    c. Editorial for HLTC04H3, HLTC16H3, HLTC17H3, HLTC23H3, HLTC28H3, HLTC29H3 and HLTC48H3
    d. Addition of HLTC30H3 (new course- Understanding Cancer: From Cells to Communities) and ANTC47H3 and ANTC48H3 as bin options
    e. Note about when HLTC48H3 and HLTC51H3 can be used
6. Year Four Changes
    a. Outlining which D-level courses students can take (more science focused)
    b. Editorial for HLTD04H3, HLTD12H3, HLTD21H3, HLTD22H3, and HLTD71Y3

Rationale:

1. Change Admissions requirements- now recommending that students from high school come in with one grade 12 math completed
    a. This will indicate to students that there is the expectation of some numerical literacy within the program
2. Enrollment requirements- changing from unlimited to limited enrollment
    a. The request to move to a limited enrollment program puts our BSc in line with programs like Biology and Psychology. It will help to ensure that a higher standard for admission is maintained by the students committed to this particular field of study. It will also ensure that students in the BSc stream receive adequate attention and resources from associated faculty, and that the resources are allocated efficiently as we strive to ensure the BSc students have the necessary supports in place.

3. Year One Changes - credit count goes from 1.5 to 2.5 credits
    a. Revamp HLTA02H3 title
        i. Currently HLTA02H3 and HLTA03H3 share similar titles and identical course descriptions. The purpose of changing the title is to better reflect what is taught in the course and to differentiate what materials are covered in each course
    b. Revamp HLTA03H3 title
        i. Currently HLTA02H3 and HLTA03H3 share similar titles and identical course descriptions. The purpose of changing the title is to better reflect what is taught in the course and to differentiate what materials are covered in each course
    c. Add HLTA20H3 to year 1 requirement
        i. HLTA20H3 (Physiology Through the Life Course: From Birth Through Death) was added to the calendar in the 2022/23. We are asking students to take this course in year one to develop knowledge in physiology. This will benefit students that take HLTB44H3 in year two which in turn will potentially benefit students taking HLTC30H3 (new course- Understanding Cancer: From Cells to Communities)
    d. Require student take STAB23H3 in year one
        i. The course has no pre-requisites so we are asking students to take it in year one to assist with better statistical and numerical scaffolding throughout the program in years two and three. We are also asking that students take STAB23H3 instead of giving them the option between STAB22H3 and STAB23H3. STAB22H3 states in its description that there is minimal emphasis on math and calculation and we would therefore prefer students to take STAB23H3 which doesn't state that.
    e. Removal of notes in year one
        i. Editorial due to changes made above
4. Year Two Changes - reduction of credit count from 4.0 to 3.0
    a. Title changes for HLTB15H3, HLTB16H3, HLTB41H3
        i. Editorial and does not affect course content or learning outcomes
    b. Addition of HLTB41H3 to core year two program requirement
        i. Social Determinants of Health has been determined to be a key course in helping to understand why patterns of health manifest the way they do, and therefore, this course should be core to the program. Currently it is just an option in a bin for students
    c. Change of first elective bin to reflect core science courses in the areas of physiology, anatomy, and pathophysiology
        i. As we are focusing on making this program more science forward, this bin has been altered in order to reflect key science concepts in particular areas we would like to see students develop skills and knowledge in with particular reference to human body and body systems
    d. Change of second elective bin to reflect additional courses
        i. Giving students more options in this bin for completion
    e. Note about when HLTB30H3 and HLTB31H3 can be used
        i. As these are 'special topics' courses, there are times when a topic being introduced does not fall in the sciences. Consequently, there may be times when the course may not count towards the program
5. Year Three Changes
    a. Remove ANTC67H3 as option

i. ANTC67H3 has not been offered to our knowledge in number of years and is structured differently than our HLTC27H3. The pre-requisite structure is also very different. Consequently, we are asking students to focus only on taking HLTC27H3 only

b. Require students to take HLTC19H3 or HLTC25H3 as a core requirement

i. The majority of students currently in the program normally take one or both of these classes towards their current program requirement. However, we would like to formalize this by asking students to take at least one. The concepts taught in these two courses are important for a health-based science program and we would like to ensure students have at least one

c. Title Changes for HLTC04H3, HLTC16H3, HLTC17H3, HLTC23H3, HLTC28H3, HLTC29H3 and HLTC48H3

i. Editorial overall

ii. The course descriptions for HLTC28H3 and HLTC29H3 are science forward, so we are seeking to alter the title to reflect this

d. Addition of HLTC30H3 (new course- Understanding Cancer: From Cells to Communities) and adding ANTC47H3 and ANTC48H3 at the request of ANT as options. The ANT courses are also recommended prep for a new HLT D- level course (HLTD18H3 Dental Sciences) so it would be wise to build this into the program

i. HLTC30H3 is a new course being proposed by recent faculty hire

e. Note about when HLTC48H3 and HLTC51H3 can be used

i. As these are 'special topics' courses, there are times when a topic being introduced does not fall in the sciences. Consequently, there may be times when the course may not count towards the program

6. Year Four Changes

a. Outlining which D-level courses students can take (more science focused)

i. We are outlining which D-level courses we would like our science students to choose, making it clear which courses are more science forward

b. Title Changes for HLTD04H3, HLTD12H3, HLTD21H3, HLTD22H3, and HLTD71Y3. Title changes differentiating C level with "Special Topics" and D level with "Advanced Topics"

Impact:

Structure and Streamlining of Science Program: The changes being proposed aim to introduce a much-needed structure and streamlining in a science program that has historically lacked a robust scientific foundation. Currently, the primary distinction between the Bachelor of Arts (BA) in Health Policy and the Bachelor of Science (BSc) in Population Health Sciences is just 1.0 Full Course Equivalent (FCE). This change will provide several benefits. It will help standardize the curriculum, ensuring that students receive a more comprehensive grounding in population health sciences. This ensures that the program is academically rigorous and consistent, aligning it with industry standards and making it more competitive in the job market. It also allows students to have a clear understanding of the knowledge and skills they are expected to acquire in their health science studies.

Stronger Foundation in Health Sciences: The proposed changes will offer students a more solid foundation in key areas of human and health sciences. This adjustment aligns with the department's strategic focus on allied health and is in harmony with the initiatives of SAMIH. By enhancing students' understanding of core health science concepts, the program will equip them with the essential knowledge and skills needed to excel in the allied health sector, which is experiencing continuous growth and evolution. Furthermore, the recommendation for enhanced numerical literacy will better prepare students for advanced studies, including graduate and professional programs in health and health research. These skills in statistical concepts and research methodology are vital for success in these programs, ensuring that students are well-equipped to contribute meaningfully to research and healthcare initiatives upon graduation.

The changes to the program that are editorial provide clarity and conciseness to the courses which reflect in the overall program.

Consultations:

DCC- October 17, 2023 and February 13, 2024
Admissions and RO regarding limited enrollment proposal: March 7, 2024 then suggestions approved by DCC on March 19, 2024

Proposal Status:

Under Review

Version Start Session:

Fall 2024

SCMAJ2085J: MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES – HEALTH POLICY (ARTS)

Completion Requirements:

Previous:

~~**Program Requirements**~~
~~Students must complete the program requirements as described in the Major Program in Health Studies - Health Policy.~~

~~Note: the Major/Major (Co-op) Program in Health Studies - Population Health (B.Sc.) and Major/Major (Co-op) Program in Health Studies - Health Policy (B.A.) cannot be combined.~~

~~**Co-op Work Term Requirements**~~
~~Students must satisfactorily complete two Co-op work terms, each of four months duration. To be eligible for their first work term, students must be enrolled in the Major (Co-op) Program in Health Studies - Health Policy and have completed at least 9.0 credits, including all of the courses identified in components 1, 2, 3, and 4 of the program requirements.~~
~~In addition to their academic program requirements, Co-op students complete up to four Co-op specific courses. These courses are designed to prepare students for their job search and work term experience, and to maximize the benefits of their Co-op work terms. They cover a variety of topics intended to assist students in developing the skills and tools required to secure work terms that are appropriate to their program of study, and to perform professionally in the workplace. These courses must be completed in sequence, and are taken in addition to a full course load. They are recorded on transcripts as credit/no credit (CR/NCR) and are considered to be additive credit to the 20.0 required degree credits. No additional course~~

~~fee is assessed as registration is included in the Co-op Program fee.~~

~~*Co-op Preparation Course Requirements:*~~

~~1. COPB50H3/(COPD01H3) – Foundations for Success in Arts & Science Co-op~~
~~- Students entering Co-op from outside of UTSC (high school or other postsecondary) will complete this course in Fall or Winter of their first year at UTSC. Enrolment in each section is based on admission category: Typically, students in Computer Science, Mathematics and Statistics enroll in the Fall semester while all other Arts & Science Co-op admission categories enroll in the Winter semester however this may vary year to year.~~
~~- Current UTSC students entering Co-op in April/May will complete this course in the Summer semester.~~
~~- Current UTSC students entering Co-op in July/August will complete this course in the Fall semester.~~

~~2. COPB51H3/(COPD03H3) – Preparing to Compete for your Co-op Work Term~~
~~- This course will be completed eight months in advance of the first scheduled work term.~~

~~3. COPB52H3/(COPD11H3) – Managing your Work Term Search & Transition to Work~~
~~- This course will be completed four months in advance of the first work scheduled work term.~~

~~4. COPC98H3/(COPD12H3) – Integrating Your Work Term Experience Part I~~
~~- This course will be completed four months in advance of the second scheduled work term.~~

~~5. COPC99H3/(COPD13H3) – Integrating Your Work Term Experience Part II~~
~~- This course will be completed four months in advance of the third scheduled work term (for programs that require the completion of 3 work terms and/or four months in advance of any additional work terms that have been approved by the Arts and Science Co-op Office.~~

~~Students must be available for work terms in each of the Fall, Winter and Summer semesters and must complete at least one of their required work terms in either a Fall or Winter semester. This, in turn, requires that students take courses during at least one Summer semester.~~

~~For information on fees, status in Co-op programs, and certification of completion of Co-op programs, see the 6B.5 Co-operative Programs section or the Arts and Science Co-op section in the UTSC *Calendar*~~

New:

Academic Program Requirements
Students must complete the program requirements as described in the Major Program in Health Studies - Health Policy.

Note: the Major/Major (Co-op) Program in Health Studies - Population Health (B.Sc.) and Major/Major (Co-op) Program in Health Studies - Health Policy (B.A.) cannot be combined.

Co-op Program Requirements
Students must satisfactorily complete three Co-op work terms, each of four-months duration, or a 4-month and an 8-month work term, or one 12-month work term.

Students must be available for work terms in each of the Fall, Winter and Summer semesters and must complete at least one of their required work terms in either a Fall or Winter semester. This, in turn, requires that students take courses during at least one Summer semester.

To be eligible for their first work term, students must be enrolled in the Major (Co-op) Program in Health Studies - Health Policy and have completed at least 7.0 credits.

Co-op Course Requirements
In addition to their academic program requirements, Co-op students complete the following Co-op specific courses as part of their degree:

• Co-op Preparation courses: COPB50H3 and COPB51H3 (completed in first year)
• Work Term Search courses: COPB52H3 (semester prior to first work term), COPC98H3 (semester prior to second work term), and COPC99H3 (semester prior to third work term)
• Co-op Work Term courses: COPC13 (each semester a student is on work term)

These courses are designed to prepare students for their job search and work term experience, and to maximize the benefits of their Co-op work terms. They must be completed in sequence, and fall into three categories: Co-op Preparation courses (COPB50H3 & COPB51H3) are completed in first year, and cover a variety of topics intended to assist students in developing the skills and tools required to secure a work term; Work Term Search Courses (COPB52H3, COPC98H3, & COPC99H3) are completed in the semester prior to each work term, and support students while competing for work terms that are appropriate to their program of study, as well as preparing students for the transition into and how to succeed the workplace; Co-op Work Term courses (COPC13) are completed during each semester that a student is on work term, and support students' success while on work term, as well as connecting their academics and the workplace experience.

Co-op courses are taken in addition to a full course load. They are recorded on transcripts as credit/no credit (CR/NCR) and are considered to be additive credit to the 20.0 required degree credits. No additional course fee is assessed as registration is included in the Co-op Program fee.

For information on fees, status in Co-op programs, and certification of completion of Co-op programs, see the Arts and Science Co-op section in the UTSC Calendar.

Description:

~~For more information, please contact:~~ Program Supervisor of Study: E. Caron-Beaudoin and R. Antabe
Academic Program Advisor: dhsadvisor.utsc@utoronto.ca
Co-op Program Coordinator: coopsuccess.utsc@utoronto.ca

The Major (Co-op) Program in Health Studies - Health Policy is a Work Integrated Learning (WIL) program that combines academic studies with paid work terms in the public, private, and/or non-profit sectors. The program provides students with the opportunity to develop the academic and professional skills required to pursue employment in these areas, or to continue on to graduate training in an academic field related to Health Policy upon graduation.

In addition to their academic course requirements, students must successfully complete the additive Arts & Science Co-op Work Term Preparation courses and a minimum of ~~two~~ three Co-op work terms.

Description of Proposed Changes:

1. Renamed Program Requirements to Academic Program Requirements
2. Enhanced and updated the Co-op Program and Course Requirements.
3. Removed references to specific calendar sections in advance of the Academic Calendar revamp.
4. In the description, updated wording in the contact information and increased the minimum Co-op work terms from two to three.

Rationale:

1. Enrollment Requirements Adjustment:
   - Enrollment requirements are adjusted at the request of co-op to ensure consistency across all programs, aligning co-op programs with standardized work term expectations.
   - Previous requirements specified two four-month Co-op work terms, while the updated requirements mandate satisfactory completion of three Co-op work terms—each lasting four months—or a combination of 4-month, 8-month, or 12-month work terms. The updates provide a more detailed and clearer framework.
   - Eligibility for the first work term in the Major (Co-op) Program in Health Studies - Health Policy is now contingent on students being enrolled in the program and having completed a minimum of 7.0 credits, as opposed to the former requirement of 9.0 credits.
2. Enhanced Co-op Course Structure:
   - Co-op course requirements are revamped to better prepare students for job searches, work term experiences, and the integration of academics with workplace practices.
   - The new structure categorizes Co-op courses into Co-op Preparation, Work Term Search, and Co-op Work Term courses, emphasizing that these courses are taken in addition to a full course load, recorded on transcripts as credit/no credit (CR/NCR), and considered additive credits beyond the 20.0 credits required for the degree.
   - Importantly, it is noted that students are not charged an extra fee for Co-op courses, as the registration cost is already included in the overall fee for the Co-op Program.
3. Contact Information Update:
   - The contact information is noted as outdated, requiring an update for accuracy and relevance.

Impact:

The changes being proposed in this program are in sync and align with those being proposed for the BSc in Population Health - Health Sciences. The changes being proposed aim to introduce a much-needed structure and streamlining in this policy based program This change will provide several benefits. It will help standardize the curriculum, ensuring that students receive a more comprehensive grounding in health policy. This ensures that the program is academically rigorous and consistent, aligning it with industry standards and making it more competitive in the job market. It also allows students to have a clear understanding of the knowledge and skills they are expected to acquire in their health policy and promotion studies.

Consultations:

DCC- October 17, 2023

Resource Implications:

None

Proposal Status:

Under Review

Version Start Session:

Fall 2024

SCMAJ2085K: MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES - POPULATION HEALTH (SCIENCE)

Completion Requirements:

Previous:

~~**Program Requirements**~~

~~Students must complete the program requirements as described in the Major Program in Health Studies - Population Health.~~

~~Note: the Major/Major (Co-op) Program in Health Studies - Population Health (B.Sc.) and Major/Major (Co-op) Program in Health Studies - Health Policy (B.A.) cannot be combined.~~

~~Co-op Work Term Requirements~~
~~Students must satisfactorily complete two 4-month Co-op work terms or one 8-month work term. To be eligible for their first work term, students must be enrolled in the Major (Co-op) Program in Health Studies - Population Health and have completed at least 9.0 credits, including all of the courses from components 1, 2, 3, 4, and 5 of the program requirements.~~

~~In addition to their academic program requirements, Co-op students complete up to four Co-op specific courses. These courses are designed to prepare students for their job search and work term experience, and to maximize the benefits of their Co-op work terms. They cover a variety of topics intended to assist students in developing the skills and tools required to secure work terms that are appropriate to their program of study, and to perform professionally in the workplace. These courses must be completed in sequence, and are taken in addition to a full course load. They are recorded on transcripts as~~

~~credit/no credit (CR/NCR) and are considered to be additive credit to the 20.0 required degree credits. No additional course fee is assessed as registration is included in the Co-op Program fee.~~

~~Co-op Preparation Course Requirements:~~

~~1. COPB50H3/(COPD01H3) – Foundations for Success in Arts & Science Co-op~~
~~- Students entering Co-op from outside of UTSC (high school or other postsecondary) will complete this course in Fall, Winter or Summer of their first year at UTSC.~~
~~- Current UTSC students entering Co-op in April/May will complete this course in the Summer semester.~~
~~- Current UTSC students entering Co-op in July/August will complete this course in the winter semester.~~

~~2. COPB51H3/(COPD03H3) – Preparing to Compete for your Co-op Work Term~~

~~3. COPB52H3/(COPD11H3) – Managing your Work Term Search & Transition to Work~~
~~- This course will be completed four months in advance of the first work scheduled work term.~~

~~4. COPC98H3/(COPD12H3) – Integrating Your Work Term Experience Part I~~
~~- This course will be completed four months in advance of the second scheduled work term.~~

~~5. COPC99H3/(COPD13H3) – Integrating Your Work Term Experience Part II~~
~~- This course will be completed four months in advance of the third scheduled work term (for programs that require the completion of 3 work terms and/or four months in advance of any additional work terms that have been approved by the Arts and Science Co-op Office.~~

~~Students must be available for work terms in each of the Fall, Winter and Summer semesters and must complete at least one of their required work terms in either a Fall or Winter semester. This, in turn, requires that students take courses during at least one Summer semester.~~

~~For information on fees, status in Co-op programs, and certification of completion of Co-op programs, see the 6B.5 Co-operative Programs section or the Arts and Science Co-op section in the UTSC Calendar.~~

New:

Academic Program Requirements
Students must complete the program requirements as described in the Major Program in Health Studies - Population Health.

Note: the Major/Major (Co-op) Program in Health Studies - Population Health (B.Sc.) and Major/Major (Co-op) Program in Health Studies - Health Policy (B.A.) cannot be combined.

Co-op Program Requirements
Students must satisfactorily complete Co-op work term(s) as follows: three 4-month work terms, one 4-month work term and one 8-month work term, or one 12-month work term. To be eligible for their first work term, students must be enrolled in the Major (Co-op) Program in Health Studies- Population Health and have completed at least 7.0 credits, achieve a cumulative GPA of 2.5 or higher, and complete COPB50H3 and COPB51H3.

Students must be available for work terms in each of the Fall, Winter, and Summer semesters and must complete at least one of their required work terms in either a Fall or Winter semester. This requires that students take courses during at least one Summer semester.

Co-op Course Requirements
In addition to their academic program requirements, Co-op students complete the following Co-op specific courses as part of their degree:

• Co-op Preparation courses: COPB50H3 and COPB51H3 (completed in first year)
• Work Term Search courses: COPB52H3 (semester prior to first work term), COPC98H3 (semester prior to second work term), and COPC99H3 (semester prior to third work term)
• Co-op Work Term courses: COPC13 (each semester a student is on work term)

These courses are designed to prepare students for their job search and work term experience, and to maximize the benefits of their Co-op work terms. They must be completed in sequence, and fall into three categories: Co-op Preparation courses (COPB50H3 & COPB51H3) are completed in first year, and cover a variety of topics intended to assist students in developing the skills and tools required to secure a work term; Work Term Search Courses (COPB52H3, COPC98H3, & COPC99H3) are completed in the semester prior to each work term, and support students while competing for work terms that are appropriate to their program of study, as well as preparing students for the transition into and how to succeed the workplace; Co-op Work Term courses (COPC13) are completed during each semester that a student is on work term, and support students' success while on work term, as well as connecting their academics and the workplace experience.

Co-op courses are taken in addition to a full course load. They are recorded on transcripts as credit/no credit (CR/NCR) and are considered to be additive credit to the 20.0 required degree credits. No additional course fee is assessed as registration is included in the Co-op Program fee.

For information on fees, status in Co-op programs, and certification of completion of Co-op programs, see the Arts and Science Co-op section in the UTSC Calendar.

Enrolment Requirements:

Enrolment Requirements:
The minimum qualifications for entry are ~~4.0 credits, including HLTA02H3 and HLTA03H3, plus a cumulative GPA of at least 2.5~~ as follows:
A. completion of 4.0 credits, including ~~HLTA02H3 and HLTA03H3, plus~~ [BIOA01H3 or BIOA11H3], HLTA02H3, HLTA03H3, HLTA20H3, and STAB23H3, and

B. either (1) a final grade of 67% or higher in both [BIOA01H3 or BIOA11H3] and HLTA20H3, or (2) a final grade of 60% or higher in both [BIOA01H3 or BIOA11H3] and HLTA20H3, and a final grade of 72% or higher in HLTB22H3
Students must also have a cumulative GPA of at least 2.5.

Current Co-op Students:
Students admitted to a Co-op Degree POSt in their first year of study must request a Co-op Subject POSt on ACORN upon completion of 4.0 credits and must meet the minimum qualifications for entry as noted above.

Prospective Co-op Students:
Prospective Co-op students (i.e., those not yet admitted to a Co-op Degree POSt) must submit a program request on ACORN, and meet the minimum qualifications noted above. Deadlines follow the Limited Enrolment Program Application Deadlines set by the Office of the Registrar each year. Failure to submit the program request on ACORN will result in that student's application not being considered.

Description:

Program Supervisor of Study: E. Caron-Beaudoin and R. Antabe
Academic Program Advisor: dhsadvisor.utsc@utoronto.ca
~~Co-op Contact~~ Co-op Program Coordinator: coopsuccess.utsc@utoronto.ca

The Major (Co-op) Program in Health Studies - Population Health is a Work Integrated Learning (WIL) program that combines academic studies with paid work terms in the public, private, and/or non-profit sectors. The program provides students with the opportunity to develop the academic and professional skills required to pursue employment in these areas, or to continue on to graduate training in an academic field related to Population Health upon graduation.

In addition to their academic course requirements, students must successfully complete the additive Arts & Science Co-op Work Term Preparation courses and ~~Course requirements~~ a minimum of three Co-op work terms.

Description of Proposed Changes:

1. Admissions requirements- recommending students come in from high school with a grade 12 math completed
2. Enrollment requirements- changing from unlimited to limited enrollment
3. Enhanced and updated the Co-op Program and Course Requirements.
4. Removed references to specific calendar sections in advance of the Academic Calendar revamp.
5. In the description, updated wording in the contact information and increased the minimum Co-op work terms from two to three.

Rationale:

1. Enrollment Requirements Adjustment:
   a. Enrollment requirements are adjusted at the request of co-op to ensure consistency across all programs, aligning co-op programs with standardized work term expectations.
   b. Previous requirements specified two four-month Co-op work terms, while the updated requirements mandate satisfactory completion of three Co-op work terms—each lasting four months—or a combination of 4-month, 8-month, or 12-month work terms. The updates provide a more detailed and clearer framework.
   c. Eligibility for the first work term in the Major (Co-op) Program in Health Studies - Health Policy is now contingent on students being enrolled in the program and having completed a minimum of 7.0 credits, as opposed to the former requirement of 9.0 credits.
   d. Enhanced Co-op Course Structure:
   e. Co-op course requirements are revamped to better prepare students for job searches, work term experiences, and the integration of academics with workplace practices.
   f. The new structure categorizes Co-op courses into Co-op Preparation, Work Term Search, and Co-op Work Term courses, emphasizing that these courses are taken in addition to a full course load, recorded on transcripts as credit/no credit (CR/NCR), and considered additive credits beyond the 20.0 credits required for the degree.
   g. Importantly, it is noted that students are not charged an extra fee for Co-op courses, as the registration cost is already included in the overall fee for the Co-op Program.
3. Contact Information Update:
   a. The contact information is noted as outdated, requiring an update for accuracy and relevance.

Impact:
The changes being proposed in this program are in sync and align with those being proposed for the BA in Health Policy. The changes being proposed aim to introduce a much-needed structure and streamlining in this science based program This change will provide several benefits. It will help standardize the curriculum, ensuring that students receive a more comprehensive grounding in health policy. This ensures that the program is academically rigorous and consistent, aligning it with industry standards and making it more competitive in the job market. It also allows students to have a clear understanding of the knowledge and skills they are expected to acquire in their health policy and promotion studies.

Consultations:
DCC- October 17, 2023

Resource Implications:
None

Proposal Status:
Under Review

Version Start Session:
Fall 2024

SCMIN2088: MINOR PROGRAM IN HEALTH HUMANITIES (ARTS)

Completion Requirements:

Program Requirements
This program requires the completion of 4.0 credits, as follows:

1. 1.5 credit in Core Concepts in Health Humanities

HLTB50H3 Introduction to Health Humanities
HLTC55H3 Methods in Arts-Based Research
PHLB09H3 Biomedical Ethics

2. 0.5 credit in Critical Writing to be chosen from:
ENGA02H3 Critical Writing about Literature
ENGB02H3 Effective Writing in the Sciences

3. At least 0.5 credit at the C-level to be chosen from the following*:
ANTC24H3 Culture, Mental Illness, and Psychiatry
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective
HLTC20H3 Global Disability Studies
HLTC50H3 The Human-Animal Interface
HLTC52H3 Special Topics in Health Humanities
HLTC53H3 Creative Research Practices in Aging
HLTC56H3 Drawing Illness
HLTC60H3 Disability History
MUZC02H3/(VPMC02H3) Music, Health and Wellness
WSTC12H3 Writing the Self: Global Women's Autobiographies
WSTC40H3 Gender and Disability

4. 0.5 credit at the D-level to be chosen from the following*:
ANTD01H3 The Body in Culture and Society
ANTD10H3 The Anthropology of 'Life' Itself
ENGD12H3 Topics in Life Writing
HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy'
HLTD50H3 ~~Special~~ Advanced Topics in Health Humanities
HLTD51H3 Aging and the Arts
HLTD52H3 ~~Special Topics in Health:~~ Health Histories
HLTD53H3 ~~Special~~ Advanced Topics in Health Humanities
HLTD54H3 Toronto's Stories of Health and Illness
HLTD56H3 Health Humanities Workshop: Documentary & Memoir
HLTD80H3 Critical Health Education

5. 1.0 credits to be chosen from the following*:
ANTC24H3 Culture, Mental Illness, and Psychiatry (if not used to complete Requirement 3)
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective (if not used to complete Requirement 3)
ANTD01H3 The Body in Culture and Society (if not used to complete Requirement 3)
ANTD10H3 The Anthropology of 'Life' Itself (if not used to complete Requirement 3)
CTLB03H3 Introduction to Service Learning
ENGA02H3 Critical Writing about Literature (if not used to complete Requirement 2)
ENGB02H3 Effective Writing in the Sciences (if not used to complete Requirement 2)
ENGB12H3 Life Writing
ENGB52H3 Literature and Science
ENGB74H3 The Body in Literature and Film
~~ENGC44H3 Self and Other in Literature and Film~~
ENGD12H3 Topics in Life Writing (if not used to complete Requirement 4)
FLMC44H3 Self and Other in Literature and Film
HLTB30H3 Current Issues in Health ~~and Society~~
HLTB42H3 Perspectives of Culture, Illness, and Healing
HLTB60H3 Introduction to Interdisciplinary Disability Studies
HLTC04H3 ~~Fieldwork Practices in Health and Society Research~~ Qualitative Research in Action
HLTC20H3 Global Disability Studies (if not used to complete Requirement 3)
HLTC47H3 Institutional Ethnography~~: Investigating Health and Social Problems in the Everyday~~ in Action
HLTC50H3 The Human-Animal Interface (if not used to complete Requirement 3)
HLTC52H3 Special Topics in Health Humanities (if not used to complete Requirement 3)
HLTC53H3 Creative Research Practices in Aging (if not used to complete Requirement 3)
HLTC56H3 Drawing Illness (if not used to complete Requirement 3)
HLTC60H3 Disability History (if not used to complete Requirement 3)
HLTD01H3 Directed Readings in Health ~~Studies~~ and Society**
HLTD06H3 ~~Auto-Ethnographic of Migration, Health and the State~~ Migration, Medicine, and the Law
HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy' (if not used to complete Requirement 4)
HLTD50H3 ~~Special~~ Advanced Topics in Health Humanities (if not used to complete Requirement 4)
HLTD51H3 Aging and the Arts (if not used to complete Requirement 4)
HLTD52H3 ~~Special Topics in Health:~~ Health Histories (if not used to complete Requirement 4)
HLTD53H3 ~~Special~~ Advanced Topics in Health Humanities (if not used to complete Requirement 4)
HLTD54H3 Toronto's Stories of Health and Illness (if not used to complete Requirement 4)
HLTD56H3 Health Humanities Workshop: Documentary & Memoir (if not used to complete Requirement 4)
HLTD71Y3 Directed Research in Health ~~Studies~~ and Society****
HLTD80H3 Critical Health Education (if not used to complete Requirement 4)
MUZC02H3/(VPMC02H3) Music, Health and Wellness
WSTC12H3 Writing the Self: Global Women's Autobiographies (if not used to complete Requirement 3)
WSTC40H3 Gender and Disability (if not used to complete Requirement 3)

Notes:
1. The courses listed in requirements 3, 4, and 5 (designated with a *) engage methods, content, and/or issues relevant to arts and humanities-based approaches to health. They provide students with the opportunity to explore more specialized topics related to Health Humanities based on their academic interests and professional aspirations.
2. 0.5 credit can be earned by taking for-credit fine arts classes (e.g., music performance, visual arts, creative writing, etc).

3. Permission to count CLTB03H3 (**), HLTB30H3 (**), HLTD01H3, (**) or HLTD71Y3 (**) towards the Minor in Health Humanities must be received from the Program Supervisor. Permission will be granted only in cases where the student's work demonstrably engages Health Humanities-related content and/or research methods.

Description of Proposed Changes:

- Addition of new courses to Bin 3 and 5 (HLTC53H3) and editing of some titles in the bins (proposals submitted for those title changes with rationales provided in the respective proposals)
- Addition of three existing HLT courses to bin 5 to allow students use of additional courses to fulfill program requirements.
- ENGC44 renumbered to FLMC44.
- Course title updates to HLTC04H3, HLTC47H3, HLTC53H3, HLTD01H3 HLTD06H3, HLTD50H3, HLTD52H3, HLTD53H3, HLTD71H3.

Rationale:

- Allowing students additional courses that can be used to fulfill the requirements of Bin 3 and 5 of the program.
- English has renumbered Self and Other in Literature and Film to a new FLM code
- Title changes mostly differentiating C level with "Special Topics" and D level with "Advanced Topics"

Impact:

None

Consultations:

DCC: October 17, 2023

Resource Implications:

NA

Proposal Status:

Under Review

Version Start Session:

Fall 2024

7 New Courses

HLTB24H3: Aging with Agility

Description:

This course uses a life-course perspective, considering diversity among mature adults and accounting for the influence of cultural and economic inequity on access to resources, to examine what it means to sustain an age-friendly community. Sample topics covered include: environmental gerontology, global aging, demographies of aging, aging in place, and sustainable aging.

Prerequisites:

HLTA03H3

Methods of Assessment:

1. Reflection – students will find a current news article and describe how it relates to ideas presented in lectures 1-5 of the course (learning outcomes 1-3)- 10%
2. Discussion – students will continually share ideas regarding how course learnings can be applied in allied health professions and policy applications (learning outcome 5)- 10%
3. Create a poster (or similar one-page visual e-portfolio) that presents a draft version of your term paper using words and images - students will focus on a subtopic from ideas presented in lectures 5-12 of the course (learning outcomes 4-5)
   or
   Policy Memo: Students will write a term paper that demonstrates understanding of key course concepts primarily from ideas presented in lectures 5-12 of the course (learning outcomes 4-5)- 20%
4. Midterm- ((learning outcomes 1-3)- 25%
5. Final exam- (learning outcomes 1-3) - 35%

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

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

1. Describe foundational theory and current empirical work in the field of gerontology and age-friendly environments.
2. Describe and critique the challenges of the Global Network for Age-Friendly Cities and Communities
3. Contrast elements of age-friendly communities, accounting for differing economic, cultural, and political contexts, in different regions of the world.
4. Compile and evaluate information on a subtopic within environmental gerontology, considering diversity among mature adults, and the inherent difficulties associated with generalizing based on chronological age.
5. Articulate and reflect on ways that course learnings can be applied in allied health professions and policy applications.

Topics Covered:

1. Environmental Gerontology
2. Fundamentals of Age-Friendly Communities
3. Diversity in Aging
4. Demographies of Aging
5. Aging in place
6. Sustainable Aging
7. Community-based integrated care
8. Aging and Physical Infrastructure

9. Global Aging: contrasting case studies
10. Aging and the Allied Health Professions
11. Economics of Aging
12. Age-friendly Communities in Policy and Practice

Rationale:

There are no courses in this particular area of study that this course is being proposed in. This course however, will complement a few courses that touch on the area of gerontology and aging currently housed in DHS (HLTC22H3 Health, Aging, and the Life Cycle and HLTD26H3 Embodiment Across the Life Course, for instance). This course will be a core requirement for the new Minor in Aging and Society also being proposed this curriculum cycle, and dovetails nicely with SAMIH initiatives.

A course on Aging with Agility that focuses on the concepts listed above in the 'topics covered' section would provide students with a holistic understanding of aging, encompassing various aspects such as environmental gerontology, age-friendly communities, diversity in aging, and demographics of aging. This comprehensive knowledge would contribute to a well-rounded understanding of gerontology.

The interdisciplinary nature of the course (and program it will be a core requirement for the newly proposed Minor in Aging and Society will equip students with valuable knowledge and skillsets as it relates to the field of gerontology, particularly since many of the concepts proposed are relevant to issues currently faced in society (aging populations, sustainability, healthcare, etc.). This ensures that students are gaining the knowledge base required to tackle these real-world issues.

The course has been designed with an eye to opening students up to diverse career opportunities in the field, particularly when taken strategically with other courses in DHS. These include policy development and healthcare to urban planning and the allied health professions. Courses that come to mind are HLTC17H3 (Rehabilitation Sciences), HLTC42H3 (Emerging Health Issues and Policy Needs), HLTC43H3 (Politics of Canadian Health Policy), HLTC44H3 (Comparative Health Policy Systems), HLTC81H3 (Health Professions and Practice), HLTD07H3 (Advanced Rehabilitation Sciences).

We see this course as a foundation for inspiring students to engage in research and innovative thoughts in gerontology, encouraging them to explore diverse topics and potential areas for improvement in the lives of older adults. Furthermore, the topics of 'Aging and the Allied Health Professions' and 'Community-based Integrated Care' would emphasize the importance of healthcare integration and interprofessional collaboration in geriatric care, preparing students for careers in healthcare.

This course would also touch on analytic skills that students would use to assess the implications of an aging population and contribute to policy development.

A course that encompasses these diverse concepts would provide students with a comprehensive and practical start in gerontology and aging related studies. Most importantly, it would begin to empower students in addressing the complex challenges and opportunities associated with aging populations, making them better prepared for careers and research in the field.

HLTB24H3: Aging with Agility will focus on helping students gain insights and practical skills that will contribute to SAMIH through richer understandings of the health care demands of mature adults. In addition, the proposed course will contribute to understandings of what constitutes age-friendly communities and how sophisticated health care professionals can better understand the needs of a diverse aging population.

Consultation:

DCC: October 17, 2023
Course Code approval by the RO: October 4, 2023

Resources:

90 TA hours are requested from outside the Department's budget
February 28, 2024 - OVPD commits to provide 90 TA hours understanding that the Department's overall FCE enrolment will increase in 2024-25 and that the departmental TA budget does not have sufficient funds to cover it

Overlap with Existing Courses:

None

Programs of Study for Which This Course Might be Suitable:

New proposed Minor in Aging and Society
Major in Health Studies - Health Policy (Arts)
Major in Health Studies - Population Health (Sciences)

Estimated Enrolment:

60

Instructor:

Professor Michelle Silver, Associate Professor and Chair, DHS

Proposal Status:

Under Review

HLTB27H3: Applied Statistics for Public Health

Description:

This is a survey course in population health numeracy. This course will build upon foundational statistical knowledge and offers students the opportunity to both understand and apply a range of statistical techniques to public health research. Topics include hypothesis testing, sensitivity/specificity, regression (e.g., logistic regression), diagnostics and model sitting, time-to-event analysis, basic probability theory including discrete and continuous random variables, sampling, and conditional probability and their use and application in public health.

Prerequisites:

HLTA03H3 and STAB23H3] or [HLTA02H3 and STAB23H3 and enrollment in the Paramedicine Specialist Program]

Recommended Preparation:

HLTB15H3 and introductory programming

Delivery Method:

In Person

Methods of Assessment:

Homework and term assignments- 40% (LO 1 -6):
Students will engage with tutorial worksheets that will help to reinforce concepts on toy datasets that were taught in class that week (10%)
Students will engage with two homework assignments that will consist of a data analysis and write up using either real or simulated datasets provided by the instructor. This will involve a small amount of background research to be conducted, which students will be equipped to engage because a class period will be dedicated to a UTSC Librarian visit/consult). These assignments will assess how well the students can apply what they learned in class as well as connect it to a larger narrative by interpreting their results and contextualizing it wider literature (30%, 2 x 15%)

Midterm- 25% (LO 1 -6)

Final examination- 35% (LO 1 -5)

Both the Midterm and the Final will require students to engage content and skills that have been introduced and reinforced through lecture and tutorials. These exams will have a special focus on providing clear and accurate interpretations of results.

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

At the end of this course, student should be able to:
1. Understand fundamental probability theory concepts frequently used in public health (e.g., discrete and continuous probability distributions, sampling, conditional probability).
2. Estimate and interpret estimates of commonly encountered statistical quantities in public health, and medicine (e.g., proportions, rates, survival curves, hazard ratios, odds ratios).
3. Understand how to quantify and interpret uncertainty in the aforementioned estimation procedures (e.g. interpretation of confidence intervals, p-values, etc.).
4. Perform and interpret statistical tests commonly encountered in public health settings (e.g., ANOVA, t-tests, binomial proportions test)
5. Understand and interpret statistical findings from scientific public health papers (e.g., explain which quantities were estimated, by which method, discuss inferences/conclusions one can and cannot make from the findings).
6. Acquire basic statistical software skills (e.g., the R statistical programming language) to perform aforementioned statistical procedures on a computer with instructor provided datasets.

Course Experience:

University-Based Experience

Topics Covered:

The proposed course is divided into sections that introduce applied statistics for public health sciences and the statistical software R.

Section 1: Overview & Introduction to Applied Statistics in Public Health Sciences
Differentiating between statistics, biostatistics, and epidemiology; an introduction to *R* and statistical computing in public health science.

Section 2: Applied Statistics in Public Health, Part I
Sensitivity and specificity; regression; time to event analysis

Section 3: Applied Statistics in Public Health, Part II
Estimation of disease incidence and prevalence; odds ratio and relative risk; basic probability (including discrete and continuous probability distributions, sampling, and conditional probability)

Note: During weekly tutorials, students will apply what is learned in weekly lectures to public health case studies and data sets using the statistical and computer graphing software *R*.

Rationale:

The Department of Health and Society seeks to strengthen the numerical literacy of its students by proposing its own course that focuses on statistical methods encountered in the areas of medicine, biology, and public health, and how they are applied, used, and interpreted. The material will be taught at a rudimentary, introductory level. It will build on concepts taught in introductory statistics which will then be reinforced with specific examples found in the field of public health and other content-related fields.

This course will build on some materials introduced in STAB23H3 and then develop and focus on additional, necessary concepts relating to statistics in the context of public health. The current statistics pre-requisites listed for the course (STAB23H3) cover important topics such as hypothesis testing, but they do not do so in the context of public health studies specifically. This means that students often enter courses such as HLTC27H3 with an inadequate understanding of the application and interpretation of these concepts. Since epidemiology is an important component of any degree in the public health sphere, it is therefore very important that students have a firm understanding of the subject matter as they emerge from their degree and program.

While we seek to also use this course as a means of strengthening the science component of our Population Health Sciences (BSc) program, this course will also be taken by students in our Health Policy (BA) program as the concepts covered are equally important for those looking to work in the area of Health Policy and Promotion.

This course will not replace an existing course, but has been designed as a solution to bridge the knowledge deficit currently encountered between (STAB22H3 or STAB23H3) and HLTC27H3. The topics covered in this course, such as hypothesis testing, uncertainty, probability, basic regression, basic coding in R, interpretation of biostatistical findings in the context of public health, study design issues that affect analyses like sampling and clustering, will be discussed in the context of public health studies again, at a very introductory level. These topics set up the basic analytical concepts needed to further critique and apply these topics in HLTC27H3.

In consultation with CMS in 2022 regarding this course, we were advised that there is a suite of courses in STA that already covered the topics up for discussion in this particular course. CMS outlined for us the following

• Hypothesis testing: variously throughout starting in STAB22
• Sensitivity/specificity: type I and type II errors, power: STAC32
• Regression: STAB27 and STAC32
• Time-to-event analysis: survival analysis in STAD29
• Estimation of disease incidence and prevalence: see below
• Odds ratios and relative risk: STAD29
• Probability distributions: STAB22
• Conditional probability: STAB22
• Sampling: STAC53 (the coverage in STAB22 may be sufficient)

The learning outcomes are also covered in that program, as follows:

• STAB22 (and STAC53 for more about sampling)
• STAB22 and STAD29 (survival curves and on)
• STAB22 and again in STAC32
• STAB22 by hand, STAC32 in R, with the latter emphasizing the interpretation.
• this, along with "estimation of disease incidence and prevalence", belongs in a research methods course such as one of the Special Topics courses. This is the only health-specific subject matter in the proposed course.
• STAC32 has this as a principal focus, using R.

As is evidenced in the above, for a student to obtain all of the learning outcomes we hope for them to have in our one course (again, at the introductory level), students would need to take up to five STA courses ranging from the B to D level (STAB22H3, STAB27H3, STAC32H3, STAC53H3, and STAD29H3). This is not realistic for a student majoring in Health Policy or Population Health Sciences.

The idea behind proposing this course is to concentrate the learning outcomes into one course to meet the needs of our unit and better prepare our students for HLTC27H3 and beyond. The concepts we have identified in our proposal are the ones previous instructors of HLTC27H3 have recognized the students being deficient in at the time of HLTC27H3 enrollment.

CMS also suggested that a minor program in applied statistics would benefit our students, and while this may be an excellent complement to our students' program, it is not a realistic solution to the issue for all.

Furthermore, a course like this will help support medical and health-based initiatives and education at the university by providing students with the skills needed to undertake research design and analysis, epidemiological studies, experimental designs and clinical trials, quantitative literacy in a healthcare setting, and will support interdisciplinary collaboration amongst students, faculty, and clinicians.

Consultation:

DCC: October 17, 2023
Course code approval by RO: Sept 9, 2022- this course proposal has been a 1 year + work in progress
Consultations with CMS faculty- Prof. Ken Butler and Prof. Mike Molloy: September 2022
Consultation with Biological Sciences: September 2022
Consultations with the OVPD Office – April 12th and 15th, 2024

Resources:

The following breakdown of TA hours are required for this course.

- Fall 2024 – 2 sections (115 hours per section)
- Winter 2025 - – 2 sections (115 hours per section)
- Summer 2025 – 1 section (115 hours)

Total hours: 575 hours

Notes:

- First iteration of the course will be capped at 240 students. We are anticipating 8 tutorials at 30 students each. The departmental ratio for a course like this when calculating TA support would be (approximately) [students enrolled x 2 hours] for courses with tutorial.
- One TA will be assigned to two tutorials. They will receive 60 hours for tutorial 1 and 55 for tutorial 2 (a reduction of 5 hours from the second tutorial due to them not having to prep twice).

February 28, 2024 - OVPD commits to provide the necessary TA hours understanding that the Department’s overall FCE enrolment will increase in 2024-25 and that the departmental TA budget does not have sufficient funds to cover it

Overlap with Existing Courses:

Of the topics proposed to be covered in this course, there is overlap with STAB23H3 in the following areas: regression, probability, distribution, and sampling. There is overlap in STAB27H3 with respect to regression as well. However, the overlap is not significant enough to constitute an exclusion to any of these courses as they are minimal, with the ones in STAB23H3 being foundational to shaping the understanding of the same concepts in HLTB27H3 but in the scope of public health specifically.

Part of a Program Proposal:

Yes- modifications to Health Studies - Health Policy and Health Studies - Population Health

Programs of Study for Which This Course Might be Suitable:
BA in Health Studies - Health Policy
BSc in Health Studies - Population Health

Estimated Enrolment:
240 in iteration 1 which will run in the regular academic year
60 in iteration 1 which may run in the summer term

Instructor:
Professor David Schlueter, Assistant Professor CLTA (DHS)

Proposal Status:
Under Review

HLTB33H3: Human Development and Anatomy

Description:

A lecture-based course with online learning modules which deals with the functional morphology of the human organism. The subject matter extends from early embryo-genesis through puberty to late adult life.

Prerequisites:

[BIOA01H3 and BIOA02H3] or [HLTA03H3 and HLTA20H3]

Exclusions:

ANA300Y, ANA301H, BIOB33H3, PMDB33H3

Alias:

BIOB33H3

Delivery Method:

In Person

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

Methods of Assessment:

- Weekly Mastering A&P Assignments 10%
  Interactive questions based on assigned readings in each module
- Weekly Laboratory Quizzes 15%
  The study guide that will be provided will allow students to partake in virtual dissections, reference slides, engage in lab practicals and undertake quizzes.
- Course Assignments 5%
  Smaller lab assignment
- Midterm Test 20%
- Laboratory Exams 20%
  online 'bell ringer' style exam. Students will be presented with a single question at a time and will need to answer.
- Final Examination 30%
  Cumulative in nature

  Learning outcomes 1-6 will be applied to each of these MOA

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

1. Understand the basic anatomy of the human body
2. Understand principles of human early embryology
3. Describe basic tissues of human body
4. Explain how anatomical structures interact in the human body
5. Identify anatomical structures visually and descriptively
6. Develop a mastery of the material such that students can communicate with their peers in an effective and professional manner

Rationale:

HLTB33H3 and BIOB33H3 will be double numbered courses.
Biological Sciences and Health and Society have entered into a mutually beneficial teaching arrangement for this course.

DHS feels that a course in Human Development and Anatomy would be beneficial to the students in the Population Health Sciences program. As such, early development of a course in this area resulted in too much overlap with BIOB33H3, which would be problematic for the large proportion of students that are double majoring in DHS and a Bio Sci program. It was recommended by Biological Sciences that we consider using their BIOB33H3 to satisfy our requirement. The best approach was to double number the course, as a DHS faculty member would be the one teaching it for both DHS and Bio Sci students. The learning outcomes and methods of assessment will remain unchanged. The DHS faculty member assigned to teach this will teach with heavy emphasis from the existing BIOB33H3 course outlines.

Consultation:

Prof. Shelley Brunt (Associate Chair UG) and Jennifer Campbell (Program Coordinator/Admin Coordinator), Bio Sci: September 2022 to October 2023
Prof. Mark Schmuckler in his Interim Chair of DHS Capacity: 2022

DHS CC: October 17, 2023
BIO CC: September 28, 2023

Resources:
Biological Sciences will continue to cover the TA portion of this course with the Department of Health and Society providing the instructor.

Programs of Study for Which This Course Might be Suitable:
BSc Program in Health Studies - Population Health

Instructor:
Professor Christine Wong, Assistant Professor Teaching Stream, DHS

Proposal Status:
Under Review

HLTC30H3: Understanding Cancer: From Cells to Communities

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This course introduces students to the cellular and molecular mechanisms underlying cancer and how these overlap with social and environmental determinants of health. This will allow for a wider exploration of risk factors and public health approaches to individual and population health. The social impact of cancer and the importance of patient advocacy and support will also be examined. This course will also delve into evolving concepts of cancer and breakthroughs in cancer therapies.

Prerequisites:

HLTB22H3

Exclusions:

BIO477H5, LMP420H1

Recommended Preparation:

HLTB44H3

Delivery Method:

In Person

Methods of Assessment:

Quiz and tests will assess basic understanding and recall of material (describe, discuss). Problem-based learning assignments will be used to assess the lower cognitive level of understanding in Bloom's taxonomy (discuss, demonstrate). Community-based experiential learning will be incorporated into the course, and projects designed for community partners will fulfill higher Bloom's taxonomy level of create (design).

Quizzes (3 X 5%): 15% LO1,2,3
The questions for these quizzes have not yet been created. However, the pedagogical use of quizzes in this course will provide students with low-stakes opportunities to demonstrate their learning. Provision of low-stakes assessments has been found to contribute to student retention in courses (Meer & Chapman. 2014. Int J Management Ed 12:186) while also creating a less threatening assessment environment for students, thus supporting student resilience (Bain. 2004. What the Best College Professors Do. Cambridge: Harvard University Press). The questions asked on quizzes will be designed to cover the lowest levels of Bloom's Taxonomy, which is the 2001 revision of this learning theory includes the domains of "Remember", "Understand", and "Apply" of Bloom's hierarchy (https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/blooms-taxonomy#:~:text=Bloom's%20Taxonomy%20comprises%20three%20learning,of%20the%20Taxonomy%20are%20hierarchical). The results from these quizzes will also allow the instructor to identify misconceptions among students and correct issues in order to prevent students from developing more significant gaps in their understanding that might, if left unchecked, lead to the spread of misinformation.

Case studies (2X10%):20% LO3,4
Two case study paradigms will be utilized in this course. The use of case studies in teaching provides students to think critically and, depending on the use of the case study, recognize the interdisciplinary nature of the topic. This is particularly important for work to be done in a course offered through the interdisciplinary Department of Health and Society. One case study will be designed by the instructor in order to help student enhance their critical thinking skills (White et al. 2009. J Microbiol Biol Educ 10: https://doi.org/10.1128/jmbe.v10.96) as well as enhance problem-solving skills among students (Goudsouzian et al. 2023. Adv Physiol Educ 47:139). Students will then work together to create their own case study, which has implications for engaging with others that might have different life experiences, thus providing equity of learning in the classroom (Sule et al. 2023. Active Learning Higher Ed 24:321).

Annotated Bibliography: 10% LO5
Annotated Bibliography will be used to provide context for the Multimedia Presentation. An annotated bibliography is an alphabetically organized list of scholarly resources that have been identified as relevant to a particular topic which includes a brief evaluation of each of the sources. While the annotation provided in annotated bibliography assignments often include a descriptive overview, it also includes a critical assessment of the source as well. Annotated bibliography assignments help students gain perspective on the research that is being on within a field while also encouraging them to critically analyze these sources. Students will be asked to summarize the key findings of the research papers that they have sources on a topic, evaluate the contribution of it and the study authors to the field, critically analyze the validity of the research finding, and explain how the research study is important to their Multimedia Presentation. At this level, students will be asked to write 200 words (5-6 sentences) for each annotation.

Multimedia Presentation: 15% LO5
The Multimedia Presentation will incorporate the experiential assignment that will be included in this course and will require students to work together in small groups in order to execute the assignment. The incorporation of a community-based experiential assignment in the previous three years in another course designed by the proposed instructor for this course has informed the type of deliverables often provided to community members, which have tended to require multimedia

presentation of information. In this previous experience, students have been asked to provide community partners with podcasts or videos or infographics or gifs or memes or information cards in addition or to the exclusion of scholarly writing. The auditory and/or visual nature of these deliverables (ie, podcast, video, infographic, gifs, memes) require an additional provision of work to ensure accessibility, which means creating content with web accessibility (https://www.w3.org/WAI/WCAG22/quickref/?showtechniques=123) as well as alt-text for images (https://www.w3.org/WAI/tutorials/images/). Thus, it is anticipated that any, or most, material that will be provided to community partners will be multimedia in nature and will require students to build accessible assignment, providing them with real-world expectations for work will be expected to produce in the workplace (https://www.ontario.ca/page/about-accessibility-laws#:~:text=The%20Accessibility%20for%20Ontarians%20with%20Disabilities%20Act%20(AODA)%20is%20a,government%20to%20develop%20the%20standards).

Final Exam: 40% LO1,2,3,4
The questions for the final exam have not yet been created. This will provide summative assessment of student learning in the course. The format of the final exam will include multiple-choice questions and written answer questions to provide students with an opportunity to demonstrate a range of learning domains in Bloom's taxonomy, including "Remember" and "Understand" and "Apply" is provided for formative quizzes but also, "Analyze" and "Evaluate" through the use of written answer questions.

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

By the end of this course, students should be able to:
1. Describe the cellular and genetic feature of normal and cancer cells.
2. Demonstrate a comprehensive understanding of the determinants of cancer.
3. Assess individual and environmental risk factors contributing to cancer development.
4. Discuss different cancer treatment modalities.
5. Design effective communication tools to advocate for cancer awareness and practical support of individuals diagnosed with cancer and their families.

These course learning outcomes will support program learning outcomes by providing students with the opportunity to identify and critique theoretical perspectives and/or paradigms within and across the disciplines in the study of health and society, Interpret and evaluate research and methodologies in academic and grey literature from a range of disciplines and paradigms in the study of health and society, critically assess how health and society research can and has produced or perpetuates inequalities and inequities, use a variety of means of communication, including written and oral communication, to demonstrate learning, synthesize ideas and translate scientific knowledge related to the study of health and society, and gain subject area knowledge to understand the mechanisms of disease.

Course Experience:

Partnership-Based Experience

Topics Covered:

Topics covered in this course will include:
Hallmarks of cancer – the cellular and genetic characteristics of cancer
Risk factors and health disparities – social determinants of cancer and health disparities
Tumor microenvironment – the role of growth factors and receptors on cancer cells
Oncogenic pathways – cell signaling pathways causing dysregulation of cells
Cancer stem cells – emerging evidence for the role of stem cells in cancer
Viruses and tumor suppressors – the role of oncoviruses on tumor suppressor genes
Control of the cell cycle – hallmarks of cell cycle perturbations in cancer
Advocacy – effect of cancer screening and diagnosis on identity
Precision therapy and cancer genomics – evolving immunotherapies and the promise of precision medicine

Rationale:

This course will fill a gap in the current curriculum and in response to student interest within the Department of Health and Society (DHS). This course has been designed for the BSc Health Studies - Population Health Major in DHS and will complement a suite of courses offered to students that explore broad categories of disease. This course will encourage BSc students to take an interdisciplinary approach to understanding cancer and will help students that are interested in moving into academic research or healthcare careers post-graduation.

HLTB44H3 Pathophysiology and Etiology of Disease has been listed as recommended preparation as it would provide students with a framework of understanding the molecular, cellular, and systematic changes associate with the disease which in turn helps when determining how to combat cancer.

Two other cancer courses are explicitly offered at the University of Toronto – one on the Mississauga campus and one of the St. George campus. However, these are both fourth-year courses. One course (BIO477H on the Mississauga campus) focuses on the human genome and the molecular biology of the disease. The other course (LMP420H on the St. George campus) is offered through Temerty Faculty of Medicine in Laboratory Medicine and Pathology and takes a clinical approach to cancer.

The proposed course is designed for third-year/C-level students in DHS, with a program mandate to provide a range of perspective and paradigms in the study of health and society, evaluating health inequities, and recognizing the interplay of multiple determinants of health. As such, the focus of this course will not be limited to biological determinants of health and will provide a more encompassing exploration of cancer and health.

Additionally, a community-engaged experiential assignment will be incorporated into the course to provide students with the opportunity to contribute to community organizations and a forum to develop skills and ways of knowing beyond the classroom. This course will engage in a partnership-based learning experience for students through the use of organization-partnered experiences for the students. This will utilize project-based design or research work experiences undertaken in partnerships with organizations outside of the University of Toronto. In the experience to-date of the instructor, these experiences have been to provide knowledge dissemination and new development of new products or services for community organizations.

Ties to SAMIH: This course will provide a holistic understanding of oncology and equips students with knowledge spanning cancer risks, diagnosis, treatment, and research that is essential for addressing the multifaceted aspects of cancer within the context of integrated healthcare. This comprehensive approach enhances the skill set of future healthcare researchers and professionals.

Consultation:

DCC: October 17, 2023
Biological Sciences: October 13, 2023
Course Code Confirmation with the RO: October 4, 2023

Resources:

120 TA hours are requested from outside the Department's budget
February 28, 2024 - OVPD commits to provide 120 TA hours understanding that the Department's overall FCE enrolment will increase in 2024-25 and that the departmental TA budget does not have sufficient funds to cover it

Overlap with Existing Courses:

BIO477H and LMP420 are offered by other departments/programs at the University of Toronto. The proposed course will be covering some of the cellular and molecular content shared with any basic cancer biology course and as such, these courses will be exclusions to the proposed course.

It is anticipated that the percent overlap with BIO477H will be less than 20%. BIO477H is a biology-based fourth-year seminar course focusing on the human genome. Preparation for this course requires molecular biology in order to understand the molecular- and genetic-basis of cancer. BIO477 looks at cancer through a functional genomics perspective. In contrast, the proposed course will only introduce students to the genetics and epigenetics of cancer development within the context of information provided in the prerequisite second-year course HLTB22, which provides a limited overview of the biological determinants of health including the basics of genetics.

It is anticipated that the percent overlap with LMP420H will be less than 30%, LMP420H is a fourth-year pathogenesis course offered through Laboratory Medicine and Pathobiology and is restricted to students undertaking a specialist in this program that have taken a prerequisite course in the fundamental of pathobiology. LMP420 is concerned with cancer at the mechanistic levels of molecules, genetics, and cells and consider how these lead to transformation to cancer cells. Again, this proposed course might include some of these elements to understand neoplasmic transformation within the context of the prerequisite second-year course HLTB22, which provides an understanding of the basics of genetics. However, the focus of this proposed course extends to understanding the impact of these cellular changes to the individual, community, and population level. As such, elements of public health, epidemiology, global health, and social determinants of health are an important aspect of this course.

Programs of Study for Which This Course Might be Suitable:

BSc Major in Health Studies - Population Health

Estimated Enrolment:

80

Instructor:

Professor Christine Wong, Associate Professor, Teaching Stream

Proposal Status:

Under Review

HLTC53H3: Creative Research Practices in Aging

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

In this course, we will examine older age from an arts-based humanistic perspective, with particular focus on the representation of older age in the arts, and the role of arts-based therapies, creative engagement, and humanities-informed research initiatives involving older people and/or the aging process.

Prerequisites:

HLTB50H3 or enrolment in the Minor in Aging and Society

Recommended Preparation:

HLTB15H3 and HLTC55H3

Delivery Method:

In Person

Methods of Assessment:

- Weekly Quercus Participation (1% each, up to 10%) LO 1-4
  Quick checks of interacting with a range of arts- and humanities-based approaches to aging research
  Open up lines of communication between students and their instructors, and may increase students' willingness to ask for help
  Provide feedback for instructors on how well students are absorbing information and progressing in their skill development

- Reflection Portfolio Check-ins (25%, due weeks 4 (5%), 8 (10%), and 11 (10%) LO 1-4
  More sustained, cumulative opportunities to define how the creative imagination can contribute to our understanding of older age, especially through the identification of pertinent patterns in language/visual patterns, themes, genre, and

aesthetic form
Define how the creative imagination can contribute to our understanding of aging and older age, especially through the identification of pertinent patterns in language/visual patterns, themes, genre, and aesthetic form;
Articulate the background, purpose, and outcomes associated with integrating specific arts/creative modalities into aging-related research methods, including (but not limited to) narrative, performance, visual arts, and digital storytelling;
Enhance your abilities for reading analytically, writing compellingly in scholarly, public-facing, and reflective forms, as well as practicing the constructive critique of work done by your peers;
To realize these learning objectives, a significant portion of your work in this course will be dedicated to practicing reflective critical writing as a way of enhancing your ability to comprehend, document, and intelligently communicate your engagement with our core concern: to investigate the conceptual foundations of CREATIVE RESEARCH PRACTICES IN AGING and explore representative arts/creative modalities for generating, interpreting and representing health-related research (e.g., narrative, performance, visual arts, digital storytelling, to name a few) involving older people and the aging process more generally.

- Midterm (20%) LO 1-4
  Test environment for assessing student abilities for reading analytically, writing compellingly in scholarly, public-facing, and reflective forms
  To evaluate and grade students. Exams provide a controlled environment for independent work and so are often used to verify students' learning.
  To motivate students to study. Students tend to open their books more often when an evaluation is coming up. Exams can be great motivators.
  To identify weaknesses and correct them. Exams enable both students and instructors to identify which areas of the material students do not understand. This allows students to seek help, and instructors to address areas that may need more attention, thus enabling student progression and improvement.

- Final Project Proposal and Final Project (10%) LO 1-5
  Creation of a well-defined, critical, intellectual framework to support a substantial creative research project, which involves an original contribution to creative research practices regarding older age
  Development of research poster
  Research is a careful and systematic investigation of an area of knowledge and is a structured approach to collect, analyze, and interpret information to create new knowledge. It is a summative way of assessing a student's ability to synthesize facts and theory into a practicable research study plan. Integrating aspects of reflection, a good research proposal addresses these questions:
  1. What are you investigating?
  2. Why are you conducting this research?
  3. How are you investigating this topic?
  Final (35%) LO 1-5
  Will include a research poster, a form of health and science communication that draws on creativity as much as factual knowledge and concept synthesis. Typically, research posters accompany an oral presentation of the project conducted, but should also be able to independently represent the research.

Breadth Requirements:

Arts, Literature & Language

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

By the end of this course students would be able to:

1. Describe a range of arts- and humanities-based approaches to aging research, including: music, theatre, literature, film, visual and digital media;
2. Define how the creative imagination can contribute to our understanding of older age, especially through the identification of pertinent patterns in language/visual patterns, themes, genre, and aesthetic form;
3. Articulate the background, purpose, and outcomes associated with integrating specific arts/creative modalities into aging-related research methods, including (but not limited to) narrative, performance, visual arts, and digital storytelling;
4. Enhance their abilities for reading analytically, writing compellingly in scholarly, public-facing, and reflective forms, as well as practicing the constructive critique of work done by your peers;
5. Consolidate a well-defined, critical, intellectual framework to support a substantial creative research project, which involves an original contribution to creative research practices regarding older age.

For their final project, students will have the opportunity to devise an inventive creative component—including a digital story with the opportunity to be featured as part of a creative research project titled The Resemblage Project (www.resemblageproject.ca), that critically engages, in a relevant and compelling way, the underpinning question of this course: what is it to grow old?

Course Experience:

University-Based Experience

Topics Covered:

-how older age and its artistic representation contend with—and often undermine—cherished aspects of selfhood such as independence, coherence, memory, and choice
-what does a humanistic perspective add to our understanding of growing older, and how can these insights be implemented at the micro-, mezzo-, and macro-levels of personal conduct, health research and policy?
-how might the rigorously creative (re)imagination of aging, older age, and caregiving provide enhanced resources that enable us to challenge prevalent, and largely negative, personal and cultural narratives of growing older?

Weekly Topics (2023 iteration):

-thinking aging creatively
-making research in aging creative
-aging in COVID times
-aging on film
-intergenerational (digital) storytelling
-drawing aging
-storytelling and representation in community-engaged research in aging
-aging, dementia, and arts for system change
-futures for creative research practices in aging

Rationale:

This course contributes to the ongoing development of the Health Policy Major (BA stream especially) and, in particular, Health Humanities Minor as follows:

- by improving curricular scaffolding the upper years of Minor through an innovative approach to the study of aging. It will help develop critical thinking and problem solving skills that will enable students to analyze issues related to aging from a different perspective
- expanding complement of methods courses for the Health Studies program more broadly; and
- providing methodological and substantive focus not currently available to Health Studies students.

As a course option for proposed Minor in Aging and Society, arts-based research is an emergent field in the area of healthcare for aging and the elderly. The field in itself is poised to support gerontological professions and practices more broadly. This course will address and enhance the need for advocacy around the older population and provides a concrete introduction for arts-based therapies and interventions in an ecological model of eldercare.

There are no similar courses taught at the undergraduate level at UTSC or elsewhere at the University of Toronto.
This new course will first serve students enrolled in the Minor program and will be open to other DHS students as enrolment permits.
Regarding the proposed enrolment cap: this course is aimed at students who already demonstrate some proficiency in arts- and humanities-based approaches to health, disciplines in which seminar style learning is typical at the advanced undergraduate level. Second, the highly experiential nature of this methods course is best undertaken with no more than 40 students.

This course will support SAMIH initiatives by addressing key aspects of holistic healthcare for aging populations.

Consultation:

DCC: October 17, 2023
Course code approval from the Reg's Office: October 4, 2023

Resources:

90 TA hours are requested from outside the Department’s budget
February 28, 2024 - OVPD commits to provide 90 TA hours understanding that the Department’s overall FCE enrolment will increase in 2024-25 and that the departmental TA budget does not have sufficient funds to cover it

Overlap with Existing Courses:

None

Programs of Study for Which This Course Might be Suitable:

Minor in Aging and Society
Minor in Health Humanities
Major in Health Studies – Health Policy

Instructor:

Professor Andrea Charise, Associate Professor, DHS

Proposal Status:

Under Review

HLTD82H3: Black Community Health: Education and Promotion

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This course will delve into health promotion's inequities, notably those impacting Black communities. We examine how social determinants intersect with anti-Black racism, particularly during pandemics like HIV/AIDS and COVID-19. The Toronto Board of Health's 2020 declaration of anti-Black racism as a public health crisis underscores the urgency of addressing this issue, as Black Canadians continue to face disproportionate health disparities in areas such as life expectancy and chronic diseases.

Prerequisites:

HLTB41H3 and completion of 1.5 credits at the C-level in HLT courses from the program requirements from one of the Major/Major Co-operative programs in Health and Society

Enrolment Limits:

25

Recommended Preparation:

HLTC27H3 and HLTC42H3

Delivery Method:

In Person

Methods of Assessment:

Class participation (critical reflection)- 10% (LO 1 – 6)

- Participation marks are based on weekly reflection questions formulated from the content presented that week. Students discuss the questions in small groups and the group must submit a 100–150-word response.
- By engaging in critical self-reflection, learners are encouraged to develop self-awareness and deepen their understanding of course material by connecting it to their own experiences, prior knowledge, and emotions. The

reflections encourage students to question assumptions, evaluate evidence, and consider alternative perspectives. Students will develop the ability to articulate their thoughts, feelings, and experiences effectively, both verbally and in writing.

Annotated Bibliography and critical research paper outline- 25% (LO 1 -6)

- Requires students to locate, evaluate, and select relevant sources on topics related to race. Anti-racism and health equity. The goal is to develop their ability to conduct effective research using a variety of sources

Critical research paper- 35% (LO 1- 6)

- Develop critical thinking skills by analyzing and synthesizing information.
- Enhance research writing skills, including clarity, coherence, and organization of ideas.
- Encourage research skills by requiring students to gather and evaluate information from academic sources and grey literature
- Promote creativity and originality in formulating arguments and presenting ideas specifically in relation to health equity and anti-racism.

Group Project and Presentation- 30% (LO 1 -6)

- Groups will design and develop a health education/promotion program for Black communities that will improve a health outcome
- Reinforce understanding of theoretical concepts through practical application.
- Develop problem-solving skills by tackling real-world or theoretical challenges.
- Encourage collaboration and teamwork by working on projects with peers.
- Foster creativity and innovation in project design and implementation.
- Develop research skills by conducting in-depth investigations on a specific topic.

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

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

1. describe, evaluate, and communicate how conditions of power shape social determinants of health and create health inequities.
2. identify and develop strategies to advance health equity
3. plan and formulate creative knowledge translation and exchange activities that promote improved health outcomes for Black communities
4. identify specific strategies for collaboration and leadership in addressing anti-Black racism within the health
5. effectively present and communicate about anti-Black racism, Black communities and health disparities
6. evaluate critically current research in Black community health outcomes and articulate implications of research findings for effective practice/program implementation

Course Experience:

University-Based Experience

Topics Covered:

• Historical roots of anti-colonial and anti-Black racism practices
• Social Determinants and inequities in health for Black Canadians
• Structural racism and health disparities
• Social vulnerability and equity
• Health communication, intersectionality and racial equity
• The importance of allyship and activism
• Health equity and community accountability
• Health disparity and disproportionality
• Black health education and health promotion strategies
• Black community resilience models

Rationale:

The course is being proposed in order to fill a necessary gap in Health and Society in terms of addressing race, racism and racial health disparities in health systems. Currently there is no course in the area, this course will build on existing offerings which address the social determinants of health but will focus specifically on race and racism. The course allows students to begin thinking about providing health care to the diverse racialized populations and communities in Canada.

This course will support the continuous development of a senior level suite of courses in Health Education (along with D80 and D81) with a long term goal of supporting the development of a suite of courses in Black Health and Immigrant Health Issues

This course supports the overall UTSC goal and a key departmental focus on community engagement, particularly at the local level. It fosters student experiential learning and effective strategies to work respectfully and equitably with diverse communities. Equitable health care delivery will be a key focus allowing students to apply principles and skills learned within the course to any aspect of the healthcare ecosystem they may aspire to work in the future.

Overall, a course that encompasses the concepts of race and racism in healthcare would provide students with a comprehensive and practical start in health equity related studies. Most importantly, it would begin to empower students to address the complex challenges and opportunities associated with racialized populations, making them better prepared to serve diverse populations in frontline, policy and research careers.

This course is interdisciplinary in nature and supports SAMIH initiatives which have a health equity focus. The course supports student knowledge acquisition and skillset development in one of the most pressing areas of concern in our healthcare system namely health disparities faced by diverse racialized populations with Black and Indigenous communities facing the greatest disparities.

This course supports students in gaining the knowledge base required to address these real-world issues centered around race and racism.

We see this course as a foundation for inspiring students to engage in practice, research, and policy development with a health equity lens, encouraging them to explore diverse topics and potential areas for improvement in the lives Black and racialized community members

Consultation:
DCC: October 17, 2023
Course code approval by RO: October 5, 2023

Resources:
It would not require any TA support given the small class size.

Overlap with Existing Courses:
There are courses in SOC that deal with the issues of race and equity, but none in the context of health (i.e.: SOCB53H3 Race and Ethnicity, SOCC25H3 Ethnicity, Race and Migration, SOCC55H3 Special Topics in Race and Ethnicity, SOCC57H3 Gender, Race, and Class in Economic Life).

The difference in the delivery of this course compared to HLTD12H3 or HLTD47H3 is that HLTD82H3 is within the framework of the Social Determinants of Health. It is an expansion on what students learned in the B-level. This course will focus on developing and designing population based public health promotion and education campaigns.

Programs of Study for Which This Course Might be Suitable:
Health Policy and Population Health Sciences

Estimated Enrolment:
25

Instructor:
Professor Notisha Massaquoi, Assistant Professor

Proposal Status:
Under Review

HLTD96Y3: Directed Research in Paramedicine

Description:

This course is designed to permit critical analysis of current topics relevant to the broad topic of paramedicine. Students will work independently but under the supervision of an industry leader, practitioner and/or researcher involved in paramedicine, who will guide the in-depth study/research. Students report to the course instructor and paramedicine program supervisor to complete course information and their formal registration.

Prerequisites:

Minimum of 14.0 credits including PMDC54Y3 and PMDC56H3 and [PSYB07H3 or STAB23H3]

Exclusions:

(BIOD96Y3)

Credit Value:

fixed: 1

Methods of Assessment:

Assessment of learning is determined in consultation between the faculty supervisor and student.

Minimum requirements include:

1. Literature review- students may conduct a written overview on their topic that addresses major themes on their selected topic (LO 1 -5)
2. Progress reports- students may provide their faculty supervisor(s) with reports outlining their progress, schedule, and findings to date (LO 1 – 5)
3. Final research paper or project (must be worth 70% of final grade – graded by the primary and secondary readers)- students will prepare a final research paper on their project (length to be determined between student and faculty supervisor) summarizing their project, data allocation and synthesis, finding, discussion and concluding thoughts. (LO 1-5)
4. Meetings- students may participate in periodic meeting with their supervisor to discuss their project and seek advice where necessary (LO 1, 3-5)
5. Oral presentation- students may present their project/findings to their peers (LO 1 -5)

Percentages for MOA 1, 2, 4, and 5 will vary from instructor to instructor, student to student, and project to project. Therefore, a percentage cannot be allocated to this as it will be determined during the consultation process between the faculty supervisor and the student.

Prior to starting the course, students must submit an assessment plan and breakdown. Other forms of assessment can include for example, participation in lab meetings, self-regulated learning activities, or academic citizenship

Learning Outcomes:

1. Develop and refine research questions: Students will learn how to formulate, refine, and articulate clear, researchable questions that are relevant to the field of health and society.

2. Conduct comprehensive literature reviews: Students will gain proficiency in identifying, evaluating, and synthesizing scholarly literature to situate their research within the existing body of knowledge in health and society.
3. Select and apply appropriate research methodologies: Students will demonstrate the ability to select and apply suitable research methods to investigate their chosen topic, ensuring ethical standards and reliability in their research findings.
4. Analyze and interpret data: Students will develop skills in analyzing and interpreting qualitative and/or quantitative data to draw informed conclusions that advance understanding of health and society issues.
5. Communicate research findings: Students will learn to effectively communicate their research findings through a well-structured research paper or project, demonstrating advanced academic writing skills and the ability to engage scholarly audiences.

Topics Covered:

Depending on the student, their area of interest, their faculty supervisor, and their project, the topic will vary. Consequently, topics covered cannot be listed in this section as they will differ for each project.

However, general themes and skills that will be addressed in the course to help with the projects are as follows:
A focus on research: An emphasis is placed on conducting and/or participating research processes. This can include primary or secondary research, a critical synthesis, or other form of academic inquiry.

Critical Thinking and Analysis: Students will be supported in developing critical thinking skills, analytical abilities, and theoretical application within the chosen field of study through experiential work.

Academic Writing and Communication: Students will be supported in the production of a substantial research paper or project that demonstrates scholarly writing, argumentation, and communication of research findings.

Self-Directed Learning: Students take significant responsibility for their learning, managing their project's timeline and deliverables with periodic input from their supervisor.

Rationale:

DHS has absorbed the Paramedicine program from Biological Sciences. This course is being transferred over to DHS and will function in DHS exactly how it did in Biological Sciences.

Due to the nature of these types of courses (supervised study, independent study, directed research), the topics and MOA will vary across each iteration.

Consultation:

BIO SCI: Throughout 2023
DCC: October 17, 2023

Programs of Study for Which This Course Might be Suitable:

Paramedicine

Instructor:

Walter Tavares, Assistant Professor DHS (tenure stream)

Proposal Status:

Under Review

5 Course Modifications

HLTA02H3: Exploring Health and Society: Theories, Perspectives, and Patterns

Title:

~~Foundations in Health Studies I~~ Exploring Health and Society: Theories, Perspectives, and Patterns

Description:

~~This the first part of a sequence of two courses designed to introduce theory, contemporary topics, and analytical techniques related to the study of health issues. Examples of topics include: social determinants of health, basic anatomy, introduction to child development, introduction to the life course and aging, disease, health economies and policy, and applicable research methods.~~
This is the initial component of a two-part series dedicated to the exploration of theories, contemporary themes, and analytical methodologies associated with the study of health-related matters. Areas of focus encompass the social and biological determinants of health, globalization and international health issues, health technology and information systems, and fundamentals of epidemiology.

Methods of Assessment:

Quizzes (10%):
Students are expected to regularly engage with assigned readings, lecture materials, and additional resources to prepare for quizzes. They should demonstrate understanding of key concepts, theories, and terminology covered in learning outcomes 1, 2, and 3.
Tutorial activities (20%):
Students are required to actively participate in tutorial discussions, group activities, and problem-solving exercises related to course content. They should collaborate with peers, contribute insights, and demonstrate application of concepts outlined in learning outcomes 1, 4, and 5.
Midterm exam (20%):
Students must demonstrate comprehension of foundational concepts, theories, and principles through written assessments. They should analyze case studies, apply theoretical frameworks, and provide coherent arguments supported by evidence, addressing learning outcomes 1, 2, 3, and 4.
Final exam (40%):
Students are expected to integrate knowledge acquired throughout the course, critically evaluate diverse perspectives, and demonstrate mastery of course content. They should synthesize information, articulate complex ideas, and provide well-structured responses that align with learning outcomes 1, 2, 3, and 4.
End-of-term Reflection (10%):

Students are required to reflect on their learning journey, identify personal growth, and articulate insights gained from the course. They should critically evaluate their own development in relation to course objectives, demonstrating self-awareness and metacognitive skills associated with learning outcome 5.

Learning Outcomes:

1. Analyze and evaluate the interrelatedness between social and biological determinants of health, taking into consideration how factors such as human biology, income, race, gender, and environment influence individual and population health outcomes.
2. Understand how globalization has impacted health with respect to disease spread, health disparities, and reflect on what challenges and opportunities this poses today.
3. Assess the role that health technology has in developing and shaping modern healthcare practices through the consideration of benefits and challenges related to accessibility, privacy, and equity.
4. Demonstrate proficiency in epidemiology principles, including real-world applications of the science of public health, using historical vignettes, case examples, and practice problems.
5. Synthesize and appreciate the interdisciplinary perspectives that the field of health brings to develop evidence-based solutions to challenges faced every day.

Topics Covered:

- Social and biological determinants of health
- Theories of health (biomedical and social models)
- Globalization and international health issues
- Consumerism/ commercialization of health
- Health technology
- Foundational concepts in epidemiology

Rationale:

To enhance the clarity and effectiveness of the course descriptions for HTLA02H3 and HLTA03H3, and to ensure that students have a comprehensive understanding of the unique content each course offers, we are in the process of revising both the course names and descriptions. This is aimed at aligning the course information with the actual curriculum content that has been consistently delivered over the years.

Our goal is to provide students with a clear and accurate representation of the distinctive focus and subject matter covered in each course, thereby enabling them to make well-informed decisions regarding their academic journey. This initiative ensures that students can better discern the course that aligns with their interests and educational goals.

Consultation:

DCC: October 17, 2023

Proposal Status:

Under Review

HLTA03H3: Navigating Health and Society: Research, Practice, and Policy

Title:

~~Foundations in Studies II~~ Navigating Health and Society: Research, Practice, and Policy

Description:

~~This the second part of a sequence of two courses designed to introduce theory, contemporary topics, and analytical techniques related to the study of health issues. Examples of topics include: social determinants of health, basic anatomy, introduction to child development, introduction to the life course and aging, disease, health economics and policy, and applicable research methods.~~

This course marks the continuation of a two-part series that seeks to provide an understanding of inquiry and analysis, practical applications, and policy formulation as it pertains to the study of health-related matters. Areas of focus encompass foundational concepts in research methodology, the Canadian health care system and practical approaches, international comparisons, political systems, and ethical considerations.

Methods of Assessment:

Tutorial activities (20%):
Students are expected to actively engage in tutorial discussions, collaborative exercises, and practical applications of course content. They should demonstrate understanding of key concepts, critical thinking skills, and ability to apply knowledge to real-world scenarios, addressing learning outcomes 1, 3, and 5.
Quizzes (10%):
Students are required to consistently review course materials, participate in discussions, and self-assess their understanding of fundamental concepts. They should demonstrate comprehension of key theories, terminology, and principles outlined in learning outcomes 1, 2, and 3.
Position statement (15%):
Students must research, analyze, and present a well-supported argument on a specific topic related to the course. They should articulate their position clearly, integrate relevant evidence and literature, and demonstrate critical thinking and communication skills aligned with learning outcomes 3, 4, and 5.
Midterm exam (20%):
Students are expected to demonstrate their understanding of core concepts, theories, and analytical frameworks through written assessments. They should critically evaluate course materials, apply theoretical knowledge to practical scenarios, and demonstrate synthesis of ideas addressing learning outcomes 1, 2, 4, and 5.
Final exam (35%):
Students must integrate and synthesize knowledge acquired throughout the course, demonstrating a deep understanding of course content and its broader implications. They should analyze complex issues, evaluate diverse perspectives, and articulate well-structured arguments supported by evidence, addressing learning outcomes 1, 2, 4, and 5.

Learning Outcomes:

1. Investigate how power dynamics, decisions around policy, and social inequalities shape healthcare systems both in Canada and internationally, including governance, organization, financing, and delivery.
2. Demonstrate proficiency in foundational health research methodology, including paradigms, study design, data collection methods, analysis techniques, and interpretation of health-related data.

3. Appraise research literature and evidence-based practice in healthcare by synthesizing findings to inform decision making to demonstrate competence and improve initiatives.
4. Advocate for informed health policies and practices grounded in ethical principles, human rights frameworks, and evidence-based decision-making, recognizing the importance of advocacy and activism in advancing public health agendas and addressing disparities in healthcare access and outcomes.
5. Recognize how advocating for informed health policies and practices advances the public health agenda and addresses health disparities in national, sub-national, and local the Canadian contexts.

Topics Covered:

- Introduction to (comparative) health systems
- The Canadian health care system and practical health care approaches
- Politics of health policy
- Paradigms of health research (realist/positivist, social constructivist)
- Foundational concepts in health research methodologies
- Ethical considerations

Rationale:

To enhance the clarity and effectiveness of the course descriptions for HTLA02H3 and HLTA03H3, and to ensure that students have a comprehensive understanding of the unique content each course offers, we are in the process of revising both the course names and descriptions. This is aimed at aligning the course information with the actual curriculum content that has been consistently delivered over the years.

Our goal is to provide students with a clear and accurate representation of the distinctive focus and subject matter covered in each course, thereby enabling them to make well-informed decisions regarding their academic journey. This initiative ensures that students can better discern the course that aligns with their interests and educational goals.

Consultation:

DCC: October 17, 2023

Proposal Status:

Under Review

HLTC25H3: Infectious Diseases

Delivery Method:

~~In Class~~ Hybrid

Rationale:

The rationale for course re-design is to engage students more deeply in the topic of infectious disease. The online material to be provided will allow for more personalized learning opportunities. Students that feel they have the appropriate knowledge for the module do not have to interact with the online material, while peers in the course might benefit from all or most of the online resources. Students will also be able to interact with this material at their own pace and on their own schedule. The online material will also ensure all materials are accessible to students, through not only the ability to engage in the online material as required, but also through the provision of closed captioning, transcripts, or UI design as appropriate to the media material provided. Assessments leading into the in-person classes will encourage and evaluate student preparedness for deeper learning.

The planned change to the existing mode of delivery is being supported by a Flexible Learning Initiative (FLI) grant provided through the Office of the Vice-Provost, Innovations in Undergraduate Education at the University of Toronto. This initiative supports instructors who have been awarded the grant to develop hybrid undergraduate courses in order to increase the range of online learning offerings throughout the university. The FLI program provides faculty development programming in the form of group workshops and individual meetings during this course re-design.

The model of hybrid course design to be used for this course will be online-driven. Online materials will be provided for learning and review opportunities to prepare students to meet for face-to-face activities on campus. The online component will allow for traditional, such as purpose-built and sourced videos, as well as non-traditional instructional tools, such as podcasts and H5P content, to be used. Delivery of the online components will alternate with face-to-face student interactions (i.e., one week of concentrated online learning to provide base knowledge that will be used during peer-supported learning activities the following week on campus). Quizzes, annotation software, and/or discussion forums during the online component will gauge student preparation for on campus (in-person) activities. This hybrid design leverages the pedagogy of both online and in-person settings and technologies. It also provides more fulsome opportunities for students to participate in their own learning while being supported in a structured environment.

The first month of the term will be delivered entirely in-person on campus in order to facilitate community building among students. The remainder of the term will be delivered in the alternate-week hybrid design, which will provide students with four online/in-class modules in which to explore a topic online before coming together on campus (in-person) to further integrate the topic into current infectious disease landscapes.

Assessments for this course re-design will include both online and in-person evaluations.

Consultation:

This course re-design is being facilitated through resources provided by the Office of the Vice-Provost, Innovations in Undergraduate Education, which includes Digital Learning Innovation, Information Technology Services. This re-design is supported by funds provided by the Flexible Learning Initiative, for which the Chair of the Department of Health and Society as well as the Office of the Vice-Principle Academic & Dean at the University of Toronto Scarborough provided letters of support. This grant was awarded in July 2023, with re-design programming provided through online workshops during the 2023-2024 academic term.

DCC October 17, 2023

Resources:

Teaching assistant (TA) support will continue to be required for this course, with the potential for a slight increase in the required TA hours due to the nature of the interactions required of students in this course re-design.

Currently the course receives 1.5 hours of TA support per student. The course is usually capped in the 60-80 area.

The department is willing to go up to 1.75 hours per student to support the re-design to a hybridized course. This will amount to approximately 15-25 extra hours depending on enrollment, which the department can handle within their existing budget.

Overlap with Existing Courses:
NA

Programs of Study for Which This Course Might be Suitable:
DHS, Human Biology, Anthropology

Estimated Enrolment:
60-80

Instructor:
Christine Wong

Proposal Status:
Under Review

HLTC47H3: Institutional Ethnography: in Action

Title:

Institutional Ethnography~~: Investigating Health and Social Problems~~ in ~~the Everyday~~ Action

Description:

~~By engaging with ideas rooted in critical social science and humanities, and emphasising the work of Canadian scholars, students learn how policy, law and various forms of regulation and governance impact on our everyday lives. Students learn theoretical, ontological and methodological concepts from a distinctive Canadian school of feminist sociological analysis called social organization of knowledge. This is an advanced and intensive reading and writing course where students learn to think about ruling relations in the space between subjectivity and objectivity.~~ How can we empirically research and understand the powers shaping the social organization of daily life? Engaging with the theory and methods pioneered by Canadian feminist sociologist Dorothy Smith, students learn to analyze and document how health care, social services, education, financial, pharmaceutical, psychiatry, labor, legal aid, criminal justice, emergency, and immigration systems frame and shape their everyday lives.

Prerequisites:

HLTB42H3 ~~and an additional 1.0 credit from the following: [ANTB19H3, ANTB20H3, PHLB05H3, PHLB07H3, PHLB13H3, POLC79H3, SOCB05H3, SOCB22H3, SOCB30H3, WSTC02H3, or WSTC14H3].~~

Recommended Preparation:

~~Coursework in interpretive social sciences and humanities.~~

Enrolment Limits:

~~60~~

Notes:

~~Priority will be given to students enrolled in the Major/Major Co-op in Health Studies-Health Policy (Arts).~~

Rationale:
The current title and description of the course we feel isn't doing a good job of promoting the course content and attracting students to enroll in the course. We are therefore amending the title and description to be more straightforward. The easier read of the title and description should better convey what the course is about, and hopefully increase the enrollment in subsequent years. There are no changes to the learning outcomes or methods of assessments.
Removal of the enrollment limit for consistency across the calendar.
Removal of the note.
We also seek to remove the additional request of 1.0 credits in additional pre-requisites. This creates a barrier for many students as enrollment has dropped since this was implemented and we are seeking ways to boost enrollment in this course. Students will have sufficient preparation for the course with the sole pre-requisite listed.

Consultation:
DCC: October 17, 2023 and February 23, 2024

Proposal Status:
Under Review

HLTD06H3: Migration, Medicine and the Law

Title:

~~Auto-Ethnographic Studies of~~ Migration, ~~Health~~ Medicine, and the ~~State~~ Law

Description:

~~By engaging with ideas rooted in critical social science and humanities, and emphasising the work of Canadian scholars, students learn how to start with the self to explore and critique the social. Students learn theoretical and applied skills in activities inside and outside the classroom to emerge with new understandings about the intersections of migration, health and the state. This is an advanced and intensive reading and writing seminar where students learn to think about these interactions in the space between subjectivity and objectivity.~~
How does cultural representation and social construction shape understandings of persons with chronic illness, disability and genetic difference? Engaging with history and the present cross-culturally, students learn about language and framing; lay and medical knowledge; family memory and public secrets; the professions and immigration medicine; front-line bureaucracy and public health authority; asymptomatic disease and stigmatized illness; and dual loyalty dilemmas and institutionalized medicine.

Prerequisites:

HLTB42H3 ~~and an additional 1.0 credit from the following: [ANTC14H3, ANTC32H3, ANTC34H3, ANTC70H3, GGRB03H3, GGRB13H3, GGRB55H3, GGRC31H3, GGRC56H3, HISC36H3, HISC45H3, HISC29H3, HISC68H3, HISC75H3, PHLB05, PHLB07, POLC79H3, POLC94H3, SOCB60H3, SOCC25H3, SOCC34H3, VPHB68H3, VPHC73H3, or WSTB06H3]~~

Notes:

~~This course is designed and intended for students enrolled in the Major/Major Co-op in Health Studies-Health Policy (Arts), and priority will be given to these students.~~

Enrolment Limits:

~~25~~

Rationale:

We also seek to remove the additional request of 1.0 credits in additional pre-requisites. This creates a barrier for many students as enrollment has dropped since this was implemented and we are seeking ways to boost enrollment in this course. Students will have sufficient preparation for the course with the sole pre-requisite listed.

The current title and description of the course we feel isn't doing a good job of promoting the course content and attracting students to enroll in the course. We are therefore amending the title and description to be more straightforward. The easier read of the title and description should better convey what the course is about, and hopefully increase the enrollment in subsequent years.

Removal of enrollment limit for consistency across DHS calendar

Consultation:

DCC: October 17, 2023

Proposal Status:

Under Review