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

TO:	UTSC Academic Affairs Committee
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DATE:	March 19, 2025 for March 26, 2025
AGENDA ITEM:	6

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Social Sciences UTSC (For approval)

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] (March 26, 2025)**

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

This package contains minor modifications to the undergraduate curriculum submitted by the UTSC Social Sciences academic units listed below. These changes require governance approval. Minor

modifications are defined as adjustments that do not substantially alter program or course learning outcomes but may involve modest changes to the structure of a program or course. Upon approval, these updates will be implemented for the 2025-2026 academic year.

- Department of Health and Society (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
    - 5 Program Modifications:
        - SCCER1110: CERTIFICATE IN PATHWAYS TO HEALTH PROFESSIONS
        - SCMAJ2085G: MAJOR PROGRAM IN HEALTH STUDIES - HEALTH POLICY (ARTS)
        - SCMAJ2085J: MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES - HEALTH POLICY (ARTS)
        - SCMAJ2085H: MAJOR PROGRAM IN HEALTH STUDIES - POPULATION HEALTH (SCIENCE)
        - SCMAJ2085K: MAJOR (CO-OPERATIVE) PROGRAM IN HEALTH STUDIES - POPULATION HEALTH (SCIENCE)
    - 2 New Courses:
        - HLTB80H3: Paramedicine as a Community Based Health and Social Service
        - HLTC31H3: Pick Your Poison: Toxicology and Risk Assessment
    - 2 Course Modifications:
        - HLTC04H3: Qualitative Research in Action
        - HLTD44H3: Environmental Contaminants, Vulnerability, and Toxicity

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Social Sciences undergraduate curriculum changes for the 2025-26 academic year, as detailed in the respective curriculum report, be approved.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications Social Sciences for Approval

University of Toronto Scarborough
2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
March 26, 2025

Health and Society (UTSC), Department of

5 Minor Program Modifications

SCCER1110: CERTIFICATE IN PATHWAYS TO HEALTH PROFESSIONS

Completion Requirements:

Students must complete a minimum of 2.0 credits, including at least 0.5 credit at the C- or D-level, as follows:

1. *0.5 credit from Complex Systems, Structures and Settings*:

• ANTA02H3: Introduction to Anthropology: Society, Culture and Language
• ANTC24H3: Culture, Mental Illness, and Psychiatry
• ANTD16H3: Biomedical Anthropology
• EESA06H3: Introduction to Planet Earth
• EESA10H3: Human Health and Environment
• EESA11H3: Environmental Pollution
• EESB16H3: Feeding Humans – The Cost to the Planet
• EESC04H3: Biodiversity and Biogeography
• IDSB04H3: Introduction to International/Global Health
• GGRB28H3: Geographies of Disease
• HLTB40H3: Health Policy and Health Systems
• HLTC42H3: Emerging Health Issues and Policy Needs
• HLTC43H3: Politics of Canadian Health Policy
• HLTC44H3: Comparative Health Policy Systems
• HLTD04H3: Advanced Topics in Health and Society
• HLTD40H3: The Politics of Care, Self-Care and Mutual Aid
• HLTD81H3: Health Professions Education
• (MDSA01H3)/MDSA10H3: ~~Introduction to~~ Media ~~Studies~~ Foundations
• MGTA01H3: Introduction to Business
• POLD59H3: Politics of Disability
• VPAA10H3: Introduction to Arts and Media Management

2. *0.5 credit from Cultures, Communities and Care*:

• ACMB10H3: Equity and Diversity in the Arts
• ANTA01H3: Introduction to Anthropology, Becoming Human
• ANTB64H3: Are You What You Eat? The Anthropology of Food
• ANTC61H3: Medical Anthropology: Illness and Healing in Cultural Perspective
• ANTD26H3: Caveman, Farmer, Herder, Trader: Evolution of Diet in Society
• CITB03H3: Social Planning and Community Development
• GGRD10H3: Health & Sexuality
• HISC27H3: The History of European Sexuality: From Antiquity to the Present
• HLTB41H3: ~~Introduction to the~~ Social Determinants of Health
• HLTB42H3: Perspectives of Culture, Illness and Healing
• HLTB60H3: Introduction to Interdisciplinary Disability Studies
• HLTC22H3: Health, Aging, and the Life Cycle
• HLTD18H3: Dental Sciences
• HLTD47H3: Advanced Topics in Health and Wellness
• PHLB12H3: Philosophy of Sexuality
• PHLC07H3: Death and Dying
• POLC43H3: Prejudice and Racism
• PSYA02H3: Introduction to Clinical, Developmental, Personality and Social Psychology
• PSYB32H3: Introduction to Clinical Psychology
• PSYC14H3: Cross-Cultural Social Psychology
• PSYC15H3: Foundations in Community Psychology
• PSYC18H3: Psychology of Emotion
• PSYC19H3: Psychology of Self Control
• PSYC34H3: Psychology of Happiness and Meaning
• PSYD10H3: Community and Applied Social Psychology

• PSYD13H3: The Psychology of Emotion Regulation
• SOCB22H3: Sociology of Gender
• SOCB47H3: Social Inequality
• SOCB49H3: Sociology of Family
• SOCC49H3/HLTC49H3: Indigenous Health
• WSTB11H3: Intersections of Inequality

3. *0.5 credit from Critical and Creative Thinking*:

• ANTB14H3: Evolutionary Anthropology
• ANTB15H3: Contemporary Human Evolution and Variation
• ANTC62H3: Medical Anthropology: Biological and ~~Demographic~~ Population Perspectives
• ANTC68H3: Deconstructing Epidemics
• BIOB20H3: Introduction to Computational Biology
• BIOC70H3: An Introduction to Bias in ~~the~~STEMM (Science~~s~~, Technology, Engineering, Mathematics and Medicine)
• BIOD59H3: Models in Ecology, Epidemiology, and Conservation
• CHMD89H3: Introduction to Green Chemistry
• CSCB20H3: Introduction to Web Development and Applications
• ENGB52H3: Literature and Science
• HLTB15H3: Health Research Methodologies
• HLTC81H3: Health Professions and Practice
• JOUA01H3: Introduction to Journalism and News Literacy I
• LINB30H3: Programming for Linguists
• MATA02H3: The Magic of Numbers
• PHLA10H3: Reason and Truth
• PHLA11H3: Introduction to Ethics
• PHLB09H3: Biomedical Ethics
• PHLC10H3: Topics in Bioethics
• PHLD09H3: Advanced Seminar in Bioethics
• PSYB03H3: Introduction to Computers in Psychological Research
• PSYB80H3: Psychology in Context
• PSYC03H3: Computers in Psychological Research: Advanced Topics
• PSYC13H3: Social Cognition: Understanding Ourselves and Others
• STAB22H3: Statistics I
• STAB52H3: An Introduction to Probability
• STAB53H3: Introduction to Applied Probability

4. *0.5 credit from Communication and Leadership*:

• ENGB02H3: Effective Writing in the Sciences
• HLTD49H3: Global Health Governance: Thinking Alongside the World's Leaders
• MGEB32H3: Economic Aspects of Public Policy
• MGTA02H3: Managing the Business Organization
• PHLB06H3: Business Ethics
• PHLB58H3: Reasoning Under Uncertainty
• POLC13H3: Program Evaluation
• PSYB38H3: Introduction to Behaviour Modification
• PSYC02H3: Scientific Communication in Psychology
• PSYC10H3: Judgment and Decision-Making
• PSYD19H3: The Science of Behaviour Change

Additional course options may be added in future years.

In addition to the formal curricular components, students are encouraged to participate in at least one of each of the following areas to complement their work in the certificate and build a cohort experience:

• participation in a community of practice or service activity recognized on the Co-curricular Record;
• professional development workshop or learning module offered by at UofT Scarborough or tri-campus office;
• annual program events, including a capstone event upon completion of the certificate.

Description:

~~Note: Only domestic students entering UTSC directly from high school in September 2024 and after are eligible for enrolment in this certificate.~~

Enrolment Requirements:

Students will be admitted to the Certificate directly from high school. Students will select the Certificate in combination with specified science (HBSc) programs at the time of application to UTSC and will be enrolled directly into the Certificate in their first year of study after accepting their offer to UTSC and will need to be admitted to and maintain good standing in one of the programs below to remain in the certificate. Only ~~domestic~~ students entering UTSC directly from high school in September 2024 and after are eligible for enrolment in this certificate.

The Certificate must be taken in conjunction with a Major/Major (Co-op) or Specialist/Specialist (Co-op) in one of the following programs:

• Biology
• Chemistry
• Conservation & Biodiversity
• Environmental Chemistry
• Environmental Geoscience
• Environmental Science

• Evolutionary Anthropology
• Global Environmental Change
• ~~Health Studies –~~ Population Health
• Human Biology
• Integrative Biology
• Medicinal & Biological Chemistry
• Mental Health Studies
• Molecular Biology & Biotechnology
• Molecular Biology, Immunology & Disease
• Neuroscience
• Plant Biology
• Psycholinguistics
• Psychology

Description of Proposed Changes:

1. The word "domestic" was removed from the descriptive section because it no longer applies (both domestic and international will be admitted for the next calendar year)
2. Name change for Population Health- removal of the Health Studies prefix.
3. Editorial course clean-up - course code/title changes

Rationale:

1. The word "domestic" was removed from the descriptive section because it no longer applies (both domestic and international will be admitted in Fall 2025)
2. We have been given approval to drop the 'Health Studies' prefix from our program names given discussions with the Vice Dean Teaching and Undergraduate and other senior administration on campus. This needs to be reflected in the prerequisite structure of this particular course.
3. Course and title changes for the following:
   - The course code and title of MDSA01H3: Introduction to Media Studies has been retired due to sequence restructuring. The new code and title is MDSA10H3: Media Foundations
   - HLTB41H3 from Introduction to the Social Determinants of Health to Social Determinants of Health
   - The Title for ANTC62H3 has changed from Medical Anthropology: Biological and Demographic Perspectives to Medical Anthropology: Biological and Population Perspectives
   - The title for BIOC70H3 has changed from An Introduction to Bias in the Sciences to An Introduction to Bias in STEMM (Science, Technology, Engineering, Mathematics and Medicine)
   - HLTC22H3: Health, Aging, and the Life Cycle (comma added)

Impact:

None

Consultation:

Dept informed of change by office of admissions on Oct 3, 2024
Dept approval of curriculum change submission on Nov 13, 2024

Resource Implications:

N/A

Proposal Status:

Under Review

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

Title Change:

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: 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.

First Year
2.0 credits

1. 2.0 credits as follows:
HLTA02H3 Exploring Health and Society: Theories, Perspectives, and Patterns
HLTA03H3 Navigating Health and Society: Research, Practice, and Policy
PHLB09H3 Biomedical Ethics
STAB23H3 Introduction to Statistics for the Social Sciences

Second Year
3.0 credits

2. 2.0 credits as follows:
HLTB15H3 Health Research Methodology
HLTB16H3 Public Health
HLTB40H3 Health Policy and Health Systems
HLTB41H3 Social Determinants of Health

3. 0.5 credit from the following:
HLTB50H3 Introduction to Health Humanities
HLTB60H3 Introduction to Interdisciplinary Disability Studies

4. 0.5 credit from the following:
GGRB28H3 Geographies of Disease
HLTB11H3 Human Nutrition
HLTB20H3 ~~Contemporary Human Evolution and Variation~~ Human Biological Variation and Evolution
HLTB27H3 Applied Statistics for Public Health
HLTB42H3 Perspectives of Culture, Illness, and Healing
HLTB50H3 Introduction to Health Humanities (if not used towards requirement 3)
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
HLTB31H3 Synergies Among Science, Policy, and Action

Third Year
2.5 Credits

5. 0.5 credit ~~as follows~~ from the following:
HLTC04H3 Qualitative Health Research
HLTC27H3 Community Health and Epidemiology

***Note:** HLTC04H3 would be beneficial if the desire is to focus on social determinants of health, community work, or how policy affects the human dimension. If the goal is to analyze health systems, policies, and outcomes through measurable data, then HLTC27H3 may be a better choice. Students interested in pursuing graduate studies are encouraged to review the admissions and academic requirements for the prospective program to ensure they are making the best decision for their application.

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. 1.0 credit from the following:
ANTC24H3 Culture, Mental Illness, and Psychiatry
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective
HLTC02H3 Gender and Health
HLTC04H3 Qualitative Health Research ~~in Action~~ (if not used towards requirement 5)
HLTC16H3 Health Information Systems
HLTC17H3 Rehabilitation Sciences
HLTC19H3 Chronic Diseases
HLTC20H3 Global Disability Studies
HLTC22H3 Health, Aging and the Life Cycle
HLTC27H3 Community Health and Epidemiology (if not used towards requirement 5)
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 in Action
HLTC48H3 Special Topics in Health 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
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. 0.5 credit from the following:

HLTD06H3 Migration, Medicine, and the Law
HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy'
HLTD11H3 Program and Policy Evaluation
HLTD20H3 Advanced Topics in Sex, Gender, and the Life Course
HLTD26H3 Embodiment Across the Life Course
HLTD29H3 Advanced Topics in Inequality, Inequity, and Health
HLTD40H3 The Politics of Care, Self-Care, and Mutual Aid
HLTD46H3 Violence and Health: Critical Perspectives
HLTD47H3 Advanced Topics in Health and Wellness
HLTD48H3 Advanced Topics in Global Health
HLTD49H3 Global Health Governance: Thinking Alongside the World's Leaders
HLTD50H3 Advanced Topics in Health Humanities

HLTD51H3 Aging and the Arts
HLTD52H3 Health Histories
HLTD53H3 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 and Society
HLTD02H3 Health Research Seminar
HLTD04H3 Special Topics in Health
HLTD05H3 Directed Research on Health Services and Institutions
HLTD12H3 Advanced Topics in Health and Society
HLTD21H3 Advanced Topics in Health and Society
HLTD22H3 Advanced Topics in Health and Society
HLTD71Y3 Directed Research in Health and Society

Description of Proposed Changes:

1. Name change to the program from 'Health Studies- Health Policy' to 'Health Policy'
2. Addition of HLTB27H3 Applied Statistics for Public Health as an elective in bin 5
3. Rename of HLTC04H3 to Qualitative Health Research and added note
4. Give students a choice between HLTC04H3 and HLTC27H3 in program requirements.

Rationale:

In last year's curriculum submission, we initiated a program modification for the Health Studies - Health Policy program, which included proposed changes to both the program name and requirements. While the modifications were approved, it was recommended that we delay the name change until after the external review in March 2024.

Now that the review has been completed and we've received the external reviewers' recommendations, we are resubmitting the name change request for this curriculum cycle. The reviewers recommended consolidating our two major programs into one, with two streams leading to a BA and a BSc, respectively. This recommendation may stem from the current naming convention of our majors: Health Studies - Health Policy and Health Studies - Population Health. As "Health Studies" is not a formal parent program with streams the streams being Health Policy and Population Health, this portion of the title must be removed for clarity. The current naming structure likely reflects a historical link to Anthropology, when Health Studies was part of that department, and DHS has no intention to consolidate the two majors into one, highlighting the necessity for the removal of "Health Studies".

HLTC04H3 is undergoing a rebranding with a new description and course title. This new title must be reflected in the program requirements.

HLTB27H3 is being added as an elective to the program for students.

Students are being given the choice between taking Qualitative Health Research or Epidemiology in year three, hence the addition of HLTC04H3 to bin 5

Impact:

Changing the name to "Health Policy" simplifies the program's identity by offering a clear, focused title that aligns directly with its core curriculum and objectives while highlighting the focus of the program. A streamlined name reduces ambiguity, enhancing consistency across academic materials, and reducing administrative complexity in managing the program's identity.

Name change to HLTC04H3: no foreseeable impact other than increased interest on the part of students

Addition of HLTB27H3 as an elective and students choosing between Qualitative Health Research or Epidemiology in year 3: HLB27H3 Applied Statistics for Public Health was designed to be a pre-requisite to HLTC27H3 Community Health and Epidemiology to address the numerical deficiencies students were displaying in the latter. While B27 was approved last year, it was suggested we wait until this year to add it as the pre-requisite to C27, which is currently core to both the BA and BSc. Recent DCC conversations discussed the potential negative impact this additional statistics course may have on the Health Policy (BA) students. A solution to give students the choice between HLTC04H3 (Qualitative Health Research) or HLTC27H3 (Community Health and Epidemiology) was proposed. Students that want to go the qualitative research route can choose HLTC04H3 which will only list HLTB15H3 (core second year course in health research methods) as a prerequisite, but the students that wish to go the epidemiology route may choose HLTB27H3 as their elective course from bin 4 and then proceed to C27 in year three, empowering students with the decision to pick their desired route for senior level research methods courses while avoiding issues with program enrollment and numerical deficiencies.

Some preliminary research done to address the pros and cons of giving students this choice to make in the context of a Health Policy (BA) degree was done, and the following was determined: "epidemiology would prove to be more beneficial if the desire is to analyze health systems, policies, and outcomes through measurable data. If the goal is to focus on SDOH, community work, or how policy affects the human dimension, then Qualitative Research in Action may be a better choice". As a result, we will make this note in the program requirements so that students are equipped to make the right decision for them based on their career or post-secondary educational trajectories.

Consultations:

DCC: October 10, 2024
Vice-Dean Undergraduate, UTSC (Katie Larson) regarding program name change: October 12, 2024

Resource Implications:

None

Proposal Status:

Under Review

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

Title Change:

MAJOR (CO-OPERATIVE) PROGRAM IN ~~HEALTH STUDIES -~~ HEALTH POLICY (ARTS)

Completion Requirements:

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 Co-operative Programs section and the Arts and Science Co-op section in the UTSC *Calendar*.

Description:

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 three Co-op work terms.

Description of Proposed Changes:
Name change (removal of 'Health Studies' prefix)

Rationale:
In last year's curriculum submission, we initiated a program modification for the Health Studies - Health Policy program, which included proposed changes to both the program name and requirements. While the modifications were approved, it was recommended that we delay the name change until after the external review in March 2024.

Now that the review has been completed and we've received the external reviewers' recommendations, we are resubmitting the name change request for this curriculum cycle. The reviewers recommended consolidating our two major programs into one, with two streams leading to a BA and a BSc, respectively. This recommendation may stem from the current naming convention of our majors: Health Studies - Health Policy and Health Studies - Population Health. As "Health Studies" is not a formal parent program with streams the streams being Health Policy and Population Health, this portion of the title must be removed for clarity. The current naming structure likely reflects a historical link to Anthropology, when Health Studies was part of that department, and DHS has no intention to consolidate the two majors into one, highlighting the necessity for the removal of "Health Studies".

Impact:
Changing the name to "Health Policy" simplifies the program's identity by offering a clear, focused title that aligns directly with its core curriculum and objectives while highlighting the focus of the program. A streamlined name reduces ambiguity, enhancing consistency across academic materials, and reducing administrative complexity in managing the program's identity.

Consultations:
DCC: October 10, 2024
Vice-Dean Undergraduate, UTSC (Katie Larson) regarding program name change: October 12, 2024

Resource Implications:
None

Proposal Status:
Under Review

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

Title Change:

MAJOR PROGRAM IN ~~HEALTH STUDIES~~ POPULATION HEALTH (SCIENCE)

Completion Requirements:

Program Requirements
This program requires the completion of 8.~~0~~5 credits, as described below.

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.

First Year
2.5 credits

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

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
3.~~0~~5 credits

3. 2.~~0~~5 credits as follows:
HLTB15H3 Health Research Methodology
HLTB16H3 Public Health
HLTB22H3 Biological Determinants of Health
HLTB27H3 Applied Statistics for Public Health
HLTB41H3 Social Determinants of Health

4. 0.5 credit from the following:
BIOB35H3 Essentials of Human Physiology
HLTB33H3 Human Development and Anatomy
HLTB44H3 Pathophysiology and 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 Human Nutrition
HLTB20H3 ~~Contemporary Human Evolution and Variation~~ Human Biological Variation and Evolution
HLTB33H3 Human Development and Anatomy (if not used towards requirement 4)
HLTB40H3 Health Policy and Health Systems
HLTB42H3 Perspectives of Culture, Illness, and Healing
HLTB44H3 Pathophysiology and Etiology of Disease (if not used towards requirement 4)
HLTB50H3 Introduction to Health Humanities
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
HLTB31H3 Synergies Among Science, Policy, and Action

Third Year
2.0 credits

6. 0.5 credit as follows:
HLTC27H3 Community Health and Epidemiology

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

8. 1.0 credit from the following:
ANTC47H3 Human Skeletal Anatomy and Biology ~~and Primate Comparative Osteology~~
ANTC48H3 Advanced Topics in Human Osteology
ANTC68H3 Deconstructing Epidemics
BIOC70H3 An Introduction to Bias in ~~the~~STEMM (Science, Technology, Engineering, Mathematics, and Medicine)
HLTC04H3 Qualitative Health Research ~~in Action~~
HLTC16H3 Health Information Systems

HLTC17H3 Rehabilitation Sciences
HLTC19H3 Chronic Diseases (if not used towards requirement 7)
HLTC22H3 Health, Aging and the Life Cycle
HLTC23H3 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 Sciences
HLTC29H3 Special Topics in Health Sciences
HLTC30H3 Understanding Cancer: From Cells to Communities
HLTC31H3 Pick Your Poison! Toxicology and Risk Assessment
HLTC46H3 Globalization, Gender, and Health
HLTC49H3 Indigenous Health
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 and Society
HLTC51H3 Special Topics in Health and Society

Fourth Year
0.5 credits

9. 0.5 credit from the following:

HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy'
HLTD08H3 Advanced Topics in Health Sciences
HLTD09H3 Population Perspectives on Reproductive Health
HLTD13H3 Advanced Topics in Global Health and Human Biology
HLTD18H3 Dental Sciences
HLTD20H3 Advanced Topics in Sex, Gender, and the Life Course
HLTD23H3 Indigenous Peoples: Pandemics, Epidemics, and Outbreaks
HLTD25H3 Advanced Topics in Environmental Health
HLTD26H3 Embodiment Across the Life Course
HLTD27H3 Food Security, Food Sovereignty, and Health
HLTD28H3 Innovations for Global Health
HLTD29H3 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 Advanced Topics in Health and Wellness
HLTD48H3 Advanced Topics in 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 and Society
HLTD02H3 Health Research Seminar
HLTD04H3 Advanced Topics in Health and Society
HLTD05H3 Directed Research on Health Services and Institutions
HLTD12H3 Advanced Topics in Health and Society
HLTD21H3 Advanced Topics in Health and Society
HLTD22H3 Advanced Topics in Health and Society
HLTD71Y3 Directed Research in Health and Society

Admission Requirements:

Grade 12 math ~~is~~ and biology are recommended

Description of Proposed Changes:

1. Addition of grade 12 biology as recommended in program description/requirements
2. Addition of HLTB27H3 Applied Statistics for Public Health as a core requirement
3. Name change to HLTB20H3, which is a DN with ANTB15H3 (driven by ANT)
4. Name change to HLTC04H3
5. Addition of HLTC31H3 Pick Your Poison! Toxicology and Risk Assessment as a core requirement
6. Name change to ANTC47H3
7. Name change to BIOC70H3
8. Increase to 8.5 credits in total

Rationale:

In last year's curriculum submission, we proposed a comprehensive modification to the Health Studies - Population Health program, including changes to both its name and its requirements. While the majority of the program modifications were approved, it was recommended that the name change be postponed until after the external review in March 2024.

Now that the external review has been completed and we've received the reviewers' recommendations, we are resubmitting the name change request for this curriculum cycle. The reviewers strongly advised consolidating our two major programs into one, with two distinct streams leading to a BA and a BSc. This

recommendation likely arises from the current naming convention, where both majors are labeled under "Health Studies" (i.e., Health Studies - Health Policy and Health Studies - Population Health). However, "Health Studies" is not a formal parent program with official streams. Therefore, this title creates confusion and does not reflect our program's structure accurately. Additionally, the current naming is an artifact from a time when Health Studies was housed within Anthropology, and the Department of Health and Society (DHS) has no intention of merging the two majors into one. Thus, removing "Health Studies" from the titles is not only necessary but overdue for clarity and alignment with our goals. This has been discussed with the Vice Dean Teaching and Learning UG programming.

HLTC04H3 is undergoing a rebranding with a new description and course title. This new title must be reflected in the program requirements.

HLTC31H3 Pick Your Poison! Toxicology and Risk Assessment has been listed as a new core requirement (bin 8). This course is a new offering in the area of environmental health.

Anthropology and Biological Sciences are renaming ANTC47H3 and BIOC70H3 which are listed as electives in our program (bin 8)

We are adding HLTB27H3 Applied Statistics for Public Health as a core requirement in year 2. This course was designed in the last curriculum cycle after 2 years of work to be a pre-requisite for HLTC27H3 to help with the numerical deficiencies faculty identified in students when taking this course. It was recommended to us last year that we wait until this year to add the course to the program requirements. This will result in an increase in the program requirements from 8.0 to 8.5.

Recommending grade 12 biology: brings to the attention of prospective students that familiarity with biological concepts are expected within the program so they enter the program knowing this expectation.

Impact:

Changing the name to "Population Health" simplifies the program's identity by offering a clear, focused title

Name change to HLTB20H3 (DN and run by Anthropology), HLTC04H3, ANTC47H3, and BIOC70H3: please review those respective proposals for rationale/impact. No foreseeable impact on our part.

Addition of HLTB27H3 as a core requirement: this will impact students positively by increasing their numerical literacy in the context of health sciences, preparing them better for HLTC27H3 (Community Health and Epidemiology) and future graduate work.

Addition of HLTC31H3 as a core requirement: this will impact students positively by providing foundational knowledge in toxicology and risk assessment for students.

Increase in credit count from 8.0 to 8.5: no foreseeable impact other than one less elective that students will have to take.

Consultations:

Admissions and RO Team regarding admission recommendation (Shelby Verboven and Andrea Rogers): March 20, 2024
DCC: October 10, 2024
Conversation with Vice Dean Undergraduate (Katie Larson) about the program name change idea: October 12, 2024
Michelle Silver conversation with Suzanne Sicchia re program name change: October 30, 2024

Resource Implications:

None

Proposal Status:

Under Review

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

Title Change:

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

Completion Requirements:

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 Work Term 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: COPC40H3 (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 (COPC40H3) 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 Co-operative Programs section and the Arts and Science Co-op section in the UTSC *Calendar*.

Description:

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~~ 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 a minimum of three Co-op work terms.

Admission Requirements:

Grade 12 math and biology are recommended

Rationale:

In last year's curriculum submission, we proposed a comprehensive modification to the Health Studies - Population Health program, including changes to both its name and its requirements. While the majority of the program modifications were approved, it was recommended that the name change be postponed until after the external review in March 2024.

Now that the external review has been completed and we've received the reviewers' recommendations, we are resubmitting the name change request for this curriculum cycle. The reviewers strongly advised consolidating our two major programs into one, with two distinct streams leading to a BA and a BSc. This recommendation likely arises from the current naming convention, where both majors are labeled under "Health Studies" (i.e., Health Studies - Health Policy and Health Studies - Population Health). However, "Health Studies" is not a formal parent program with official streams. Therefore, this title creates confusion and does not reflect our program's structure accurately. Additionally, the current naming is an artifact from a time when Health Studies was housed within Anthropology, and the Department of Health and Society (DHS) has no intention of merging the two majors into one. Thus, removing "Health Studies" from the titles is not only necessary but overdue for clarity and alignment with our goals. This has been discussed with the Vice Dean Teaching and Learning UG programming.

Recommending grade 12 biology and math: brings to the attention of prospective students that familiarity with biological and mathematical concepts are expected within the program so they enter the program knowing this expectation.

Impact:

Changing the name to "Population Health" simplifies the program's identity by offering a clear, focused title

Consultations:

Admissions and RO Team regarding admission recommendation (Shelby Verboven and Andrea Rogers): March 20, 2024
DCC: October 10, 2024
Conversation with Vice Dean Undergraduate (Katie Larson) about the program name change idea: October 12, 2024
Michelle Silver conversation with Suzanne Sicchia re program name change: October 30, 2024

Resource Implications:

None

Proposal Status:

Under Review

2 New Courses

HLTB80H3: Paramedicine as a Community Based Health and Social Service

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

Description:

This course introduces students to the foundational principles shaping paramedicine in Canada. Emphasizing patient-centered care, integration within healthcare systems, and the continuum of health and social services, the course explores the evolving healthcare and professional landscape and paramedicine's role within it. Students will also learn about the guiding principles for effective paramedicine, including professional autonomy, community health prioritization, evidence-informed practice, social responsiveness, prioritizing the health professionals and how quality is determined. The course aims to provide an understanding of paramedicine as it exists and how it is evolving in several areas. Designed for paramedic students (and other 2nd year students), this course emphasizes evolving paramedicine to meet modern healthcare challenges effectively and prepares learners for future studies by establishing a strong foundation in the values and direction of modern paramedicine.

Prerequisites:

HLTA02H3 and HLTA03H3 and HLTB27H3

Corequisites:

HLTB40H3

Notes:

This course is designed for paramedicine students and therefore priority should be given to students enrolled in the Joint Paramedicine Specialist degree program with Centennial College. However, other students in health policy, population health or health humanities streams can enroll in this course. Understanding how health professions exist in the healthcare system, provides a mechanism (of many) for how health is achieved. Students in all streams will

be given an opportunity to understand why and how paramedicine as a community-based health and social service can contribute to broader health system goals, including attending to disparities. This will assist students (and future graduates) to explore various strategies when navigating change in the health care system.

Delivery Method:

In Person

Methods of Assessment:

This course will include the following methods of assessments:

1. In-Class Participation / Engagement with Content (10%): To ensure active engagement with the course content, facilitate deeper understanding through peer discussion, and foster the development of critical thinking skills in a collaborative environment. Students will be evaluated on the frequency of their participation, the depth of their contributions, their ability to engage respectfully with differing viewpoints, and their contribution to advancing the group's understanding of the topic.
2. Weekly Analysis Assignments (20%): To encourage students to critically reflect on and analyze the topics covered each week, honing their argumentation skills and ability to synthesize information from lectures, readings, and discussions Analyses will be graded based on the clarity and coherence of the argument, the use of supporting evidence, the originality of insights, and the ability to link theory to practice. Writing quality, including organization and adherence to academic conventions, will also be considered.
3. Written Assignment (20%): To evaluate learners' ability to critically analyze a topic of their choice related to the course content. Learners will be expected to anchor their ideas/interests in what is known about the topic and to propose new ways forward. This written assignment will combine both theoretical and applied expectations.
4. Midterm and Final Exams (50% Total: Midterm 20%, Final 30%): To evaluate students' comprehension of key concepts, their ability to recall factual information, and their capacity to apply critical thinking to paramedicine-specific scenarios.

All assessment strategies are intended to permit access to outcomes 1-5.

Breadth Requirements:

Social & Behavioural Sciences

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

1. Analyze the contemporary structure of paramedicine, including its organizational framework, regulatory bodies, and integration within emergency and community healthcare services.
2. Describe the foundational paradigms and principles guiding paramedicine.
3. Evaluate the evolving role of paramedicine within the broader healthcare and social care system and identify how the profession can contribute to modern health system goals.
4. Identify challenges within the profession and propose strategies to overcome them.
5. Discuss sociological issues related to the profession and professionalization of paramedicine.

Course Experience:

None

Topics Covered:

Topics include:
1. Introduction to paramedicine and contemporary healthcare challenges: policy, regulation and health system goals.
2. Paramedicine as an allied health profession.
3. Contemporary health care directions: healthcare along a health and social continuum, integrated healthcare frameworks, patients and their communities.
4. Contemporary structure of paramedicine systems.
5. Professional autonomy and other professionalization projects.
6. Focusing on health professionals.
7. Social responsiveness in paramedicine.
8. Quality and evidence informed practice and systems.
9. Access to and distribution of paramedicine services.
10. Fostering a continuous learning environment.
11. Health professions and practice: interprofessional considerations.
12. Challenges in paramedicine and strategies to address them.
13. Enabling the future of paramedicine.

Rationale:

In 2023, the Specialist Paramedicine Program offered jointly with Centennial College underwent an external review. One of the recommendations was that the program transfer from the Department of Biological Sciences to the Department of Health and Society. The rationale was because the field of paramedicine is undergoing significant transformation, driven by evolving community health needs, advancements in integrated healthcare, and increased emphasis on patient-centered care. The program is undergoing a major program modification which includes this course. This course addresses the need for paramedic students, as well as those in related health fields (e.g., health policy, population health), to develop a comprehensive understanding of the foundational and contemporary aspects of paramedicine.

The new program structure is a 2 (UTSC) + 2 (Centennial) model. Centennial’s focus is on applied work-related content and this course introduces students to the health profession and its position within the broader health system. This allows students to understand this community-based health and social service as it exists in the broader interdisciplinary discipline of health and society.

This course fills a critical gap in the specialist curriculum. As it relates to course content, there are several reasons why this course is needed:

1. Adapting to Changing Healthcare Demands
Paramedicine is no longer solely about emergency response. There is a growing demand for paramedics to deliver care beyond traditional emergency settings,

including in community-based, preventive, and integrated health contexts. This course aims to prepare students to meet these modern healthcare challenges by understanding evolving models of care, such as the shift toward primary and preventive health services.

2. Foundational Knowledge in Guiding Principles
The course provides students with an understanding of the guiding principles of paramedicine, such as professional autonomy, patient-centered care, and the integration of health and social services. These principles form the foundation upon which paramedic practice is built, and understanding them is crucial for any healthcare professional seeking to contribute effectively to healthcare delivery.

3. Interprofessional Collaboration and Role in the Broader Healthcare System
As healthcare systems worldwide increasingly embrace integrated and interprofessional care models, paramedicine is positioned as a vital contributor to this collaboration. Understanding the role of paramedics within the broader healthcare ecosystem is key to ensuring effective interprofessional practice, reducing silos, and providing holistic care to patients. The course addresses the role of paramedics in relation to other allied health professionals, fostering a collaborative mindset that enhances patient outcomes.

4. Addressing Health System Inequities and Promoting Social Responsiveness
The course places a particular focus on the role of paramedicine in addressing health disparities and contributing to equitable access to care. As paramedics are often the first point of contact in underserved communities, understanding the social determinants of health and the role of paramedics in tackling health inequities is critical to the delivery of socially responsive care. This is particularly pertinent in the Canadian context, where challenges in access to primary care and disparities in health outcomes are prominent issues.

5. Professionalization of Paramedicine
Paramedicine is increasingly being recognized as a profession, with growing autonomy and expanding roles. However, challenges related to regulation, professional identity, and integration into the broader health system remain. This course explores the sociological issues and dynamics around the professionalization of paramedicine, equipping students to navigate the complexities of professional development, regulation, and systemic challenges.

6. Workforce Preparedness and Career Development
Given the changing nature of healthcare and the increasing emphasis on community-based care, future paramedics must be prepared to take on roles beyond emergency response. This course aims to lay the groundwork for career development by instilling key knowledge and skills that align with workforce trends, such as participation in multidisciplinary teams, preventative care, and community health services.

7. Building Critical Thinking and Evidence-Informed Practice
Modern healthcare increasingly demands that practitioners use evidence-based approaches and engage in critical thinking. The course's focus on evidence-informed practice encourages students to apply research to their practice, critically assess health interventions, and contribute to quality improvement initiatives within the paramedicine field.

8. Alignment with Health System Goals
The course aligns with national and provincial health system goals that emphasize patient-centered care, integrated community health services, and the role of paramedics in contributing to these objectives. By introducing students to emerging trends, policy changes, and the future direction of paramedicine, the course ensures that learners are equipped to support and advance healthcare initiatives that align with broader system priorities.
9. Comprehensive Preparation for Advanced Studies

This course serves as an introductory yet comprehensive foundation for students planning to continue their studies in paramedicine, health policy, population health, or health sciences. It will prepare them for the complexities of healthcare practice, policy, and research, establishing the groundwork for more specialized or advanced courses that they may take in the future.

In summary, this course is essential for equipping future paramedics and health professionals with the foundational knowledge, critical thinking skills, and sociological insights needed to navigate the rapidly evolving landscape of healthcare. It provides a solid grounding in both the theoretical and practical elements of paramedicine, with an emphasis on integrated care, social responsibility, and the future role of paramedics within community and primary health contexts.

Consultation:
Proposal approved by DCC: September 19, 2024
Course code approved by Office of the Registrar: October 8, 2024 [by Amber Lantsman]
Centennial College Approval: June 14, 2024

Resources:
- This course will be taught by regular faculty.
- There is no TA resources required.
- This course will not require any additional equipment or infrastructure support.
- The course will not require ancillary or laboratory fees.

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:
This course is intended for students enrolled in the Specialist Paramedicine Program, joint with Centennial College, but may be of interest to health science students in other streams.

Estimated Enrolment:
35

Instructor:
Dr. Walter Tavares (Regular Faculty)

Proposal Status:
Under Review

HLTC31H3: Pick Your Poison: Toxicology and Risk Assessment

Description:

This course explores several topics in toxicology with emphasis on exposure pathways, mechanisms of toxicity and effects of chemicals on human health. Through lectures, case studies and a semester-long project, this course covers principles of toxicology, models and methodologies used to investigate the toxicity of environmental chemicals, the mechanisms of toxicity of selected environmental chemicals, and the applications of toxicology in risk assessment.

Prerequisites:

[HLTA20H3 and HLTB22H3] or HLTB44H3 or BIOB10H3

Delivery Method:

In Person

Methods of Assessment:

- In-class worksheets (learning outcomes 1-5)
- Chemical risk assessment (scaffolded) (learning outcomes 1-5):
    - o part 1: hazard description
    - o part 2: exposure assessment and risk characterization
- Tolerable daily intake and maximum acceptable concentration exercise (learning outcomes 3 and 5)
- Final exam (learning outcomes 1-5)

Breadth Requirements:

Social & Behavioural Sciences

CNC Allowed:

Y

Credit Value:

Fixed: 0.50

Learning Outcomes:

1. Describe major sources and pathways of exposure to selected classes of chemicals.
2. Characterize how chemicals are absorbed, distributed, metabolized, and excreted (toxicokinetics).
3. Describe the dynamic interactions of a chemical with a biological target (i.e., mechanisms of toxicity; toxicodynamics).
4. Identify the main scientific approaches used to assess the toxicity of chemicals and discuss some of the benefits and limitations of these approaches.
5. Identify the main scientific approaches used in risk assessment and apply these approaches in a case study assignment.

Course Experience:

None

Topics Covered:

- Principles of toxicology
- Toxicokinetics and toxicodynamics
- Models and methodologies used to investigate the toxicity of environmental chemicals
- Mechanisms of toxicity of selected environmental chemicals
- Applications of toxicology in risk assessment.

Rationale:

This course is mainly offered to Population Health major students at the Department of Health & Society and is part of a broader offering of courses in environmental health. It was originally offered as a Special Topics course in the Fall 2024 term. The course was well attended and the overall positive course evaluations are a great motivation to have this course as a regulator offering.

This course will provide foundational knowledge in toxicology and risk assessment for students. Toxicology is the branch of science that aims to understand the harmful effects that chemicals, substances and drugs can have on people, animals and the environment. Risk assessment is the process that evaluates these potential health risks and involves the hazard identification, the dose-response assessment, the exposure assessment and the risk characterization. Therefore, the topics covered in this course are highly relevant to students in the Population Health major and are aligned with the mission of the future SAMIH.

There are no other toxicology courses offered at UTSC.

Consultation:

DCC: January 17, 2025
BIO: January 17 and 23, 2025
DPES: January 17 and 23, 2025
Registrar's Office: Course code approved by Amber Lantsman, January 9, 2025

Resources:

90 TA hours that the unit will cover from the existing TA budget.

Overlap with Existing Courses:

NA

Programs of Study for Which This Course Might be Suitable:

Environmental Science, Biochemistry, Human Biology, Conservation Biology, Population Health, Chemistry

Estimated Enrolment:

60

Instructor:

Elyse Caron-Beaudoin

Proposal Status:

Under Review

2 Course Modifications

HLTC04H3: Qualitative Research in Action

Title:

Qualitative Health Research ~~in Action~~

Description:

~~By engaging with ideas rooted in critical social science and humanities, and emphasising the work of Canadian scholars, students learn strategies for studying societal problems using a postpositivist paradigm. Students learn theoretical and applied skills in activities inside and outside the classroom to emerge with new understandings about the social studies of health and society. This is an advanced and intensive reading and writing course where students learn to think about research in the space between subjectivity and objectivity.~~

This course explores qualitative research methodologies and methods in health research. From an interpretive lens, students will examine different qualitative research approaches (such as phenomenology, grounded theory or ethnography), learn data collection methods (such as focus groups, interviews, observational methods and document analysis), gain skills with data interpretation, and other aspects of ethical research practices in qualitative health research.

Prerequisites:

HLTB15H3 ~~HLTB50H3 and an additional 1.0 credit from the following: [ANTB19H3, HISB03H3, GGRB03H3, GGRC31H3, PHLB05, PHLB07, PHLB09H3, POLC78H3, SOCB05H3, VPHB39H3, WSTB05H3, or WSTC02H3]~~

Enrolment Limits:

~~60~~

Recommended Preparation:

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

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.~~

Methods of Assessment:

~~Methods of Assessment will remain the same~~

There are four faculty members currently identified in DHS that have interest in teaching a course in Qualitative Research Methods. As such, MOA may change from instructor to instructor. Here is a list of potential MOAs that may be entertained; percentages of final grade will vary depending on the instructor and how many of the MOAs they intend to employ: ¶

¶

1. comparative essay- to reflect on different qualitative approaches¶
2. data collection exercises- to expose students to real world methods such as focus group or interviews¶
3. case studies- application of knowledge to solve issues in qualitative health research¶
4. qualitative analysis assignments- analysis of data sets provided to students ¶
5. research proposal- allows students to conceptualize what they have learned¶
6. presentation or research report- articulation of findings

Learning Outcomes:

~~Learning outcomes will remain the same~~

1. Critically evaluate different qualitative research methodologies in health research: identify and compare qualitative research approaches, such as phenomenology, grounded theory, and ethnography, and assess their appropriateness in different health research contexts (MOA 1, 5) ¶

¶

2. Demonstrate proficiency in qualitative data collection methods: acquire practical skills in conducting focus groups, interviews, observational research, and document analysis in health research setting (MOA 2, 3, 4) ¶

¶

3. Apply ethical principles to qualitative health research: understand and apply ethical standards in qualitative research, including informed consent, confidentiality, and data protection, particularly in health-related studies (MOA 1, 2, 5) ¶

¶

4. Analyze and interpret qualitative data using appropriate techniques: students may learn to code, categorize, and interpret qualitative data, recognizing patterns, themes, and insights relevant to health research (MOA 2, 4) ¶

¶

5. Design a qualitative health research study: integrate their knowledge of qualitative methodologies, data collection methods, and ethical considerations to design a research proposal addressing a specific health issue (MOA 2, 4, 5, 6) ¶

¶

6. Communicate qualitative research findings effectively: develop skills to present qualitative research results through written reports and oral presentations, emphasizing clarity, coherence, and adherence to academic standards (MOA 5, 6)

Topics Covered:

Introduction to ~~&~~Qualitative Research in Health
Interpretive Paradigms in Health Research
Phenomenology in Health Research
Grounded Theory Approach
Ethnography in Health Settings
Focus Groups and Interviews
Observational Methods ~~of~~ in ~~Assessment~~ Health ~~will~~ Research
Document ~~remain~~ and ~~the~~ Textual ~~same~~ Analysis
Data Coding and Thematic Analysis
Ethical Issues in Qualitative Health Research
Research Rigor and Trustworthiness in Qualitative Studies
Writing and Presenting Qualitative Findings

Rationale:

HLTC04H3 prior to 2019-20 was titled 'Critical Qualitative Health Research Methods'.

In 2021, the title was changed to 'Fieldwork Practices in Health and Society Research' and description and pre-requisite structure was also changed. Qualitative research was still the focus of the course, but the DCC would like to return HLTC04H3 to a title as close to the 2019 version as possible as the course is undergoing a revamp.

The revamp also warrants new PLOs and MOAs.

Consultation:
DCC: October 10, 2024

Resources:
None

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

Proposal Status:
Under Review

HLTD44H3: Environmental Contaminants, Vulnerability, and Toxicity

Prerequisites:
~~1.5 credits chosen from the following: ANTC67H3, [BIOA11H3 or BIOA01H3], [BIOB33H3 or HLTB33H3], BIOB35H3, BIOC14H3, BIOC65H3, HLTB22H3, HLTC22H3, HLTC24H3, or HLTC27H3~~[ANTC67H3 or HLTC27H3] and BIOB10H3 or HLTB22H3

Methods of Assessment:

~~The proposed evaluation structure includes the following:~~
~~10% Literature review question, objective and 5 references (individual)~~
~~35% Literature review (individual)~~
~~35% Poster on a selected topic in environmental health: 25% poster content (team) and 10% on poster feedback (individual)~~
~~20% Final exam (individual)~~

- Term-long data analysis project (done in teams of 2-3 students). Students will apply concepts learned in lectures and will work with 1 or 2 partners to develop a research question, complete the data analysis, interpret and present the results in the form of a poster using the CanPath synthetic dataset. This term-long assignment will be scaffolded (learning outcomes 4-5):
  - Conceptual model: what is the exposure and outcome of interest; and the relevant covariates and why
  - Analytical plan: shell tables and figures (as applicable); identification of data in the CanPath synthetic dataset; statistical analyses to conduct
  - Final results presented as a poster (following a PowerPoint template) and R code
- Final exam (learning outcomes 1-4)

Learning Outcomes:

~~At the successful completion of this course, students are expected to be able to:~~
~~- Identify the main scientific approaches used to assess potential environmental health hazards, and discuss some of the benefits and limitations of these approaches~~
~~- Describe biological, physiological, behavioural and social principles by which some groups are particularly vulnerable to 1) exposure to environmental contaminants and 2) the health consequences of exposure to environmental contaminants~~
~~- Describe major sources and pathways of exposure to selected classes of environmental contaminants~~
~~- Explain key mechanisms of toxicity associated with selected human health impacts~~
~~- Analyze in a group one environmental health issue of concern from an interdisciplinary approach~~

1. Students will be able to identify the main scientific approaches used to assess potential environmental health hazards, and discuss some of the benefits and limitations of these approaches
2. Students will describe biological and social principles by which some groups are particularly vulnerable to exposure to environmental contaminants
3. Students will be familiar with the major sources, pathways of exposure and health effects of selected classes of environmental contaminants
4. Through lectures, students will be introduced to environmental epidemiology with some background in basic statistical analysis
5. Using a Canadian synthetic dataset through a term-long project, students will gain hands-on experience in data analysis while exploring associations between environmental factors and health outcomes

Topics Covered

~~The course will cover these specific topics:~~
~~1)~~ • Methods for the evaluation of environmental health
~~2)~~ • Environmental exposure and vulnerability
~~3)~~ • Sources ~~Classes~~ and ~~of contaminants: sources,~~ pathways~~, health~~ of ~~effects~~ exposure
• Introduction ~~and~~ to ~~mechanisms~~ environmental ~~of toxicity~~ epidemiology

Rationale:
These proposed changes are aligned with DHS curriculum initiatives to increase the numerical literacy of our students and include some modifications in the learning objectives; the topics covered; the prerequisites and the assessment methods.

The instructor is also now offering a C-level course in toxicology. In order to offer students the possibility of taking several courses in environmental health, HLTD44 will pivot to focusing more on environmental epidemiology instead of environmental epidemiology and toxicology.

Consultation:
DCC: January 17, 2025
BIO: January 17 and 23, 2025
DPES: January 17 and 23, 2025
CANPATH: Various dates throughout 2024 and anticipated dates expected in 2025 to design more course specific datasets

Resources:
None. The CanPath synthetic dataset is accessible to faculty and students free of charge.

Proposal Status:
Under Review