YORK UNIVERSITY FACULTY OF HEALTH
SCHOOL HEALTH POLICY & MANAGEMENT
UNDERGRADUATE SUPPLEMENTAL CALENDAR

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WELCOME AND OVERVIEW OF DEPARTMENT

Welcome

Dear students,

Welcome to the School of Health Policy and Management. The School houses three innovative major programs -- Health Policy, Health Management, and Health Informatics -- all leading to a Specialised Honours, Bachelor of Health Studies (BHS).

As of September 2008, in addition to the Specialized Honours BHS degree, the School is now offering an Honours major in Health Studies and minors in Health Policy, Health Management or Health Informatics. The Honours major is useful to those student wishing to pursue a double major Honours degree or a Major/Minor combination with another program offered at York.

In addition to the above, students will also be able to pursue a 90 credit Bachelor in Health Studies degree that integrates courses in health policy, health management and health informatics. A cross-disciplinary Health Informatics Certificate is also available as a stand alone option or one can pursue it while completing a degree at York.

You will find that you are offered a unique approach to health systems education during the course of your degree. By incorporating a determinants of health approach, the programs offered in the School emphasize the organization of health care and other systems, the diversity of Canadians, the role of communities, and fairness and social justice as integral considerations in the development of effective health care models. These concerns are incorporated into the study of the most recent developments in management practice, health planning, and use of information in health care.

The School's approach to health and health care education focuses on several themes that address both specific health-related and broader population health issues. The forefront of this approach is an emphasis on research and scholarship around health and healthcare provision from the perspective of varied populations including women, aboriginal communities, persons with disabilities, and ethnic communities.

The professors in the School are internationally recognised in their respective areas. In addition to teaching, each one is involved in extensive research. Please feel free to approach any one of them should you wish to discuss anything. Communication is the key element to making your studies in this School enjoyable and fruitful. All students are encouraged to meet with the Undergraduate Program Director on a yearly basis for an advising session.

In addition to materials you may have already received during the time of your orientation, enclosed please find information, which we hope, will prove to be useful to you, the student.

Prof. Mary Wiktorowicz
Chair

Contact List – Faculty & Staff

Faculty

Name	Position	Office	Phone Extension	E-Mail
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Peter Tsasis	Associate Professor	421 HNES	22171	tsasis@yorku.ca

Staff

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Regina Pinto	Administrative Assistant	424 HNES	ext. 22115	rpinto@yorku.ca

The School of Health Policy Management: An Overview

The challenge of delivering high-quality, cost-effective health care and developing public policies that maintain health is increasingly complex. The demand for highly-skilled policy makers, managers and information specialists has never been higher.

The School of Health Policy and Management is the only one of its kind. Its unique team of researchers and educators explores health from an interdisciplinary social science perspective to provide you with a comprehensive understanding of current health care challenges. While you must choose to major in one of three disciplines — Health Management, Health Policy or Health Informatics — you will benefit from an integrated exploration of all three. The School of Health Policy and Management offers a distinct approach to health and social systems education. The School focuses on themes that address the organization and management of Canadian and international health care and public policy systems, and the concerns of sub-populations within them.

The program's creative and strategic approach emphasizes transformational change in health care education, helping move from a singular medical model to a social determinants model, from treatment of illness to prevention and equity, from a fragmented health care system into an integrated system.

Whether you choose a career on the front line or in administrative roles, you will gain the skills and understanding to help health organizations shape the future of health care in a meaningful way.

Health Management (BHS Specialized Honours)

In the health management program you will develop the breadth of understanding and skills that will prepare you for a variety of rewarding and challenging careers in health management. This degree will also prepare you to participate in complex, multidisciplinary health care enterprises within a variety of community-based and institutional contexts. You will take courses in organizational behaviour, health services organization management, information management and decision making, leadership, integration in health care, and health performance measurement and improvement.

Possible careers: Department/Clinic Manager, Quality Performance Specialist, Community Health Advocate, Health Systems Planner.

Health Informatics (BHS Specialized Honours)

Information technology is increasingly used in the management and administration of health care systems. From the electronic storage of patient records to the collection and analysis of health information, the use and understanding of electronic data are increasingly important tools for modern practitioners and administrators. In the Health Informatics program, you will gain specialized knowledge in the acquisition and application of research, analysis and system design within the context of health decision-making, resource allocation and program evaluation. A Health Informatics degree will equip you with the skills and knowledge needed to pursue rewarding roles in health sector planning and development.

Possible careers: Health Information Specialist, System Analyst, Systems Designer, Systems Integration Specialist.

Health Policy (BHS Specialized Honours)

Understanding the politics of the health system requires the kind of broad-based perspectives that York's interdisciplinary approach provides. Students in health policy will examine current issues through the lens of political science, law, economics, sociology and ethics as they learn about how policies are developed and implemented. The goal is to develop policies that are not merely reactive but rather proactive and sustainable in a variety of settings – public, private-for-profit and private not-for-profit. Graduates will be able to effectively contribute to policy research, development and implementation at all levels of the health system.

Possible careers: Health Policy Analyst, Planner, Researcher, Health Care Advocate.

Faculty Research Interests

Prof. Tamara Daly (Ph.D. Health Policy, Management and Evaluation, University of Toronto, 2003) does research in the areas of gender and health, the political economy of health, social justice, and health care work, particularly in the long term care sector. She holds a Masters degree in political economy from Carleton University, and a Bachelor of Arts in political science and history from Trinity College, University of Toronto. On-going research projects investigate changes to the organization and delivery of women's health services; health restructuring in the long-term care sector; and the experiences of women living with HIV.

Prof. Nancy Viva Davis Halifax (PhD, Curriculum, Teaching and Learning, University of Toronto, 2002) brings her interdisciplinary experience to her teaching and research, which is located at the intersections of health care, anomalous embodiment, difference and disability, arts-informed research, and pedagogy. She has worked broadly in health research using the arts and documentary, participatory methods with economically displaced persons in Canada. Her research uses the arts for sustaining and creating conversations around social change, self-determination, social auto/biographies, and for engaging communities in social development, and has been located in community and institutional settings. She is interested in the social determinants of health, embodiment, gender, critical and post-structural theories, collaboration, phenomenology and poetics. Her forthcoming book "Disability and illness in arts-informed research: Moving toward postconventional representations" explores the intimate ephemerality of life through lyrical and arts-informed inquiry.

Prof. Serban Dinca-Panaitescu (PhD Biomedical Engineering, Polytechnic University of Bucharest, 2001) has a multidisciplinary background with an emphasis on biomedical engineering and health informatics. He conducts research in medical informatics focusing on computer processing of physiological signals. His major research contributions are in the fields of preventive cardiology and developing software aiming at detecting the cardiovascular dysfunction in the sub-clinical phase. He has published numerous articles and one book in this field. Other research interests include Medical equipment, Health Information Systems and e-health.

Prof. Christo El Morr (PhD Biomedical Engineering, Compiègne University of Technology-France, 1997) has a background in Computer Science and Health Informatics. His research interests are cross-disciplinary; he participated in multidisciplinary projects involving different fields such as healthcare, business, engineering, computer science and social sciences. His research interests are mainly in e-Health, e-Collaboration, Virtual Communities, Software Accessibility for people with Visual Disability, PACS and Health Information Systems integration. He also consulted for companies and international organizations such as the USAID (United States Agency for International Development).

Prof. Liane Ginsburg (PhD Health Care Management, University of Toronto, 2002) has a background expertise in health management. She also holds a postdoctoral research fellowship from the Canadian Health Services Research Foundation. Her research interests focus on quality measurement and improvement, and the use of research evidence in health care decision making. She has published several peer-reviewed articles and book chapters in these areas.

Prof. Joel Lexchin (MD University of Toronto, 1977) has been an emergency physician at The University Health Network for the past 21 years. His research interests include - physician prescribing behaviour, pharmaceutical promotion and the drug approval process. He was a member of the Ontario Drug Quality and Therapeutics Committee and chair of the Drugs and Pharmacotherapy Committee of the Ontario Medical Association. He has been a consultant on pharmaceutical issues to the governments of Ontario and New Zealand, the federal Auditor General, the Australian National Prescribing Service, and the World Health Organization. He is the author of over 90 peer-reviewed articles on topics such as physician prescribing behaviour, pharmaceutical patent issues, the drug approval process and prescription drug promotion.

Dr. Lillie Lum is cross-appointed to the School of Health Policy and Management and the School of Nursing. She has had extensive university teaching and clinical experience in Canada and the U.S.A. As a researcher, she is the principal investigator for nationally funded projects in organizational justice, globalization, health human resource management and distance education. Her specific research interests include Health Human Resources Management, Organizational and Administrative Justice in Healthcare, Mental Health Nursing, Distance Education and Learning Communities. Her doctoral research concerning informed consent and breast cancer patients was funded for three years by a scholarship from the National Health Research Development Program. Dr. Lum maintains clinical currency through two order-in-council appointments to Ontario health tribunals. She adjudicates appeals concerning the Ontario Health Insurance Act, the Ontario Mental Health Act and the Criminal Code of Canada.

Prof. Denise Nepveux (MS; PhD in Disability Studies, University of Illinois at Chicago, 2009) work involves qualitative study of disability identity, activism, social marginalization, resistance and inclusion. Her current project is an ethnographic study of urban women with disabilities in Ghana, West Africa. She is also completing work on a study of how adults with disabilities perceive exclusion and inclusion within their families. New to Toronto and the York faculty, she looks forward to collaborating with immigrant and refugee groups in Toronto in participatory research about how disability intersects with other key issues affecting their communities.

Prof. Dennis Raphael (PhD in Educational Theory, University of Toronto, 1975) works in the area of public policy, political economy, and the social determinants of health. The most recent of his over 150 publications are concerned with the health effects of public policy, poverty and health, and health promotion. Dr. Raphael served as Chair of the Toronto Mayor's Committee on Aging's Health and Well-being Sub-Committee and as a member of the Board of Directors of the South Riverdale Community Health Centre in Toronto. He is editor of Social Determinants of Health: Canadian Perspectives and co-editor of Staying Alive: Critical Perspectives on Health, Illness, and Health Care. He is the author of Poverty and Policy in Canada: Implications for Health and Quality of Life and editor of Health Promotion and Quality of Life in Canada: Essential Readings which will be released in early 2010.

Prof. Geoffrey Reaume (PhD in History, University of Toronto, 1997) research interests include: mad people's history; history of people with disabilities; psychiatric consumer/survivor movement; class, labour and disability; archiving the history of psychiatric consumer/survivors; disability and the left; historiography; labels, terminology and self-identity; history of health care ethics; accessible history. His thesis on the lives of psychiatric patients at the Toronto Hospital for the Insane was published in 2000 as "Remembrance of Patients Past: Patient Life at the Toronto Hospital for the Insane, 1870-1940" (Oxford University Press). Part of this study was made into a play by a local theatre group involving psychiatric consumer/survivors. His second book was published in 2007 as "Lyndhurst: Canada's First Rehabilitation Centre for People with Spinal Cord Injuries, 1945-1998" (McGill-Queen's University Press).

Prof. Marcia Rioux (PhD Jurisprudence, Berkeley, 1993) research addresses a broad range of public policy issues including health and human rights, universal education, international monitoring of human rights, the impact of globalization on welfare policy, literacy and health, disability policy, community inclusion and health policy. She has written extensively on the development of a theoretical framework of disability that is grounded in equality and the recognition of disability as a socio-political and human rights issue. Currently she is writing a book on law and disability and is engaged in a number of international research projects.

Prof. Peter Tsasis (Ph.D. University of Toronto) has an expertise in health management. His research interests lie in organizational change, performance evaluation and quality improvement. His research is published in national and international peer reviewed journals. In addition, Dr. Tsasis has an MBA from Concordia University and is a Fellow of the American College of Healthcare Executives. He is also a Board Certified Member of the Canadian College of Health Service Executives.

Prof. Mary Wiktorowicz (PhD Health Policy, University of Toronto, 1995) engages in comparative health policy research that explores the capacity of health and regulatory systems to adapt to a changing social and economic environment. She has developed comparative theoretical frameworks to analyse the regulation of pharmaceuticals, mental health policy, and the strategies and influence of interest groups in shaping health policy. Her recent analysis of mental health policy in five Canadian provinces compares regional models of mental health service integration and coordination across 10 regions. Her research is published in numerous book chapters, national and international journals.

Core Competencies for Graduates in Health Studies

1. Ability to effectively communicate to both health care professionals and the public
    - Verbally and in written form
    - Making effective use of presentation skills

2. Development of skills to work in teams with the general public, the health care and social service sectors, academia, government and business
    - Being able to work collaboratively
    - Forming, developing and leading a team
    - Showing ability to adapt to new situations—different work environments, different/new health care issues

3. Demonstrate critical thinking abilities
    - Understanding and using existing decision-support tools
    - Developing life-long learning skills
    - Formulating appropriate questions and hypotheses

4. Effectively retrieve, document, analyze and understand the results of qualitative and quantitative research studies in health areas
    - Having skills in gathering and searching information from libraries, reports, media, internet and personal contacts
    - Being able to critically appraise resources such as the credibility of source material

5. Understand the social and political contexts of health care
    - Knowing the difference between population health and illness and how health policy, health management and health informatics support each other

6. Demonstrate an in-depth knowledge of key health issues
    - Recognizing key Health Management issues at the system, organization, and individual level
    - Understanding challenges in Health Informatics at the administrative, clinical, health research and education levels from the perspective of improving the Canadian health system
    - Analyzing the factors that influence Health Policy decision-making and implementation from a micro (organization of interests), meso (institutional - governmental and non-governmental) and macro (cultural and dominant ideas) perspective

Student Services

Office of Student and Academic Services

019 HNES, Health, Nursing and Environmental Studies Building
Telephone: 416-736-5299
Email: ***hhadvise@yorku.ca***
Hours: 8:30am-4:15pm Monday-Wednesday
8:30am-5:45pm Thursday
8:30am-4:15pm Friday*

This is your one-stop enquiry on issues related to academic advising, information on university policies and procedures, change of degree requirements, petitions, letter of permissions, etc.

**For the months of June, July and August hours are 8:30am – 3:15pm.*

YU Card

The YU-card is York University's official photo ID card. It also acts as your library card and provides access to recreation facilities. The YU-card is also your campus debit card which allows you to easily buy meals, etc across campus, as well as books and supplies at the York Bookstore.
To learn more about what this card can do for you visit ***www.yorku.ca/yucard/***

How do I get a Computer Account?

username@yorku.ca

THIS IS **ESSENTIAL** TO ACCESS LECTURE NOTES, ADDITIONAL RESOURCE MATERIALS ON THE SHPM WEB SITE AS WELL AS FOR REMOTE ACCESS OF THE LIBRARY.

In order to activate your YU email account, you will need to use the **Passport York** system. Passport York is York's primary method of online authentication. You can use your Passport York username and password to log into York's online services and tools. Passport York determines which services you are able to access. You can access it here:
www.yorku.ca/yorkweb/currentstudents/ppystudents.html

Computing at York's website:
www.yorku.ca/computing/students has links to:
Managing your accounts
Passport York setup
ResNet – if you're in residence and wish to configure your system.
Laptop users - how to connect to the internet at York

For students using this for the first time you will need to know your student identification number and your date of birth in order to proceed.

Having an active *username@yorku.ca* email account is **crucial**. Important email regarding your course will be sent to your *username@yorku.ca* email account. Please check it regularly or forward it to an email account you use frequently.

Another useful site is the York's registrar's office, ***www.registrar.yorku.ca*** where you will find a great deal of information regarding resources available to students, lecture schedule/calendar updates, examination schedules, procedures to follow in case you miss an exam and relevant forms you will need in the course of your study at York.

You will definitely want to check out the **SHPM** website at ***www.yorku.ca/health/shpm***
Details of course offerings, activities occurring within the School during the academic year as well as summer placements and job opportunities are posted here.

The Writing Department

S329 Ross
Ph: 416-736-5134
www.yorku.ca/laps/writ

Effective writing skills are essential. York's Writing Department provides credit courses as well as one-to-one assistance to help you. The Centre offers group sessions or if needed, you may book an appointment to meet with a tutor individually.

Please check their website for up-to-date information on the workshops the Centre offers.

The Career Centre

Suite 202 McLaughlin College
Ph: 416 736 5351
career@yorku.ca
www.yorku.ca/careers/

Looking for work / study programs on campus? Do you want to check out career possibilities in your field or do you need some career advice? Take advantage of the various workshops offered by the Career Centre or make an appointment for a one on one meeting.

Libraries @ York

Visit this website ***www.library.yorku.ca*** to learn all about what York's libraries have to offer. If you want to learn more about how to make your library research work for you, visit this page.

The Library Research Roadmap – how to navigate your way through the York Library System: ***www.library.yorku.ca/roadmap/***

The Library Research Roadmap is a self-paced tutorial designed to lead you through the basic steps of the research process, preparing you for university-level coursework in the humanities and social sciences. This tutorial takes about 20-30 minutes to complete.

Library Resources for Essays

If you are looking for resources for your essays there are web pages that can be accessed through the York Library web site that may be of a lot of value. There is the Health Studies Guide and a new Disability Studies Guide that are both accessible from the library's home page ***(www.library.yorku.ca).*** Once there click on "Find Articles by Subject" ***(www.library.yorku.ca/ccm/Home/eResources/FindBySubject***). Resources of note in the Disability Studies Guide, include the Rehabdata Database, which is a free online database and covers issues related to different types of disabilities and rehabilitation. Some articles in this database are available full-text and there's also an online chat available for assistance! Another resource is the Native Health database which covers information pertaining to "health and health care of American Indians, Alaska Natives, and Canadian First Nations". Here is the link to the guide:

www.library.yorku.ca/ccm/rg/tm/critical-disability-studies

In case you are not aware of the Canadian Health Resource Collection (also listed in the Health and Disability Studies Guide), it is another useful resource of publications from Canadian research institutions, government agencies, etc. All the materials in this collection are full-text.

SHPM Listserv

The SHPM listserv is the main means of communication between the School and its students. This portal of communication is used to update you on happenings in the School such as new courses, job openings, volunteer opportunities, scholarship information, guest speakers, etc.
All BHS students are strongly advised to subscribe to the listserv by following the instructions below:

1. USING THE EMAIL ADDRESS YOU NORMALLY USE, SEND AN EMAIL TO *listserv@yorku.ca*
2. IN THE TEXT AREA, NOT THE SUBJECT AREA, TYPE THE FOLLOWING:

   subscribe SHPM-LIST yourfirstname yourlastname
3. SEND THE EMAIL
4. YOU WILL RECEIVE A MESSAGE CONFIRMING YOUR MEMBERSHIP ON THE LIST

Student Association of Health Management, Policy and Informatics (SAHMPI)

sahmpi@yorku.ca
www.yorku.ca/sahmpi/

The Goal of SAHMPI is to create awareness and promote and represent students within the fields of Health Management, Policy, and Informatics at York University and to enhance student knowledge and skills by disseminating valuable information regarding the global and local health care sector. Get active, be involved and make your stay at York a memorable one by joining your student association.

PROGRAMS OF STUDY, DEGREE REQUIREMENTS AND CHECKLISTS

NOTE: All BHS students are strongly encouraged to meet with the Undergraduate Program Director every year to go over their course selection.

BHS (Specialised Honours) Degree Requirements

General Education: A minimum of 18 credits as follows:

- six credits in humanities (HUMA) at the 1000 or 2000 level
- six credits in social science (SOSC) at the 1000 or 2000 level or modes of reasoning (MODR) at the 1000 level
- six credits in natural science (NATS) at the 1000 or 2000 level

Students may take nine credits of either HUMA or SOSC, six credits of which would count toward the corresponding General Education area of study and the additional 3 credits would count toward electives.

Students may complete a maximum of 30 credits in General Education, any additional credits not being used to fulfill General Education may count toward electives.

Electives: Additional credits as required for a total of at least 120 credits. Students may choose their elective courses from the list of recommended courses listed in the following pages or any other courses offered at York University.

Major: 66 credits (69 for HMAN majors) which include: School of Health Policy and Management Core Courses 36 credits

AP/ECON 1000 3.00	Principles of Microeconomics
HH/HLST 1000 6.00	Introduction to Health Studies **OR**
HH/HLST 1010 3.00 **and** HH/HLST 1011 3.00	
HH/HLST 2020 3.00	Health Policy: Power & Politics
HH/HLST 2030 3.00	Health Management I
HH/HLST 2040 3.00	Health Informatics I
AP/ADMS 2300 6.00	Research Methods in Health Studies
HH/HLST 3010 3.00	Social Determinants of Health
AP/ECON 3510 3.00	Health Economics
HH/HLST 4000 3.00	Health Care Law
HH/HLST 4010 3.00	Health Care Ethics

Required courses in one of the majors (health policy, health management or health informatics) listed below:

Health Policy
(30 credits)

HH/HLST 3015 3.00	Pharmaceutical Politics and Policies **OR**
HH/HLST 3540 3.00	International Agencies in Health Care
HH/HLST 3110 3.00	Major Themes in Health Policy in Canada
HH/HLST 3120 3.00	Health Policy II: Analysing Processes of Power & Politics
HH/HLST 3230 3.00	Integrated Health Systems (formerly AK/HLST 3100 3.0)
AP/POLS 2910 6.00	Canadian Democracy in North American Context
HH/HLST 4110 3.00	Comparative Health Policy
HH/HLST 4130 3.00	Public Policy & Disabilities **OR**
HH/HLST 4140 3.00	Mental Health Policy **OR**
HH/HLST 4510 3.00	Health and Human Rights
HH/HLST 4200 6.00	Applied Research Approaches in Health Studies: Advanced Seminar

Health Management
(33 credits)

AP/ADMS 1000 3.00	Introduction to Administrative Studies
AP/ADMS 2600 3.00	Human Resources Management **OR**
HH/HLST 3240 3.00	(Cross listed to AP/ADMS 3400 3.0) Occupational Health & Safety **OR**
AP/ADMS 3120 3.00	Gender Issues in Management **OR**
HH/HLST 3015 3.00	Pharmaceutical Politics & Policy **OR**
HH/HLST 3540 3.00	International Agencies in Health Care **OR**
HH/HLST 4320 3.00	E health **OR**
AP/ADMS 4525 3.00	Adv. Health Services Financial Management
HH/HLST 3230 3.00	Integrated Health Systems
AP/ADMS 3525 3.00	Health Services Accounting
AP/ADMS 3526 3.00	Health Services Finance
HH/HLST 3400 3.00	Critical Perspectives on Health Organizations
HH/HLST 4200 6.00	Applied Research Approaches in Health Studies: Advanced Seminar
HH/HLST 4210 3.00	Health Care Leadership
HH/HLST 4250 3.00	Measuring Health Systems Performance/ Effectiveness
HH/HLST 4330 3.00	Decision Making and Decision Support Systems in Healthcare

Health Informatics
(30 credits)

AP/ITEC 1000 3.00	Introduction to Information Technologies
AP/ITEC 1620 3.00	Object Based Programming
HH/HLST 3310 3.00	Electronic Health Record **OR**
HH/NURS 3240 3.00	Electronic Data Systems
HH/HLST 3320 3.00	Health Database Applications
HH/HLST 3341 3.00	Health Informatics II
HH/HLST 4200 6.00	Applied Research Approaches in Health Studies: Advanced Seminar
HH/HLST 4310 3.00	System Design & Analysis **OR**
AP/ITEC 3010 3.00	System Design & Analysis I
HH/HLST 4320 3.00	e Health
HH/HLST 4330 3.00	Decision Making and Decision Support Systems in Healthcare

Upper-Level Requirements: Of the 120 credits a minimum of 36 credits must be taken at the 3000 level or above including at least 18 credits at the 4000 level.

Residency Requirement: A minimum of 30 course credits, and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation: Students must successfully complete the above required 120 credits with a minimum overall cumulative grade point average of 5.0 (C+).

BHS (Honours) Degree Requirements

General Education: 18 general education credits (as noted above)

Major: Students must complete a minimum of 42 credits in the major as follows:

HH/HLST 1000 6.00 **OR**
HH/HLST 1010 3.00 and HH/HLST 1011 3.00

HH/HLST 2020 3.00
HH/HLST 2030 3.00
HH/HLST 2040 3.00
HH/HLST 3120 3.00
HH/HLST 3230 3.00
HH/HLST 3341 3.00
HH/HLST 3010 3.00
HH/HLST 4010 3.00

HH/HLST 4200 6.00
AP/ADMS 2300 6.00

Upper-Level Requirement: 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Electives: Additional elective credits, as required for an overall total of at least 120 credits. Electives include most courses which are not used to fulfil the general education requirements or major/minor requirements.

Residency Requirement: At least 30 credits not used toward another academic program are to be taken at York University. Half the major/minor requirements must be taken in the Faculty of Health.

Honours Double Major

The Honours BHS program described above may be pursued jointly with Honours Double Major bachelor's degree programs in the Faculty of Health, Faculties of Environmental Studies, Liberal and Professional Studies or Science and Engineering as listed in the Faculty of Health Rules and Regulations section.

Honours Double Major Interdisciplinary BHS Programs

The Honours BHS program described above may be linked with any Honours Double Major Interdisciplinary BA program in the Faculty of Liberal and Professional Studies. Students must take at least 42 credits in health studies major, and at least 36 credits in the interdisciplinary program. Courses taken to meet health studies requirements cannot also be used to meet requirements of the interdisciplinary program. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least 12 credits in health studies and six credits in the interdisciplinary program. For further details on requirements, see the listings for specific Honours Double Major Interdisciplinary BA programs in the Faculty of Liberal and Professional Studies Programs of Study section of the calendar.

Honours Major/Minor BHS Program

The Honours BHS program described above may be pursued jointly with any Honours Minor bachelor's degree program in the Faculty of Health, Faculties of Environmental Studies, Liberal and Professional Studies or Science and Engineering as listed in the Faculty of Health Rules and Regulations section.

Honours Minor in Health Policy

The Honours Minor in Health Policy comprises 30 credits in health policy. These include:

HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00
HH/HLST 2020 3.00
HH/HLST 3010 3.00
HH/HLST 3110 3.00
HH/HLST 3120 3.00
HH/HLST 3230 3.00
HH/HLST 4110 3.00
HH/HLST 4010 3.00 or HH/HLST 4000 3.00
HH/HLST 4130 3.00

Honours Minor in Health Management

The Honours Minor in Health Management comprises 30 credits in health management. These include:

HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00
HH/HLST 2030 3.00
HH/HLST 3010 3.00
HH/HLST 3230 3.00
HH/HLST 3250 3.00
HH/HLST 3400 3.00
HH/HLST 4210 3.00
HH/HLST 4010 3.00 or HH/HLST 4000 3.00
HH/HLST 4250 3.00 or HH/HLST 4330 3.00

Honours Minor in Health Informatics

The Honours Minor in Health Informatics comprises 30 credits in health informatics. These include:

HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00
HH/HLST 2030 3.00
HH/HLST 2040 3.00
HH/HLST 3310 3.00
HH/HLST 3341 3.00
HH/HLST 3320 3.00
HH/HLST 4320 3.00
HH/HLST 4330 3.00
HH/HLST 4340 3.00 or HH/HLST 4300 3.00

Health Studies (BHS Program)

(90 credits)

General Education: A minimum of 18 credits as follows:

- six credits in humanities (HUMA) at the 1000 or 2000 level
- six credits in social science (SOSC) at the 1000 or 2000 level or modes of reasoning (MODR) at the 1000 level
- six credits in natural science (NATS) at the 1000 or 2000 level

It is strongly recommended that students complete the General Education requirements above within their first 54 credits. Students may take nine credits of either HUMA or SOSC, six credits of which would count toward the corresponding General Education area of study and the additional 3 credits would count toward electives. Students may complete a maximum of 30 credits in General Education, any additional credits not being used to fulfill General Education may count toward electives.

Major Credits: Students must complete a minimum of 30 credits in the major including the following:

HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00
HH/HLST 2020 3.00
HH/HLST 2030 3.00
HH/HLST 2040 3.00
HH/HLST 3010 3.00
at least 12 additional credits in health studies (HLST) credits at the 3000 level

Upper-Level Credits: At least 18 credits at the 3000 level or 4000 level, including at least 12 credits at the 3000 level or 4000 level in health studies.

Electives*:* Additional credits outside the major, as required for an overall total of at least 90 credits. Elective credits may be used to fulfill upper-level credits.

Residency Requirement: A minimum of 30 course credits, and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.

Graduation Requirement*:* All graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of 4.00 (C).

Course Substitutes: Subject to course exclusions, program requirements/restrictions, and residency requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements. Please contact the Undergraduate Program Director to get approval for course substitutes**.**

Program Course	Course Substitute
HH/HLST 2040 3.00	HH/NURS 3200 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00
AP/ECON 1000 3.00	AP/ECON 1000 3.00, GL/ECON 2500 3.00
AP/POLS 2910 6.00	AK/POLS 3420 6.00 (prior to Summer 2005) AS/POLS 2100 6.00 (prior to Summer 2003) AS/POLS 2610 6.00 (prior to Summer 2003) GL/POLS 2600 6.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 2010 3.00

Health Policy Degree Checklist

Bachelor of Health Studies – Specialized Honours

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS:	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000 or 2000 -level 6.0 OR MODR 1000 level 6.0		
HUMA 1000 or 2000-level 6.0		
NATS 1000 or 2000-level 6.0		
ELECTIVE REQUIREMENTS: 36 credits		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
MAJOR REQUIREMENTS - 66 CREDITS including 36 credits Core requirements and 30 credits Health Policy		
CORE REQUIREMENTS: 36 CREDITS		
ECON 1000 3.0		
HLST 1000 6.0 OR HLST 1010 3.0 and HLST 1011 3.0		
HLST 2020 3.0		
HLST 2030 3.0		
HLST 2040 3.0		
ADMS 2300 6.0		
HLST 3010 3.0		
ECON 3510 3.0		
HLST 4000 3.0		
HLST 4010 3.0		
HEATH POLICY COURSES: 30 CREDITS		
HLST 3015 3.0 OR HLST 3540 3.0		
HLST 3110 3.0		
HLST 3120 3.0		
HLST 3230 3.0		
POLS 2910 6.0		
HLST 4110 3.0		
HLST 4130 3.0 or HLST 4140 3.0 or HLST 4510 3.0		
HLST 4200 6.0		

Health Management Degree Checklist

Bachelor of Health Studies – Specialized Honours

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS:	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000 or 2000 -level 6.0 OR MODR 1000 level 6.0		
HUMA 1000 or 2000-level 6.0		
NATS 1000 or 2000-level 6.0		
ELECTIVE REQUIREMENTS: 33 credits		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 3.0		
MAJOR REQUIREMENTS - 69 CREDITS including 36 credits Core requirements and 33 credits Health Management		
CORE REQUIREMENTS: 36 CREDITS		
ECON 1000 3.0		
HLST 1000 6.0 OR HLST 1010 3.0 and HLST 1011 3.0		
HLST 2020 3.0		
HLST 2030 3.0		
HLST 2040 3.0		
ADMS 2300 6.0		
HLST 3010 3.0		
ECON 3510 3.0		
HLST 4000 3.0		
HLST 4010 3.0		
HEATH MANAGEMENT COURSES: 33 CREDITS		
ADMS 1000 3.0		
ADMS 2600 3.0 or HLST 3240 3.0//ADMS 3400 3.0; or ADMS 3120 3.0; or HLST 3015 3.0; or HLST 3540 3.0; or HLST 4320 3.0 or ADMS 4525 3.0		
HLST 3230 3.0		
HLST 3400 3.0		
ADMS 3525 3.0		
ADMS 3526 3.0		
HLST 4200 6.0		
HLST 4210 3.0		
HLST 4250 3.0		
HLST 4330 3.0		

Health Informatics Degree Checklist
Bachelor of Health Studies – Specialized Honours

GENERAL EDUCATION REQUIREMENTS -18 CREDITS:	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000 or 2000 -level 6.0 OR MODR 1000 level 6.0		
HUMA 1000 or 2000 -level 6.0		
NATS 1000 or 2000 -level 6.0		
ELECTIVE REQUIREMENTS: 36 credits		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
MAJOR REQUIREMENTS - 66 CREDITS including 36 credits Core requirements and 30 credits Health Informatics		
CORE REQUIREMENTS: 36 CREDITS		
ECON 1000 3.0		
HLST 1000 6.0 OR HLST 1010 3.0 and HLST 1011 3.0		
HLST 2020 3.0		
HLST 2030 3.0		
HLST 2040 3.0		
ADMS 2300 6.0		
HLST 3010 3.0		
ECON 3510 3.0		
HLST 4000 3.0		
HLST 4010 3.0		
HEATH INFORMATICS COURSES: 30 CREDITS		
ITEC 1000 3.0		
ITEC 1620 3.0		
HLST 3310 3.0 or NURS 3240 3.0		
HLST 3320 3.0		
HLST 3341 3.0		
HLST 4200 6.0		
HLST 4310 3.0		
HLST 4320 3.0		
HLST 4330 3.0		

Bachelor of Health Studies 90 Credit Degree Checklist

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS:	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000 or 2000 -level 6.0 OR MODR 1000 level 6.0		
HUMA 1000 or 2000-level 6.0		
NATS 1000 or 2000-level 6.0		
ELECTIVE REQUIREMENTS: 42 credits		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
MAJOR REQUIREMENTS - 30 CREDITS including 12 credits at the 3000 level		
CORE REQUIREMENTS: 30 CREDITS		
HLST 1000 6.0 OR HLST 1010 3.0 and HLST 1011 3.0		
HLST 2020 3.0		
HLST 2030 3.0		
HLST 2040 3.0		
HLST 3010 3.0		
HLST 3…… 3.0		
HLST 3…….3.0		
HLST 3…… 3.0		
HLST 3…… 3.0		

Faculty of Health
BACHELOR OF HEALTH STUDIES HONOURS
DEGREE AND PROGRAM REQUIREMENTS – CHECKLIST

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS:	COMPLETE OR INCOMPLETE	GRADE
SOSC 1000 or 2000 -level 6.0 OR MODR 1000 level 6.0		
HUMA 1000 or 2000-level 6.0		
NATS 1000 or 2000-level 6.0		
ELECTIVE REQUIREMENTS: 60 credits		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
Elective 6.0		
MAJOR REQUIREMENTS - 42 CREDITS		
HLST 1000 6.0 OR HLST 1010 3.0 and HLST 1011 3.0		
HLST 2020 3.00		
HLST 2030 3.00		
HLST 2040 3.00		
HLST 3010 3.00		
ADMS 2300 6.00		
HLST 3120 3.00		
HLST 3230 3.00		
HLST 3341 3.00		
HLST 4010 3.00		
HLST 4200 6.00		

List of Recommended Electives

Below we have compiled a list of electives that may be of interest to students in the three majors. Note that these are mere suggestions that could be viable for all students in all three majors based on individual focus or interests. Please keep in mind that many of these courses may have pre-requisites that you will need to satisfy before enrolling in them.

POLICY MAJORS

Administrative Studies

AP/ADMS 3740 3.00	Health and Aging
AP/ADMS 4710 3.00	The Canadian Health Care System (cross-listed to AP/NURS 4710 3.00)
AP/ADMS 4750 3.00	Current Issues for Health Care Professionals (cross-listed to AP/NURS 4750 3.00)

Anthropology

AP/ANTH 3330 6.0	Health and Illness in Cross-Cultural Perspective
AP/ANTH 4330 6.00	Advanced Health and Illness in Cross-Cultural Perspective
AP/ANTH 4340 6.00	Advocacy and Social Movements

Economics

AP/ECON 3460 3.00	Political Economy of Public Policy (cross-listed to AP/POLS 3480 3.00)
AP/ECON 3520 3.0	Economic Evaluation in Health Care
AP/ECON 3650 3.00	Canadian Economic Policy I

Environmental Studies

ES/ENVS 3800F 3.00	Sex, Gender, Nature: Ecofeminist Perspectives
ES/ENVS 4161 3.00	Social Movements, Activism and Social Change
ES/ENVS 4320 3.00	Gender & Development

Philosophy

AP/PHIL 2250 3.00	Philosophy of Gender and Sexuality
AP/PHIL 2440 3.00	Introduction to the Philosophy of Society
AP/PHIL 2440 6.00	Perspectives on Politics: Classics of Western Political Thought
AP/PHIL 2500 3.00	Introduction to Feminist Philosophy
AP/PHIL 3110 3.00	Political Philosophy
AP/PHIL 3519 3.00	The Body in Feminist Thought
AP/PHIL 3020 3.0	Ethics
AP/PHIL 3265 3.0	Philosophy of Mind
AP/PHIL 3280 3.0	Mind and Nature: Philosophy of Biology

Political Science

AP/POLS 3011 3.00	The Politics of Sexuality/Sexual Politics
AP/POLS 3040 6.00	Modern Political Thought: Kant to Foucault
AP/POLS 3125 6.00	Political Economy of Canada (cross-listed to AP/SOCI 3125 6.00)
AP/POLS 3135 3.00	Public Law I: The Constitution and the Courts in Canada (cross-listed to AP/POLS 3135 3.00, AP/SOCI 3135 3.00)
AP/POLS 3136 3.00	Public Law II: The Charter of Rights and Freedoms and the Limits of Public Administration (cross-listed to: AP/POLS 3136 3.00, AP/SOCI 3136 3.00)
AP/POLS 3140 3.00	Multilevel Governance, Policy and Program Delivery in Canada
AP/POLS 3140 3.00	Political Economy of Labour in Canada
AP/POLS 3150 3.00	Political Parties in Canada
AP/POLS 3155 3.00	Election Campaigns in Canada
AP/POLS 3190 6.00	Public Administration
AP/POLS 3220 3.00	Comparative Foreign Policy Analysis

AP/POLS 3230 3.00	Global Issues in Foreign Policy
AP/POLS 3410 6.00	The Politics of Public Administration and Public Policy in Canada
AP/POLS 3450 3.00	Women and Politics
AP/POLS 3455 3.00	Topics in Women and Politics
AP/POLS 3562 6.00	Gender, Violence and Social Policy
AP/POLS 3720 6.00	Social Justice Studies
AP/POLS 3761 3.00	Canada's Social Policy
AP/POLS 4125 3.00	Women and Current Policy Issues
AP/POLS 4165 3.00	Canadian Social Policy in Comparative Perspective
AP/POLS 4245 3.00	Gender and International Relations
AP/POLS 4291 3.00	Capital and Power in the Global Political Economy
AP/POLS 4402 3.00	Protest Movements and Democracy
AP/POLS 4410 3.00	Social Justice and Political Activists

Sociology

AP/SOCI 2070 6.00	Social Order and Social Organization
AP/SOCI 3310 6.00	Social Research
AP/SOCI 3330 6.00	Politics and Society
AP/SOCI 3330 6.00	Social Theory
AP/SOCI 3350 3.00	Social Movements
AP/SOCI 3490 6.00	Sociology of Health *
AP/SOCI 3750 6.00	Social Justice Studies: Theory, Analysis, Practice
AP/SOCI 3820 6.00	Sociology of Health and Health Care
AP/SOCI 3830 6.00	Women's Health and Medical Practice
AP/SOCI 3850 6.00	Gender, Violence and Social Policy
AP/SOCI 3850 3.00	Social Gerontology *
AP/SOCI 3860 6.00	Women, Work and Family
AP/SOCI 3880 3.00	Psychology of Women
AP/SOCI 3950 3.0M	Exploring Disbility
AP/SOCI 4075 3.00	Sexuality, Social Practices and Modernity
AP/SOCI 4220 3.00	Political Economy of Social Movements
AP/SOCI 4240 6.0	Health, Society and Human Resources
AP/SOCI 4300 3.00	Sociology of Health Care Delivery
AP/SOCI 4380 6.00	Ideology, Social Policy and the State (cross-listed to: AP/SOSC 4740 6.00)
AP/SOCI 4410 3.00	Sociology of Poverty
AP/SOCI 4450 6.00	Women in Development
AP/SOCI 4470 3.00	Bodies, Genders and Sexualities
AP/SOCI 4480 3.00	Social Regulation in Canada
AP/SOCI 4490 3.00	Studies in Sexual Regulation
AP/SOCI 4600 6.00	Feminist Theories and Methodologies
AP/SOCI 4610 6.00	Women, the Welfare State and Social Policy

Social Science

AP/SOSC 2101 3.0	The Political Economy of Health: International Perspectives *
AP/SOSC 2102 3.0	Health Systems in the Global Society *
AP/SOSC 2110 6.00	A Critical Study of Health and Society
AP/SOSC 2150 9.00	Health in Crisis: Issues of Health Environments and Poverty
AP/SOSC 2180 9.00	On Women: An Introduction to Women's Studies
AP/SOSC 2313 6.00	Introduction to Politics, Policy and the Media
AP/SOSC 3168 3.00	Environmental Health *
AP/SOSC 3169 3.00	Occupational Health
AP/SOSC 3170 3.00	Women and Politics
AP/SOSC 3180 6.00	Women, Culture and Society
AP/SOSC 3360 6.00	Canadian Charter of Rights and Freedoms
AP/SOSC 3362 6.0	Law, Medicine and Madness *
AP/SOSC 3370 6.00	Social Justice and Law
AP/SOSC 3380 6.00	Women and Work: Production and Reproduction (cross-listed to AP/WMST 3510 6.00)
AP/SOSC 3552 6.00	Political Economy as a Moral Science: The Economics of Marx and Keynes

AP/SOSC 3571 3.00	Modern Social Theory and the Search for Certainty
AP/SOSC 3620 6.00	Gender, Violence and Social Policy
AP/SOSC 3720 6.00	Canadian Social Problems
AP/SOSC 3890 6.00	Social Justice Studies: Theory, Analysis, Practice
AP/SOSC 3920 6.0	Disability and Society
AP/SOSC 3993 3.0	Strategies of Social Science Research
AP/SOSC 4042 6.0	Research in the Community
AP/SOSC 4113 3.00	Advanced Seminar: Knowledges and Practices in Health
AP/SOSC 4140 6.00	Health and Society Seminar
AP/SOSC 4141 6.00	Women and Health
AP/SOSC 4150 3.00	Aging and Caregiving
AP/SOSC 4160 6.00	Feminist Theories
AP/SOSC 4710 6.00	Urban Studies Field Experience

Science & Technology Studies

AP/STS 3750 6.00	Genetics, Evolution and Society
AP/STS 3780 6.00	Biomedical Science in Social Historical Context

Women Studies

AP/WMST 3511 3.00	Women's Sexualities
AP/WMST 3516 3.00	Women and Politics
AP/WMST 3517 3.00	Topics in Women and Politics
AP/WMST 3521 3.00	Women and Disabilities
AP/WMST 3542 3.00	Transgender and Transfeminism: Challenges to Sex/Gender Theory and Activism
AP/WMST 4500 6.00	Feminist Theories
AP/WMST 4502 6.00	Violence Against Women
AP/WMST 4509 3.00	Anti-Racist Feminism
AP/WMST 4514 3.00	Tough Chicks: Representations of Women's Strength and Anger in Popular Culture and Society

MANAGEMENT MAJORS

Administrative Studies

AP/ADMS 1500 3.00	An Introduction to Accounting: The Analysis and Use of Financial Information
AP/ADMS 2320 3.00	Quantitative Methods I
AP/ADMS 2400 3.00	Introduction to Organizational Behaviour
AP/ADMS 2500 3.00	Introduction to Financial Accounting
AP/ADMS 2510 3.00	Introduction to Management Accounting
AP/ADMS 2511 3.00	Management Information Systems
AP/ADMS 2600 3.00	Human Resources Management
AP/ADMS 3120 3.00	Gender Issues in Management
AP/ADMS 3345 3.00	Systems Thinking and Modeling for Management
AP/ADMS 3353 3.00	Project Management
AP/ADMS 3530 3.00	Finance
AP/ADMS 3585 3.00	Intermediate Financial Accounting I
AP/ADMS 3595 3.00	Intermediate Financial Accounting II
AP/ADMS 3660 3.00	Business Ethics and Corporate Social Responsibility
AP/ADMS 3700 3.00	Fundamentals of Emergency Management
AP/ADMS 3710 3.00	Comparative Health Administration
AP/ADMS 3740 3.00	Health and Aging
AP/ADMS 3900 3.00	The Practice of General Management
AP/ADMS 4010 3.00	Organization and Administrative Theory
AP/ADMS 4295 6.00	Philosophical and Ethical Issues in the Mass Media
AP/ADMS 4345 3.00	Modeling and Simulation for Management
AP/ADMS 4370 3.00	Data Analysis Systems
AP/ADMS 4410 3.00	Strategic Human Resources Management

AP/ADMS 4420 3.00 Human Resources Research Methods
AP/ADMS 4440 3.00 Issues in Human Resource Management
AP/ADMS 4460 3.00 Organizational Development
AP/ADMS 4470 3.00 International Human Resources Management
AP/ADMS 4520 3.00 Advanced Financial Accounting I
AP/ADMS 4530 3.00 Advanced Financial Accounting II
AP/ADMS 4535 3.00 Financial Statement Analysis
AP/ADMS 4540 3.00 Financial Management
AP/ADMS 4541 3.00 Advanced Corporate Finance
AP/ADMS 4570 3.00 Management Planning and Control Systems
AP/ADMS 4580 3.00 Applied Studies in Finance
AP/ADMS 4590 3.00 Comprehensive and Multi-subject Accounting Problems
AP/ADMS 4710 3.00 The Canadian Health Care System
AP/ADMS 4750 3.00 Current Issues for Health Care Professionals
AP/ADMS 4900 3.00 Management Policy Part I
AP/ADMS 4910 3.00 Management Policy Part II

Kinesiology
AP/KINE 3645 3.00 Physical Activity and Health Promotion
AP/KINE 4640 3.00 Lifestyle and Current Health Issues
AP/KINE 4710 3.00 Psychology of Health and Chronic Disease

Math
AP/MATH 2560 3.00 Elementary Statistics I

Computer Science & Engineering
AP/CSE 3002 1.00 Organization and Management Seminar

Philosophy
AP/PHIL 3570 3.00 Ethics of Administration
AP/PHIL 4260 3.00 Gender and Transgender Theory
AP/PHIL 4500 3.00 Topics in Feminist Philosophy: Critique and Construct

Science & Technology Studies
AP/STS 3750 6.00 Genetics, Evolution and Society
AP/STS 3780 6.00 Biomedical Science in Social and Historical Context

INFORMATICS MAJORS

Administrative Studies
AP/ADMS 2511 3.00 Management Information Systems

Computer Science & Engineering:
SC/CSE 1019 3.00 Discrete Mathematics for Computer Science
SC/CSE 1020 3.00 Introduction to Computer Science I
SC/CSE 1030 3.00 Introduction to Computer Science II
SC/CSE 1520 3.00 Computer Use: Fundamentals
SC/CSE 1530 3.00 Computer Use: Programming
SC/CSE 1550 3.00 Computer Use: Web and Database Systems
SC/CSE 2011 3.00 Fundamentals of Data Structures
SC/CSE 2021 4.00 Computer Organization
SC/CSE 2031 3.00 Software Tools
SC/CSE 2550 1.00 Introduction to C# Programming
SC/CSE 2560 1.00 C# Programming Tools for Graphical User Interfaces
SC/CSE 3002 1.00 Organization and Management Seminar
SC/CSE 3101 3.00 Design and Analysis of Algorithms
SC/CSE 3121 3.00 Numerical Methods I
SC/CSE 3122 3.00 Numerical Methods II
SC/CSE 3201 4.00 Digital Logic Design
SC/CSE 3213 3.00 Computer Networks I
SC/CSE 3215 4.00 Embedded Systems
SC/CSE 3221 3.00 Operating System Fundamentals
SC/CSE 3301 3.00 Programming Language Fundamentals
SC/CSE 3311 3.00 Software Design
SC/CSE 3341 3.00 Introduction to Program Verification

SC/CSE 3401 3.00	Functional and Logic Programming
SC/CSE 3402 3.00	Introduction to Concepts of Artificial Intelligence
SC/CSE 3421 3.00	Introduction to Database Systems
SC/CSE 3451 4.00	Signals and Systems
SC/CSE 3461 3.00	User Interfaces
SC/CSE 4101 3.00	Advanced Data Structures
SC/CSE 4111 3.00	Automata and Computability
SC/CSE 4115 3.00	Computational Complexity
SC/CSE 4201 3.00	Computer Architecture
SC/CSE 4210 3.00	Architecture and Hardware for Digital Signal Processing
SC/CSE 4213 3.00	Computer Networks II
SC/CSE 4214 3.00	Digital Communications
SC/CSE 4221 3.00	Operating System Design
SC/CSE 4301 3.00	Programming Language Design
SC/CSE 4311 3.00	System Development
SC/CSE 4312 3.00	Software Engineering Requirements
SC/CSE 4313 3.00	Software Engineering Testing
SC/CSE 4352 3.00	Real-Time Systems Practice
SC/CSE 4411 3.00	Database Management Systems
SC/CSE 4412 3.00	Data Mining
SC/CSE 4441 3.00	Human-Computer Interaction

ITEC

AP/ITEC 1620 3.00	Object-Based Programming
AP/ITEC 1630 3.00	Object-Oriented Programming
AP/ITEC 2010 3.00	Systems Analysis and Design I
AP/ITEC 2620 3.00	Introduction to Data Structures
AP/ITEC 3020 3.00	Web Technologies
AP/ITEC 3210 3.00	Applied Data Communications and Networks
AP/ITEC 3220 3.00	Using and Designing Database Systems
AP/ITEC 3230 3.00	Designing User Interfaces
AP/ITEC 4010 3.00	Systems Analysis and Design II
AP/ITEC 4020 3.00	Internet Client-Server Systems
AP/ITEC 4030 3.00	IT Strategies
AP/ITEC 4040 3.00	Requirements Management
AP/ITEC 4101 3.00	Business Integration Technologies
AP/ITEC 4220 3.00	Modern Approaches to Data Management: Database Management Systems

Honours Progression

Students who have completed less than 84 earned credits whose cumulative grade point average is below 5.0 may continue in Honours provided they meet the year level progression requirements as follows:

Year Level	Credits Earned	CGPA Requirements
Year 1	0-23 earned credits	4.00
Year 2	24- 53 earned credits	4.25
Year 3	54-83 earned credits	4.80
Year 4	84 earned credits	5.00

Note: Year level is based on the number of earned credits including transfer credit.

Entry/Re-Entry

Students may enter/re-enter BHS Honours if they meet the year level progression requirements requirement for Honours as specified in the table above. Students who have not attained the 5.0 cumulative grade point average at the point of completing 84 credits, will be ineligible to proceed in the Honours Bachelor of Health Studies program. No extra courses may be taken in a subsequent session in an effort to raise the grade point average to qualify for Honours.

NOTE: All students who enter/re-enter the BHS Honours program must follow the requirements of the program in place at the time of entry/re-entry.

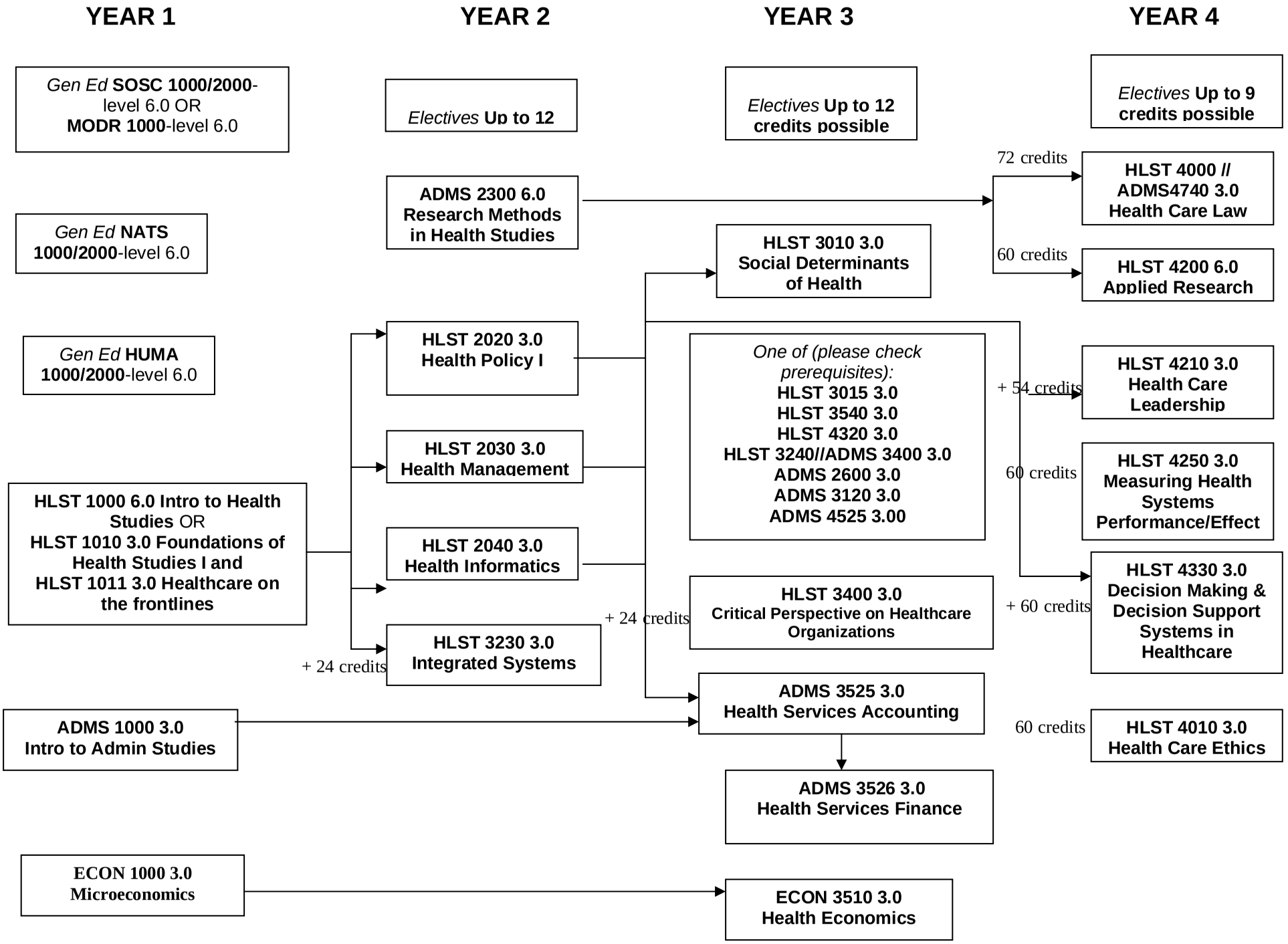
Graduating With a BHS Honours Degree

Students must pass at least 120 credits which meet Faculty of Health degree and program requirements with a cumulative grade point average of at least 5.0.

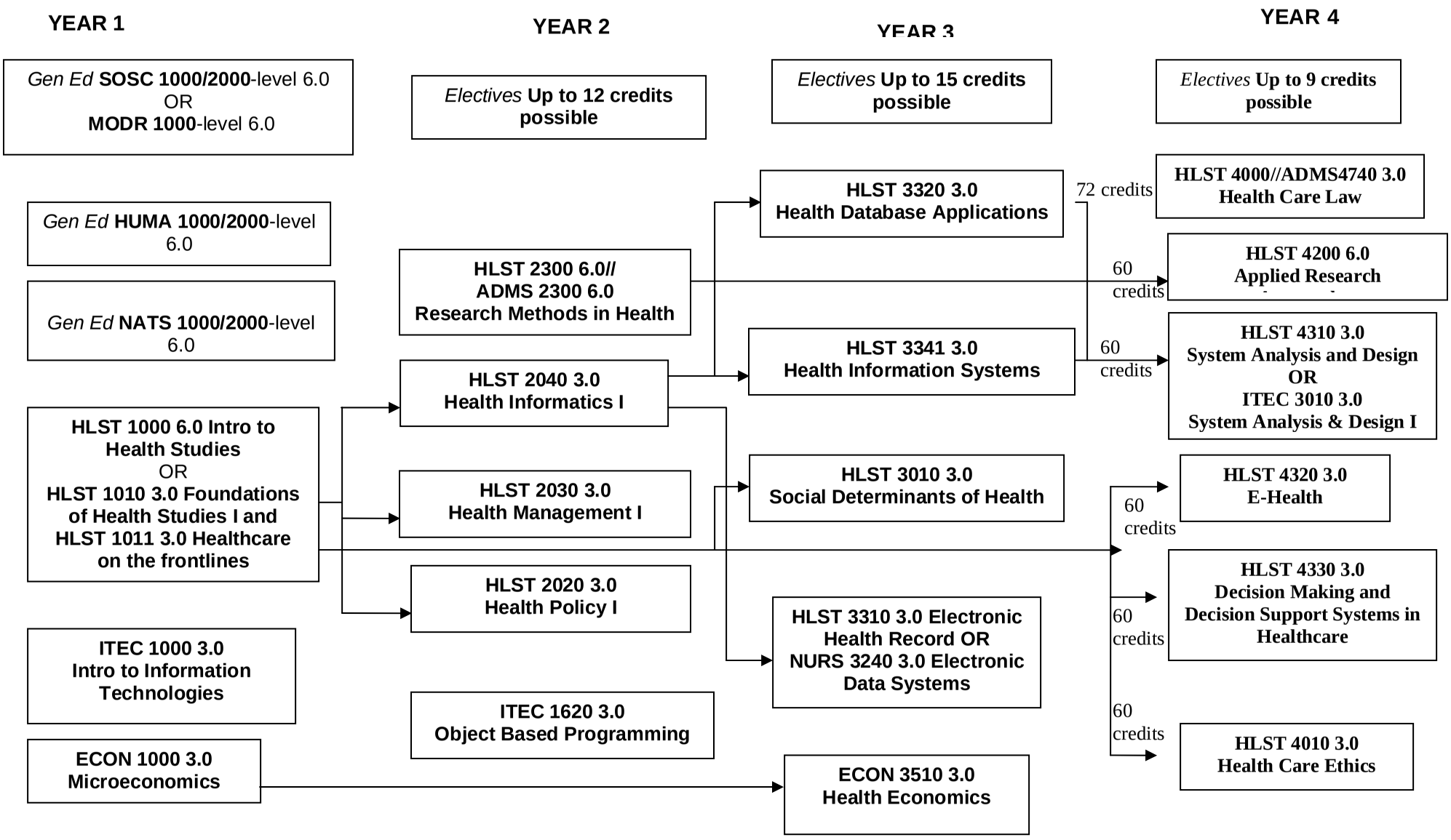
Failure to Maintain Honours Standing: GPA Requirement

BHS students who fail to meet the Honours standing grade point average requirement will be ineligible to proceed in the BHS program. Students who wish to proceed with their studies must change their degree. Advising is strongly recommended.

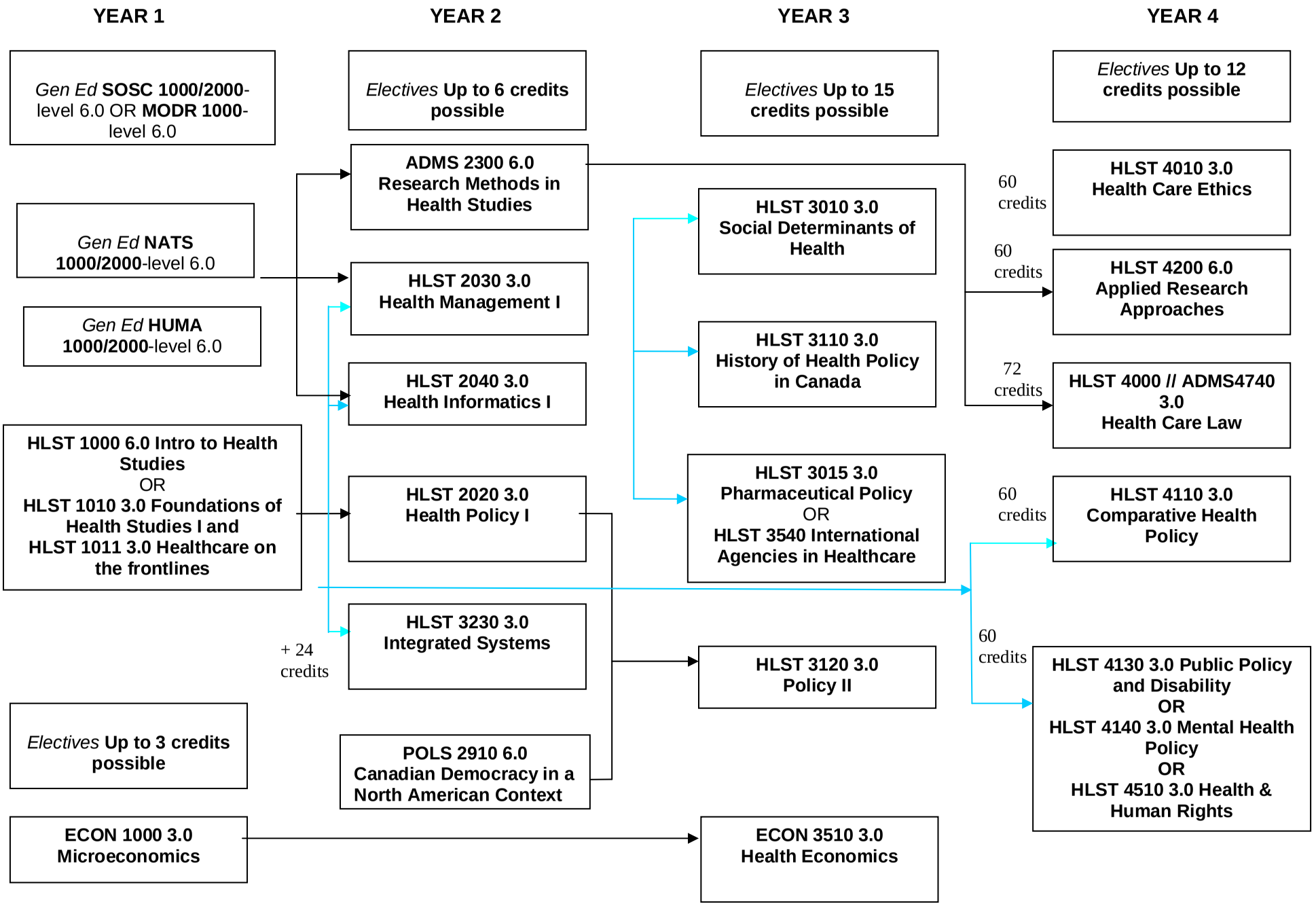
Course selection flowchart - Management majors



Course selection flowchart - Informatics majors



Course selection flowchart - Policy majors



Health Informatics Certificate

Coordinators: Professors Serban Dinca-Panaitescu and Christo El Morr

This cross-disciplinary certificate may be taken by students who have community college diplomas or university degrees or concurrently by students in any university degree program or independently by students who are professionals in the health field.

Admission requirements

Prospective students must be admitted to the Faculty of Health and must hold:

A community college diploma with an overall grade point average of B
or
A university degree with an overall grade point average of C
or
The Certificate may be taken concurrently with a university degree. There is no restriction about the kind of degree program students are enrolled in. If the student does not already hold a completed health related university degree or college diploma, the concurrent degree must be completed in order to obtain the certificate.

Program Requirements (30 Credits)

NOTE 1: for students registered in the certificate, additional pre-requisites that are not part of the certificate course requirements are waived.

NOTE 2: AP/ITEC 1000 3.00, HH/HLST 2040 3.00 and HH/HLST 3320 3.00 or HH/NURS 3230 3.00 or AP/ITEC 3220 3.00 must be completed before taking electives or 4000 level courses.

NOTE 3: Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.

Core Requirements (18 credits)

AP/ITEC 1000 3.00	Introduction to Information Technologies
HH/HLST 2040 3.00	Health Informatics 1
HH/HLST 3310 3.00	Electronic Health Record **OR**
HH/NURS 3240 3.00	Electronic Data Systems
HH/HLST 4320 3.00	ehealth
HH/HLST 3320 3.00	Health Database Applications **OR**
HH/NURS 3230 3.00	Health Data Management **OR**
AP/ITEC 3220 3.00	Using and Designing Database Systems
HH/HLST 4300 3.00	Advanced Seminar in Health Informatics **OR**
HH/NURS 4200 3.00	Applied Health Informatics Research

Elective Requirements: 12 credits chosen from the following:

AP/ADMS 2511 3.00	Management Information Systems
HH/HLST3341 3.00	Health Informatics II: Health Information Systems;
HH/HLST 4310 3.00	Analysis and Design of Health Information Systems **OR**
AP/ITEC 3010 3.00	System Analysis and Design I
HH/HLST 4330 3.00	Decision Making and Decision Support Systems in Healthcare
HH/HLST 4340 3.00	Health Technology Assessment
AP/ITEC 1620 3.00	Object-Based Programming
AP/ITEC 1630 3.00	Object-Oriented Programming
AP/ITEC 3020 3.00	Web Technologies
AP/ITEC 3210 3.00	Applied Data Communications and Networks
AP/ITEC 3230 3.00	Designing User Interfaces

AP/ITEC 4010 3.00	System Analysis and Design II
AP/ITEC 4040 3.00	Requirements Management;
HH/NURS 3210 3.00	Societal Implications of Health Informatics
HH/NURS 3220 3.00	Educational Strategies for Health Informatics
HH/NURS 4210 3.00	Privacy and Security Principles and Applications in Health Care

Course Substitutes: Subject to course exclusions, program requirements/restrictions, and residency requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements. Please contact the Certificate Coordinator to get approval for course substitutes.

Program Course	Course Substitute
HH/HLST 2040 3.00	HH/NURS 3200 3.00
HH/HLST 4330 3.00	AP/ADMS 4300. 3.00

Residency requirement: The University residency requirement for undergraduate certificate programs requiring up to 36 credits are - 18 credits to be completed at York for a certificate

Graduating with a certificate: Except where otherwise stated, a minimum cumulative grade point average of 4.0 is required to satisfy certificate requirements. Students must submit an Application to graduate from a certificate program. Applications should be obtained and filed with the Unit administering the certificate program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program.

Exception: students who were admitted to a certificate prior to Fall 2005.
The Faculty does not award certificates retroactively.

Certificate in Health Informatics Program Checklist

30 CREDITS REQUIRED INCLUDING:	COMPLETE/ INCOMPLETE	GRADE	PREVIOUS INSTITUTIONS
CORE REQUIREMENTS - 18 CREDITS:			
AP/ITEC 1000 3.00			
HH/HLST 2040 3.00			
HH/HLST 3310 3.00			
HH/HLST 4320 3.00			
HH/HLST 3320 3.00/HH/NURS 3230 3.00/ITEC 3220 3.0			
HLST 4300 3.0/HH/NURS 4200 3.00			
ELECTIVE REQUIREMENTS - 12 CREDITS CHOSEN FROM THE FOLLOWING:			
ADMS 2511 3.00			
HH/HLST 3341 3.00 ;			
HH/HLST 4310 3.00 or AP/ITEC 3010 3.00;			
HH/HLST 4330 3.00;			
HH/HLST 4340 3.00;			
ITEC 1620 3.0			
ITEC 1630 3.0			
ITEC 3020 3.0			
AP/ITEC 3210 3.00;			
ITEC 3230 3.0			
AP/ITEC 4010 3.00;			
AP/ITEC 4040 3.00;			
HH/NURS 3220 3.00;			

NOTE 1: For students registered in the certificate, additional prerequisites that are not part of the certificate course requirements are waived.

NOTE 2: AK/ITEC 1000 3.00, HH/HLST 2040 3.00 and HH/NURS 3230 3.00 must be completed before taking electives or 4000 level courses.

NOTE 3: A student may acquire as many certificates as desired as long as at least 18 credits in each certificate acquired are unique to the specific certificate.

COURSES

Course Descriptions

NOTE: not all courses are offered every year. Some courses are offered via the internet. For details please refer to the web site or the lecture schedule.

1000 Level Courses

HH/HLST 1000 6.00 Introduction to Health Studies

General Description: An introduction to current issues concerning health policy, health system management and health informatics. Explores the social, economic and political influences on concepts of health and the organization and delivery of health and social services.

Course credit exclusions: AK/HLST 1010 3.00, AK/HLST 1011 3.00.

HH/HLST 1010 3.00 Foundations of Health Studies I

General Description: An inter- and multidisciplinary introduction to the issues underlying Canada's health care system. Examines the social, cultural, economic and political influences on concepts, values and structures of Canada's health care system.

Course credit exclusion: AK/HLST 1000 6.00.

HH/HLST 1011 3.00 Foundations of Health Studies II: Health on the Front Lines. Life and Death in the Emergency Department

General Description: Uses the emergency department as a metaphor to explore a wide variety of issues in Canadian health care. *Prerequisite*: AK/HLST 1010 3.00 or HH/HLST 1010 3.0 or may be taken as a corequisite with the permission of the undergraduate program director.

Course credit exclusion: AK/HLST 1000 6.00.

2000 Level Courses

HH/HLST 2020 3.00 Health Policy: Power and Politics

General Description: Examines the development of health policy from the micro, meso and macro points of view. Explores how decisions are made and the role of both government and non-government bodies, using case histories to illustrate the interplay of these factors.

Prerequisites: For BHS students AK/HLST 1000 6.00. All other students AK/HLST 1000 6.00 or for those with equivalent preparation, permission of course instructor.

NOTE: AK/HLST 2020 3.00 is a required course for majors in the bachelor of health studies.

HH/HLST 2030 3.00 Health Management I Essentials of Health Care Management

General Description: Examines key areas that comprise the field of health care management by building on the root disciplines of organization theory, strategic management and organizational behaviour. Topics include the design and managerial roles in health care organizations, leadership and motivation, work team performance, and interorganizational relationships.

Prerequisites: HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00, for those with equivalent preparation, permission of the instructor.

HH/HLST 2040 3.00 Health Informatics I Introduction to Health Informatics

General Description: An introduction of basic principles of health informatics as applied to a variety health and social service area applications. An overview of the discipline will be presented with focus upon areas of current activity. Examines how the delivery of healthcare is changed in response to new technology development. Explores knowledge and skills in the field of health data collection, storage, process and communication.
Cont'd…

Prerequisites: HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00 or permission of course instructor.

Course credit exclusion: AK/NURS 3200 3.00.

3000 Level Courses

HH/HLST 3010 3.00 Social Determinants of Health

General Description: Societal factors determine why some people stay healthy and others become ill. This course examines how these determinants of health influence health. Focus is upon Aboriginal health, income, early life, education, health services, social exclusion, work conditions, unemployment, social safety net, food security, and housing.

Prerequisite: HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00 or permission of course instructor.

NOTE: HLST 3010 3.00 is open to students with an appropriate academic background in health and with permission of the Chair of the school of health policy and management.

HH/HLST 3011 3.00 Structural Approaches to Health Promotion

General Description: A structural analysis of the theoretical, conceptual and programmatic micro, meso and macro systems that work towards positive health and wellbeing of individuals, groups and communities.

Prerequisites: HH/HLST 1000 6.00 or HH/HLST 1010 3.00 and HH/HLST 1011 3.00 or permission of course instructor.

HH/HLST 3015 3.00 Pharmaceutical Politics and Policy

General Description: Examines the place of pharmaceuticals in the Canadian health care system. Focuses on conflicts among stakeholders in policy formation, costs and physician prescribing behaviour.

Prerequisites: 36 credits or permission of the instructor.

HH/HLST 3110 3.00 Major Themes in Health Policy in Canada

General Description: Examines critical points in the development of Canada's health care system at the municipal, provincial and federal level. Focuses on understanding the perspective of the different parties and the historical context in which the policies were implemented.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00, AK/HH//HLST 2020 3.00 or permission of the instructor.

HH/HLST 3120 3.00 Health Policy II: Analysing Processes of Power & Politics

General Description: A continued exploration of the processes of health policy development, and the outcomes to which they lead. Varying analytic approaches will be applied to three policy themes: the public/private mix in health care, integrated health systems, and international health systems.

Prerequisites: AK/HH//HLST 2020 3.00 or permission of course instructor.

HH/HLST 3130 3.00 Developing Practical Skills: Writing Health Reports and Research Proposals

General Description: Assists in developing practical skills in writing briefing notes and research proposals. Surveys national and international data bases, governmental, nongovernmental and professional association resources, assessing the use of such sources to answer specific research questions in briefing notes and proposals.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2020 3.00; AK/HH//HLST 2030 3.00; AK/HH//HLST 2040 3.00 and HH/ADMS 2300 6.00. For those with equivalent preparation, permission of the Undergraduate Program Director.

HH/HLST 3210 3.00 Health Services Management

NOTE: Please contact the Chair of the School of Health Policy and Management for more information.

HH/HLST 3230 3.00 Integrated Health Systems: Concepts and Applications

General Description: Examines and critiques the elements and concepts of an evolving integrated health system (IHS) in Canada. Studies the evolution and the socio-political-economic impact of this new evolving holistic and integrated health healing model from an inter-disciplinary and cross-sectoral perspective.

Prerequisites: Successful completion of 24 credits or permission of course instructor.

HH/HLST 3240 3.00 Occupational Health and Safety

General Description: Covers federal and provincial occupational health and safety legislation, hazard identification and control, physical agents, chemical agents, socio-psychological aspects of health, and the management of safety programs.

Prerequisites: AP/ADMS 1000 3.00, for all BAS and BAS Honours students.

HH/HLST 3250 3.00 Introduction to Health Care Financial Management.

General Description: Examines issues related to finance and accounting practices in various health sectors and organizations in Canada.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; and AP/ADMS 1000 3.00 or permission of the undergraduate program director.

Degree credit exclusion: AK/ADMS 3760 3.00

HH/HLST 3300 3.00 Health Management Information Systems I

General Description: Please contact the Chair of the School of Health Policy and Management for more information.

HH/HLST 3310 3.00 Electronic Health Record

General Description: Provides students with the knowledge and skills to manage health information services in health organizations, to use computer technologies to collect, manage analyze and technically evaluate health information and work with confidential health records.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2040 3.00 and AK/HH//HLST 3341 3.00

Course Credit Exclusion: HH/NURS 3240 3.00

HH/HLST 3320 3.00 Health Database Applications

General Description: Students will develop a working knowledge of design, implementation, administration and maintenance of relational database systems used in various areas in healthcare. Oracle, the full-scale multi-platform database management system, is used to teach data base design and client/server application development and implementation.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2040 3.00 and AK/HH//HLST 3341 3.00 or for those with equivalent preparation, permission of the instructor.

Course Credit Exclusion: AK/AS/ITEC3220 3.00, HH/NURS 3230 3.00

HH/HLST 3341 3.00 Health Informatics II: Health Information Systems

General Description: Designed to develop a global understanding of the significance of health information systems (HIS) in healthcare. Topics include: health information management, HIS implications in transformation of health care and health care services delivery, standards development, technical and policy issues surrounding security, privacy and confidentiality of health care data.

Prerequisite: AK/HH//HLST 2040 3.00 or, for those with equivalent preparation, permission of the instructor.

HH/HLST 3400 3.00 Critical Perspectives on Health Organizations: Micro level issues in health care management and improvement

General Description: Analyzes issues related to health system improvement. Examines quality improvement theory and techniques and considers the barriers and facilitating factors for bringing about improvement in the delivery and outcomes of health care faced by managers, clinicians and organizations.

Prerequisite: Successful completion of 24 credits or permission of course instructor.

HH/HLST 3510 3.00 Poverty and Health in Canada: Current Evidence and Policy Responses.

General Description: Examines evidence related to the increasing incidence of poverty in Canada and the mechanisms by which poverty threatens the health of both the poor and not poor. Explores various potential policy responses.

Prerequisites: 24 credits with at least six in either anthropology, education, health sciences, nursing, psychology, sociology or a related social science or permission of the instructor.

HH/HLST 3520 3.00 Lifespan Approaches to Health: Societal Influences on Human Development.

General Description: Examines research findings on how the health of populations result from the interaction of human potentials with societal influences.
Prerequisites: 24 credits at least six of which are in education or the social sciences, or by permission of the instructor.

HH/HLST 3530 3.00 Population Aging and Health: Policies, Programs and Issues.

General Description: Aging in Canada has been depicted by many in the health care community as a looming calamity. Takes a unique Canadian focus and proposes that population aging can be a challenge that will force Canada's health care system to make some careful and innovative policy, program and service choices.

Prerequisites: Successful completion of 24 credits or permission of instructor.

HH/HLST 3540 3.00 International Agencies in Health Care: The World Bank Versus the World Health Organization (WHO).

General Description: Non-governmental and supranational agencies are playing an increasing role in the health care planning and in influencing the development of health care policies in both developed and developing countries. Students will examine the roles of a number of these agencies.

Prerequisites: 24 credits or permission of the instructor.

HH/HLST 3999 0.00 Work Term Report II

General Description: Provides the student with an opportunity to contrast and compare classroom learning with practical workplace realities. Students will identify health-related issues in their workplace and illustrate successful applications of their classroom learning.

4000 Level Courses

HH/HLST 4000 3.00 Health Care Law

General Description: Legislation relevant to health care; consent to treatment; cases of negligence; medical staff privileges; release of information.

Prerequisites: 1) For students in the program, 54 credits including AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00, AK/HH//HLST 2020 3.00, AK/HH//HLST 2030 3.00 and AK/HH//HLST 2040 3.00. 2) Other students 54 credits and "permission of the instructor".

Course credit exclusion: AK/ADMS 4740 3.00 (prior to Summer 2006)

HH/HLST 4010 3.00 Health Care Ethics

General Description: This course provides an overview of ethical issues involved in health care policy and management in Canada. It will combine theory and practical application to allow for reflection in the role values and beliefs play in health policy and management decisions.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2020 3.00, AK/HH//HLST 2030 3.00 and AK/HH//HLST 2040 3.00

HH/HLST 4020 3.00 History of Health Care Ethics from Ancient Times to the Present

General Description: Analyzes the diversity and controversies surrounding health care ethics over more than two thousand years of debates and experiences by practitioners and patients. Makes connections between past practices and present developments upon which to guide future decision-makers.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00 and completion of 60 credits, or by permission.

Integrated with GS/CDIS 5025 3.00

HH/HLST 4100 6.00 Advanced Contemporary Health Policy

General Description: Involves a survey of contemporary Canadian and international health policy including its formation, content and outcome from a range of theoretical perspectives. Introduces students to different methodological and analytic approaches to the study of public policy, and explores health policy issues in several sub-sectors.

Prerequisites: AK/HH//HLST 2020 3.00 and AK/HH//HLST 3120 3.00 or equivalent or permission of course instructor.

HH/HLST 4110 3.00 Comparative Health Policy

General Description: Examines historical, cultural, environmental, economic and political considerations of national health systems throughout the world, especially as health becomes less isolated and more an interconnected and integral part of all the other systems impacting our globe.
Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2020 3.00 or equivalent or permission of course instructor.

Integrated with GS/CDIS 5065 3.00

HH/HLST 4130 3.00 Public Policy and Disabilities

General Description: This course examines public policy approaches to disability in Canada and other western nations. It considers the extent to which public policy can provide persons with disabilities access to societal resources; voice in policy development and opportunities for participation in everyday life.

Prerequisite: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2020 3.00 or equivalents.

Integrated with GS/CDIS 5090 3.00

HH/HLST 4140 3.00 Mental Health Policy

General Description: Involves an analysis of mental health policy, from early conceptualizations and approaches to mental health care, to more recent societal approaches, government initiatives and legislation in the Canadian and other international contexts.

Prerequisites: 54 credits including AK/HH//HLST 2020 3.00 or permission of undergraduate program director.

Integrated with GS/CDIS 5045 3.00

HH/HLST 4200 6.00 Applied Research Approaches in Health Studies: Advanced Seminar

General Description: Examines key issues associated with inquiry into health policy, management and informatics issues. The advanced seminar topics include various research methods and design issues relevant to health studies, data analysis, and communication of research findings.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2020 3.00, AK/HH//HLST 2030 3.00, AK/HH//HLST 2040 3.00 and AK/ADMS 2300 6.00 or permission of undergraduate program director.

HH/HLST 4210 3.00 Health Care Leadership

General Description: Addresses the most salient leadership skills required for the micro-meso-macro developments in the health care field in Canada: foresight, systems thinking, issue management, impact assessment, critical thinking, contingency planning, visioning, strategic planning, change management, facilitation, and negotiation.

Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00 and successful completion of 54 credits or permission of Undergraduate Program Director.

HH/HLST 4220 3.00 Managerial & Leadership Competencies

General Description: This course is specifically designed to give students a "hands-on" application of key managerial/leadership competencies. It allows students to assess and understand their own managerial strengths and weaknesses and to develop a more well rounded repertoire of skills.

Prerequisite: HH/NURS 3770 3.00 or AK/ADMS 3440 3.00 or equivalents.
Note: Not open to students who have taken AK/ADMS 4130L 3.00.

Cross-listed to: AK/AP/ADMS 4760 3.00, HH/NURS 4740 3.00

HH/HLST 4250 3.00 Measuring Health System Performance/Effectiveness

General Description: Analyzes issues related to the measurement, dissemination, and use of health system performance information. Examines the measurement of health system performance at multiple levels in the system and in different settings and jurisdictions.

Prerequisite: AK/HH//HLST 2030 3.00 or equivalent and successful completion of 54 credits or permission of course instructor.

HH/HLST 4300 3.00 Advanced Seminar in Health Informatics

General Description: Provides students with up-to-date knowledge of the current research directions in the health informatics domain and the main questions raised in the field. Exposes students to a wide range of current research problems, projects, findings, and debate in health informatics.

Prerequisites: Successful completion of 60 credits including AK/HH//HLST 2040 3.00, AK/HH//HLST 3320 3.00 and AK/HH//HLST 3341 3.00 or equivalent or permission of course instructor.

HH/HLST 4310 3.00 Analysis and Design of Health Information Systems

General Description: Provides the students with the knowledge and the ability to analyze health information systems and design health systems specifications to meet specific objectives, using the appropriate CASE tools. Methods for structured health analysis and design are covered. The use of teamwork is emphasized.

Prerequisites: Successful completion of 60 credits including AK/HH//HLST 2040 3.00 and AK/HH//HLST 3320 3.00 or equivalent or permission of course instructor.

Course credit exclusion: AK/ITEC 3010 3.00

HH/HLST 4320 3.00 eHealth

General Description: Introduces the major issues and trends in the application of Information and Communication Technologies (ICT) in the health care service sector.

Prerequisite: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00 or permission of the undergraduate program director.

Cross-listed to: AK/HLST 4320 3.00

HH/HLST 4330 3.00 Decision Making & Decision Support Systems in Healthcare

General Description: Integrates literature on decision making and literature on Management Information systems in the health care context to illuminate the ‘rational’ and ‘non-rational’ aspects of decision making in health care.

Prerequisite: Successful completion of 60 credits or permission of course instructor.

HH/HLST 4340 3.00 Health Technology Assessment

General Description: Provides students with the knowledge and skills required to carry out systematic analysis and make informed decisions concerning the introduction, allocation and cost-effective use of technologies in healthcare.
Prerequisites: AK/HH//HLST 1000 6.00 or AK/HH//HLST 1010 3.00 and AK/HH//HLST 1011 3.00; AK/HH//HLST 2040 3.00, AK/HH//HLST 3320 3.00 and AK/HH//HLST 3341 3.00. Students who do not meet the prerequisites should contact the course instructor.

HH/HLST 4510 3.00 Health and Human Rights

General Description: Examines how health and human rights are complementary approaches to understanding and analyzing human well-being. The congruence of the two fields has arisen as the definition of human rights has expanded from civil and political rights to include social and economic rights. The course will examine this evolution and its implications.
Prerequisites: At least 36 credits or permission of course instructor.

HH/HLST 4900 3.0 Health Studies Project Management: Field Experience

General Description: Provides qualified students with the opportunity to work in the health field as part of their degree program. The Atkinson Experiential Education Office will help coordinate a specific field experience placement for students.

Prerequisites: 1) Completion of at least 60.00 major credits including completion of or concurrent enrolment in AK/HLST 4200 6.00 and completion of AK/ADMS 2300 3.00 and a grade point average of B+ (7.00) in the health studies courses completed. 2) Open only to students in BHS Honours program.

NOTE 1: The course instructor, together with the Experiential Education Office, will select from those with the prerequisites who apply.

NOTE 2: Students are required to attend an orientation session with a duration of two hours prior to the commencement of the course. The field experience component of this course will require a commitment of 12 hours per week over 11 weeks (132 hours). As part of this 12 hours per week, students will be required to attend weekly seminars with their group members and either the course instructor or the contact person in the field organization with which they are working.

HH/HLST 4999 0.00 Work Term Report III

General Description: Calls for students to identify and design a potential inquiry based upon a situation encountered in the workplace. Students will outline, identify reasons for, and make recommendations for a proposed study on a specific problem. Prerequisite: Successful completion of AK/HH//HLST 3999 0.00. Note: Only open to students in the Coop option, BHS program.

Questions or Concerns

Do you have a question or a concern about your course(s)? The course director (instructor) is there to help.

If your problem remains unresolved, you may contact the undergraduate program director, Prof. Peter Tsasis (*tsasis@yorku.ca*); or the Chair, Prof. Mary Wiktorowicz (*mwiktor@yorku.ca*); or Regina Pinto, the Administrative Assistant (*rpinto@yorku.ca*).

ESSAY WRITING

Plagiarism

Plagiarism is a **serious offence** and is dealt with strictly in this School. It refers to the passing off of another person's work as your own. It includes, but is not limited to the following:

Using an entire paper written by someone else as your own.

Taking sentences or paragraphs from other papers or texts and including them in your paper without placing quotation marks around them, together with the source, including page numbers. (While exact quotations of lines or paragraphs are usually appropriate within a paper, they should take up no more than a very small percentage of the entire paper.).

Paraphrasing lines or paragraphs from another paper or text without attributing the source of the ideas through use of references.

Handing in the same or a very similar paper to two separate courses also constitutes an academic offence.

Most students who plagiarize do so because they try to write their essays at the last minute. Good essay writing requires time. If students cannot get their work in on time, they should approach their professors for an extension.

Full details on the Senate Policy on Academic Honesty can be found at ***www.yorku.ca/secretariat/legislation/senate/acadhone.htm***

Test your knowledge of plagiarism and academic integrity with this online tutorial. ***www.yorku.ca/tutorial/academic_integrity/***

Please note the following:

Students found guilty of such an infraction may have a permanent record of their receiving an "F" placed on their transcripts.

This "F" would remain on record even if the course is repeated and an additional course grade is received and recorded.

It will be clear to any reader of the transcript that the background to receiving an "F" being placed on a transcript in such a manner is one of academic dishonesty.

You not only jeopardize your passing of this course but you also may jeopardize your entire future by engaging in academic dishonesty.

How to Write an Argumentative Essay

The following outline attempts to show you how to construct a good essay: it represents, in as simple a form as possible, the basic pattern to follow in putting together any "argument paper" whether this paper is a class essay, a dissertation, or an article designed for publication. An "argument paper" is best defined simply as a paper which states a thesis, or says something, and attempts to back up or support this thesis with evidence or arguments which tend to convince the reader of the truth and validity of this thesis; this kind of paper, we may say, is distinct from the kind of paper which merely presents information. (Also, the argument paper is more interesting, both to write and to read). These instructions are presented in outline form merely to make it more apparent that a good essay is put together step by step. If you are writing outside of class you will be able to follow this outline at your leisure; if you are writing in class, or answering an essay question on an exam, you still should mentally follow this outline to construct your essay before you start to write.

Form a good, strong thesis sentence, stating what you propose to show.
This is the most important part of the whole process, the foundation upon which your whole essay is constructed, and it must be the first thing done; until you have written the thesis sentence it is useless to try writing anything else. Given a topic, assemble your material and review it (mentally if in class or during an exam) until you are familiar enough with this material to form an opinion or judgment about your topic. This opinion or judgment is the stand you are taking on this particular topic and it will be the conclusion which your entire essay will try to establish and support. This is your thesis sentence; and this is why the thesis sentence

has to come first when you start to construct an essay.

1. Build your argument to support this thesis sentence.

Return to your assembled material. Go through it again, and this time copy down every argument, every bit of evidence, or every reason you can find in it which will support your conclusion. After you have done this you should be able to tell whether your conclusion is valid or not. If you cannot find enough support to convince you yourself of the validity of your own conclusion, you should discard your thesis sentence and form a new one. Never attempt to argue on behalf of something which you yourself do not believe; if you do, your paper will not be any good.

2. Arrange your argument to produce the maximum effect upon the reader.

Go through the evidence on separate arguments you have copied down and arrange them in the order of their strength. Usually it is best to start with the weakest and end with the strongest; this arrangement is not always possible, but when it can be done your argument will accumulate more force as it progresses. If this type of arrangement cannot be used, merely arrange the arguments in the order in which they will appear in your paper. Along with each argument, list any contrary arguments. You must state these fully and fairly, but show that on balance your viewpoint is to be favoured. If you ignore them, your essay will be weak, one-sided and unconvincing.

3. Write your outline.

Begin with the thesis sentence. Always write complete sentences. A brief introduction is needed if any questions or terms have to be defined before you start your argument; otherwise it is optional. Roman numeral "I" will be the first argument or reason in support of your conclusion. Roman numeral "II" will be the second argument – and so on – as you have already arranged these arguments in order. Just as the Roman numeral entries must support your conclusion, so must the subhead entries under each Roman numeral support that particular argument. (usually by clarifying, explaining, or the citing of examples). Copy your thesis sentence word for word as the conclusion at the end of your outline. (this may seem a bit of an insult to your intelligence, but if your outline has gone astray you will find that your thesis sentence will no longer fit in the position it was originally created to occupy. Thus, but doing this you can sometimes save yourself time and wasted effort.)

4. Check your outline.

Are there any self-contradictory concepts in it?
Is any of your material irrelevant?
Does each argument follow logically from everything preceding it?
Are there any gaps in your reasoning?
Are there any statements which are mere platitudes?
Are there any terms which need to be defined?
Have you made any dogmatic statements?

5. Write the paper itself.

About three fourths of your work should be done before you reach this step. If steps 1 to 5 are done well and carefully, the paper should just about write itself.

6. References.

Use the APA style for references (reproduced following this).

7. Proofread your paper

and do it at least twice before submitting – more times if possible. **Do not** rely on a spell checker. (Never write anything which will be read by others unless you proofread it to the best of your ability: this is one rule that is rigidly observed by all mature scholars and authors who have been writing for years.) Proofread for thought and style, and again check the list in section V. Also, does your paper read smoothly and easily? (Read it out loud, if possible, and you will find out.) Proofread for mechanical errors. Check all questionable spellings Check all the minimum standard requirements.

*Major portion of the above has been reproduced with permission from the Department of Political Science, University of Western Ontario.

Do you need more help? Try the Pre-Writing Tutorial and Quiz here:
www.yorku.ca/tutorial/prewriting/

APA STYLE GUIDE Guide to the American Psychological Association Style – Reference List

Based on the 6th edition APA Publication Guide
www.hccfl.edu/library/pdfs/APA.pdf

WARNING: This sheet shows some common reference list entries in APA style. It does not cover every type of entry. The absolute authority for APA style is the Publication Manual of the American Psychological Association, 5th Edition, available at most libraries or for purchase at most bookstores and the APA Website.

Additional information may be found at the following Websites:
www.apastyle.org

Many other Websites with help on APA style exist. Try a GOOGLE search for *APA style* to get more results.

Paper Sources

Book with one author: [title in *italics*]

Doe, J. (2002). *Human study of inadequacy*. Boston: Little, Brown.

Book with more than one author: [title in *italics*]

NOTE: List all the authors – by last name & initials. Use & (not *and*).
If more than 6-authors, list the first 6, then *et al.* (Latin for *and others*).

Spock, D. & Kirk, C. (2001). *Outer space travel: facts and myths.* Washington, DC: Outthere Publications.

Book with an editor: [title in *italics*]

Gibbs, J.T. & Huang, L.N. (Eds.). (1991). *Children of color: psychological interventions with minority youth.*San Francisco: Jossey-Bass.

Book by an organization or group as author: [title in *italics*]

NOTE: When the author & the publisher are the same, list the word *Author* at the end of the citation.

American Bureau of Statistics. (2005). *Census Bureau extrapolations for Tampa, Florida.* Washington, DC: Author.

Encyclopedia or dictionary: [title in *italics*]

Williams, B. (1990). Babylon. In *The new grove dictionary of music and musicians* (Vol. 33, pp.56-60). London: Macmillan.

An article in a scholarly journal: [journal title in *italics*]

Jones, E. (2004). The mating habits of anorexic minnows. *Journal of Creative Fish Watching, 60*, 534-544.

A magazine article: [journal title in *italics*]

Density, A. & Manioto, C. (2003, January). How much does a beggar make? *Psychology Tomorrow*, *66*, 23-25.

A newspaper article with an author: [newspaper name in *italics*]

Mullins, M.B. (2003, November 23). The health care crisis. *The New York Times*, pp. A3, A5.

A newspaper article without an author: [newspaper name in *italics*]

Study finds less money for grades. (2005, September 19). *Los Angeles Times*, p. 14.

Electronic Sources

NOTE: Do *not* underline Websites.

An Internet article based on a print source: [source name in *italics*]

Wertheimer, R. (n.d.). Revisiting Florida's chads, seeking lessons and jokes.[Electronic Version]. *Journal of Voting*. Retrieved September 15, 2005, from http://www.votingjournal.com

NOTE: In the above example, no date was given in the work and (n.d.) is used.

An article in a searchable database: [source name in *italics*]

Nosnoozy, D.R. (2002). Sleep is for sissies. *Nation's Business*, *76*, 34-38. Retrieved November 25, 2005, from WilsonSelectPlus database.

A Web page [title of Web page – if given – in *italics*]

McDuck, S. (2002). *Psychology Web by Scrooge McDuck.* Retrieved November 31, 2005, from http://www.quackpsych.com

Sample Reference List

References

Doe, J. (2002). *Human study of inadequacy.* Boston: Little Brown.

Gibbs, J.T. & Huang, L.N. (Eds.). (1991). *Children of color: psychological interventions with minority youth.*San Francisco: Jossey-Bass.

McDuck, S. (2002). *Psychology Web by Scrooge McDuck.* Retrieved November 31, 2005, from http:www.quackpsych.com

Mullins, M.B. (2003, November 23). The health care crisis. *The New York Times,* pp.A3, A5.

Nosnoozy, D.R. (2002). Sleep is for sissies. Nation's Business, *76*, 34-38. Retrieved November 25, 2005, from WilsonSelectPlus database.

Spock, D. & Kirk, C. (2001) *Outer space travel: facts and myths.* Washington, DC: Outthere Publications.

NOTE: Every period, every comma, every colon, and all other punctuation marks, *italics*, and indentations are very important! Be sure to include them.

Education Life

By Kate Zernike
From NYTimes.com, The Harvard Guide to Happiness

Lost in the current obsession to get into The Best U is something most adults readily admit, at least in hindsight: It doesn't matter so much where you go to college, but what you make of the experience.

So how to make the most of it?

In 1986, Derek Bok, then the president of Harvard, summoned a professor at the Graduate School of Education and asked him to evaluate how well the university educated its students and ways it might improve. Why, Dr. Bok wanted to know, did some students have a great experience while others did not?

The professor, Richard J. Light, a statistician by training, gathered colleagues and deans from 24 other institutions to examine the question and come up with a scientific method to find the answer.

Over 10 years researchers interviewed 1,600 Harvard students, asking a range of questions about everything from what they did in their spare time to the quality of teaching and advising. They looked for patterns - say, what made certain courses effective. They also correlated students' academic and personal choices with their grades and how happy and intellectually engaged they said they were. The goal was to determine which factors were more likely to improve learning and overall happiness. A factor always linked to success would be rated 1; one with a significant relationship to success would be 0.50; and one with no effect would be 0. (Not every factor got a rating because of inconsistencies in how questions were asked.) Fifteen years later, Harvard has made policy changes based on the study, like assigning students homework to do in groups and scheduling some classes later in the day so discussions can continue over dinner.

"It turns out there are a whole range of concrete ways students can improve their experience," said Professor Light, who teaches at the John F. Kennedy School of Government as well as at the education school. Professor Light has gathered the best ideas in a book, "Making the

Most of College" (Harvard University Press, 2001). The suggestions are often simple. Still, he said, "It's amazing how little thought people give to these decisions."

1. Meet the faculty. Professor Light now tells each of the students he advises the same thing at the beginning of each term: "Your job is to get to know one faculty member reasonably well and get that faculty member to know you reasonably well. If you do nothing else, do that." On the most opportunistic level, this means that at the end of four years - two semesters each - the student has eight professors to write recommendations for jobs or for graduate school. But more important, the relationship makes a student feel more connected to the institution.

The most satisfied students in the Harvard interviews sought detailed feedback and asked specific questions of professors and advisers - not "Why didn't I get a better grade?" but "Point out the paragraphs in this essay where my argument faltered."

And don't try to hide academic problems. The researchers working for Professor Light interviewed a sample of 40 students who stumbled academically in their first year. The 20 who asked for help improved their grades, the 20 who did not spiraled downward - isolated, failing and unhappy.

2. Take a mix of courses. Nearly without exception, the students in the study who were struggling were taking nothing but large introductory courses that were needed to complete their degree. Why? To get them out of the way. Advice from well-meaning parents often goes something like this: First year, take required courses. Second year, choose a major. Third year, take advanced classes required for your major. Save fun electives, like dessert, for last. The trouble is, introductory courses range across so much material they often fail to offer students anything to sink their teeth into. So when it comes time to choose a major, students don't know what really interests them. By senior year, when taking courses that stimulate them, they are wondering why they didn't take more courses in Japanese/medieval social history/statistics earlier. Those who treat the early years like a shopping excursion, taking not only required classes but also ones that pique their interest, feel more engaged and happier with their major.
"The less satisfied students were the ones who said, “My tack was to get all the requirements out of the way,'" Professor Light said. "The successful students do the exact opposite." The corollary to this recommendation: Take small classes, which encourages faculty interaction and a feeling of connectedness. Taking classes with 15 or fewer students had a 0.52 correlation with overall engagement and a 0.24 correlation with good grades - both considered significant.

3. Study in groups. Doing homework is important, but what really matters is doing it in a way that helps you understand the material. Students who studied on their own and then discussed the work in groups of four to six, even just once a week, understood material better and felt more engaged with their classes. This was especially true with science, which requires so much solitary work and has complicated concepts.

4. Write, write, write. Choose courses with many short papers instead of one or two long ones. This means additional work – more than 12 hours a week versus fewer then 9, or about 40 percent more time - but it also improves grades. In a class that requires only one 20-page paper at the end of the term, there is no chance of recovering from a poor showing. Courses with four five-page papers offer chances for a midcourse correction.

And the more writing, the better. In all of Professor Light's research, no factor was more important to engagement and good grades than the amount of writing a student did. Students in the study recommended taking courses with a lot of writing in the last two years, when you have adjusted to the challenges of being in college and are preparing to write a long senior thesis.

5. Speak another language. Foreign language courses are the best-kept secret on campus. Many students arrive with enough skills to test out of a college's language requirement. But language was the most commonly mentioned among "favorite classes." Sixty percent of students put them in the category of "hard work but pure pleasure"; 57 percent of those interviewed again after leaving college recommended not testing out. Why? Classes are small, instructors insist on participation, students work in groups, and assignments

include lots of written work and frequent quizzes, allowing for repeated midcourse corrections. In short, foreign language courses combine all the elements that lead to more learning and more engagement.

6. Consider time. In the Harvard interviews, there was one striking difference between those who did well in their courses and those who did not: Those who did well mentioned the word "time"; those who did not ever used the word. Students reported that they did not succeed when they studied the way they had in high school, squeezing in 25 minutes in a study hall, 35 minutes after sports practice and 45 minutes after dinner. Grades and understanding improved when they set aside an uninterrupted stretch of a few hours. Professor Light even suggests keeping a time log for a few weeks and showing it to an adviser, who can help figure out the best way to allocate time.

7. Hold the drum. Students often flounder in college because they do not have the same social or family support network they had at home. Those who get involved in outside activities, even ones not aimed at padding a résumé or a graduate school application, are happiest. Professor Light tells the story of one young woman arriving unhappy in her adviser's office. When the adviser encouraged her to do something beyond her studies, she demurred. She had no talent; she could not play on a team or sing in the choir. "How about band?" her adviser prodded. She replied that she did not play an instrument. "That's O.K.," he said. "Ask them if you can hold the drum." Years later, when asked to describe why her college experience had been so positive, she repeatedly referred to the band, which got her involved at pep rallies and football games and introduced her to a diverse range of students.

Students who have worked hard to get into college, Professor Light said, tend to arrive and say, "Academic work is my priority, and doing other things will hurt that." In fact, the Harvard research found otherwise. "What goes on in situations outside of class is just as important, and in some situations, it turns out to be a bigger deal than what happens in class," he said. "Very often an experience outside of class can have a profound effect on the courses students choose and even what they want to do with their lives."

The study found that students who worked long hours at a job had the same grades as those who worked a few hours or not at all. Students who volunteered actually had higher grades and reported being happier. The only students whose outside activities hurt their grades were intercollegiate athletes. Still, Professor Light said, they are the happiest students on campus.

Canadian Health Care System: Some Facts

(reproduced by permission from “An Introduction to Health Policy” by Toba Bryant, Canadian Scholars Press Inc, 2009)

A Brief History of Canada's Health Care System

1947 The Saskatchewan Government, led by leader Tommy Douglas, introduces the first provincial hospital insurance program In Canada.

1957 Paul Martin Sr. introduces a national hospital insurance program. Doctors, insurance companies and big business fight against it.

1960 The Canadian Medical Association opposes all publicly funded health care.

1962 Saskatchewan's NDP government introduces the first public health care program. Doctors walk out but the strike collapses after 3 weeks.

1965 A Royal Commission headed by Emmett Hall calls for a universal and comprehensive national health insurance program.

1966 Parliament creates a national Medicare program with Ottawa paying 50% of provincial health costs.

1977 Trudeau Liberals retreat from 50:50 cost sharing and replace it with block funding.

1978 Doctors begin "extra billing" to raise their incomes.

1979 Canadian Labour Congress convenes the SOS Medicare conference to fight extra billing and joins with community groups to form the Canadian Health Coalition. The Clark Conservative government in Ottawa invites Justice Emmet Hall to chair an inquiry into federal financing of health care and how the provinces use these transfers.

1980 Justice Emmet Hall releases his second Commission Report recommending the abolition of extra billing and user fees.

1984 Canada Health Act is passed unanimously by parliament. Extra billing is banned.

1993 Mulroney government grants 20 year patent protection to brand name drugs.

1995 Paul Martin Jr. introduces Canada Health and Social Transfer (CHST), causing massive cuts in transfer payments to health and social programs.

1997 National Forum on Health calls for Medicare to be expanded to include home care, pharmacare and a phasing out of fee-for- service for doctors.

1998 Premiers demand say in interpreting the Canada Health Act. Chrétien caves in.

2000 Ralph Klein introduces legislation to allow private hospitals. Federal Budget offers 2 cents for health care for every dollar of tax cuts, ignoring pleas of Canadians to save Medicare.

2002 The Romanow Royal Commission on the Future of Health Care in Canada conducted cross country public hearings. Final report was tabled in Ottawa on November 28, 2002.

2003 First Ministers’ meeting results in a new ‘Health Accord.’ Targeted funding in keys areas (as prescribed by the Romanow report) shows promise. However, there are no accountability mechanisms and no restrictions on public funding being spent on for-profit health care.

Source: ***www.healthcoalition.ca/History.pdf***

The Five Principles of Medicare

8. Universality of coverage.
The provinces have to cover 100 per cent of their residents for hospital and physicians' services.

9. Portability of coverage.
The provinces have to cover their residents for care in other provinces at the rates that pertains in other provinces. They are supposed to cover their residents while out of the country at least at the rates that would have pertained in their home province.

10. Reasonable accessibility to services.
The provinces are to ensure that services are "reasonably accessible" and that financial charges or other barriers do not impede access. This criterion also requires the provinces to pay reasonable compensation to their health professionals.

11. Comprehensiveness of services.
The provinces are supposed to cover all "medically necessary" services provided by doctors or within hospitals. This criterion is actually a misnomer because community services (such as home care) are not covered and neither are the services of other providers (except dental services within hospitals – a rare event these days).

12. Public administration.
The provinces have to administer their health insurance programs either themselves or through a body that is accountable to the provincial government. This criterion is also a bit of a misnomer because it expressly forbids neither for-profit insurers acting on contract with a province nor for-profit providers of services.

Source: Rachlis, M. (2004). Prescription for Excellence: How Innovation is Saving Canada's Health Care System. Toronto: HarperCollins Publishers Ltd.

A Summary of Canada's Health Care System

Canada's publicly funded health care system is best described as an interlocking set of ten provincial and three territorial health insurance plans. Known to Canadians as "medicare," the system provides access to universal, comprehensive coverage for medically necessary hospital and physician services. These services are administered and delivered by the provincial and territorial (i.e., state or regional) governments, and are provided free of charge. The provincial and territorial governments fund health care services with assistance from the federal (i.e., national) government.

What Happens First (Primary Health Care Services)

When Canadians need health care, they generally contact a primary health care professional, who could be a family doctor, nurse, nurse practitioner, physiotherapist, pharmacist, etc., often working in a team of health care professionals. Services provided at the first point of contact with the health care system are known as primary health care services and they form the foundation of the health care system.
In general, primary health care serves a dual function. First, it provides direct provision of first-contact health care services. Second, it coordinates patients' health care services to ensure continuity of care and ease of movement across the health care system when more specialized services are needed (e.g., from specialists or in hospitals).

Primary health care services often include prevention and treatment of common diseases and injuries; basic emergency services; referrals to and coordination with other levels of care, such as hospital and specialist care; primary mental health care; palliative and end-of-life care; health promotion; healthy child development; primary maternity care; and rehabilitation services.

Doctors in private practice are generally paid through fee-for-service schedules negotiated between each provincial and territorial government and the medical associations in their respective jurisdictions. Those in other practice settings, such as clinics, community health centres and group practices, are more likely to be paid through an alternative payment scheme, such as salaries or a blended payment (e.g., fee-for-services plus incentives). Nurses and other health professionals are generally

paid salaries that are negotiated between their unions and their employers.
When necessary, patients are referred to specialist services (medical specialist, allied health services, hospital admissions, diagnostic tests, prescription drug therapy, etc.).

What Happens Next (Secondary Services)

A patient may be referred for specialized care at a hospital, at a long-term care facility or in the community. The majority of Canadian hospitals are operated by community boards of trustees, voluntary organizations or municipalities. Hospitals are paid through annual, global budgets negotiated with the provincial and territorial ministries of health, or with a regional health authority or board.

Alternatively, health care services may be provided in the home or community (generally short-term care) and in institutions (mostly long-term and chronic care). For the most part, these services are not covered by the Canada Health Act; however, all the provinces and territories provide and pay for certain home care services. Regulation of these programs varies, as does the range of services. Referrals can be made by doctors, hospitals, community agencies, families and potential residents. Needs are assessed and services are coordinated to provide continuity of care and comprehensive care. Care is provided by a range of formal, informal (often family) and volunteer caregivers.

Short-term care, usually specialized nursing care, homemaker services and adult day care, is provided to people who are partially or totally incapacitated. For the most part, health care services provided in long-term institutions are paid for by the provincial and territorial governments, while room and board are paid for by the individual; in some cases these payments are subsidized by the provincial and territorial governments. The federal department of Veterans Affairs Canada provides home care services to certain veterans when such services are not available through their province or territory. As well, the federal government provides home care services to First Nations people living on reserves and to Inuit in certain communities.

Palliative care is delivered in a variety of settings, such as hospitals or long-term care facilities, hospices, in the community and at home. Palliative care for those nearing death includes medical and emotional support, pain and symptom management, help with community services and programs, and bereavement counselling.

Source: www.hc-sc.gc.ca/hcs-sss/pubs/system-regime/2005-hcs-sss/del-pres_e.html#1

NOTES