

School of

# Health Policy & Management

2018 2019

# SCHOOL OF HEALTH POLICY & MANAGEMENT

## 2018-2019 UNDERGRADUATE SUPPLEMENTAL CALENDAR

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# 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 Specialized Honours, Bachelor of Health Studies (BHS) (120 credits).

The School also offers an Honours major in Health Studies with minors in Health Policy, Health Management or Health Informatics. The Honours major is useful for students 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 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 the use of information and technology in health care.

The School's approach to health and health care education focuses on several themes that address both specific health-related questions and broader population and social justice 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, Indigenous communities, persons with disabilities, and a range of ethnic communities. Societal factors that determine why some people stay healthy and others become ill are also examined such as income, stress, early life experiences, social exclusion, work conditions, unemployment, social support, food and transportation.

The professors in the School are internationally recognized in their respective areas. In addition to teaching, each one is involved in an extensive programme of 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 an Academic Advisor in the [Office of Student and Academic Services \(OSAS\)](#), Faculty of Health, on a yearly basis for an advising session. Students also are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.

In addition to materials you may have already received during the time of your orientation, enclosed please find information that will help guide your time here at York.

Professor Marina Morrow  
Chair  
School of Health Policy & Management

## 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** offers a degree in health studies in a way that is one of a kind. Its unique team of researchers and educators explores health from interdisciplinary perspectives -- including law, medicine, history, social sciences, engineering, informatics and the arts -- to provide you with a comprehensive understanding of current health care challenges.

You may choose a Health Studies major or to specialize in Health Management, Health Policy or Health Informatics. No matter what you choose, you will benefit from an integrated exploration of all three because the School 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 a variety of populations within them.

The program's creative and strategic approach replaces the individualized medical model with a social determinants approach and shifts the current focus on the treatment of illness to a focus on prevention and equity. In addition, the program poses questions about how to make the health care system more integrated.

Whether you choose a career on the front line of health care or an administrative role, you will gain critical thinking, writing, reading and presentation skills to aid health organizations in shaping the future of health care.

The School offers **five degrees** and **two certificates**:

- |  |               |
|--|---------------|
| 1. Specialized Honours program in Health Policy        | (120 Credits) |
| 2. Specialized Honours program in Health Informatics   | (120 Credits) |
| 3. Specialized Honours program in Health Management    | (120 Credits) |
| 4. Honours Bachelor of Health Studies                  | (120 Credits) |
| 5. Bachelor of Health Studies                          | (90 Credits)  |
| 6. Certificate in Health Informatics                   | (30 Credits)  |
| 7. Certificate in Health Services Financial Management | (39 Credits)  |

### **1. Specialized Honours program in Health Policy (120 Credits)**

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, Health Systems Planner, Researcher, Health Care Advocate, Research Coordinator, Community Health Worker.

### **2. Specialized Honours program in Health Informatics (120 Credits)**

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: Data Analyst, Health Information Specialist, System Analyst, Systems Designer, Systems Integration Specialist.

### **3. Specialized Honours program in Health Management (120 Credits)**

In the health management program you will develop the breadth of understanding in the area and the 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, Research Coordinator.



#### **4. Honours Bachelor of Health Studies (120 Credits)**

The general Honours BHS program offers a unique approach to health systems education. By incorporating a social determinants of health framework, the program emphasizes 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 issues are examined through the study of the most recent developments in management practice, health planning, and use of information in health care.

This program allows students to complete pre-med and other pre-health professional course requirements (e.g. occupational therapy, physiotherapy, nursing, etc.) In addition, students can do a double major or major-minor in conjunction with many other York programs.

#### **5. Bachelor of Health Studies (90 Credits)**

The ordinary BHS program introduces students to the fundamentals in health policy, health management and health informatics, with a 'social determinants of health' framework incorporated in the study plan. The program prepares student for the job market in management, informatics and policy.

#### **6. Certificate in Health Informatics (30 Credits)**

This Certificate will provide students with specific knowledge and insight into the growing field of health informatics. They will learn about the use of information management as it relates to all aspects of the health care sector, as well as how to develop and manage information systems. Building on courses that examine concepts, principles and processes of information management in health care, they will examine issues such as the societal implications of health informatics, applications and emerging issues for educators and practitioners. Through seminars, laboratory simulations and self-directed research, they will broaden their knowledge and expertise in this expanding area of health care.

#### **7. Certificate in Health Services Financial Management (39 Credits)**

Accountability for decision-making in health service organizations has never been more important. Decision-makers at all levels in health care must be able to make financially sound, viable and defensible decisions. This certificate provides the skills and critical insight necessary to effectively manage health service organizations and contribute in a beneficial way to the health system.

The program is a collaboration between our School and the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies, bringing together the core strengths from each area to provide an innovative, first-ever certificate that is available nowhere else. The certificate is designed for both those who wish to enter the health sector and those who wish to further themselves in their current industry roles.

Possible careers: Health services executive/administrator, health information manager, health services project administrator, health care executive director, health sector or government employee/executive, Local Health Integration Network (LHIN) manager, consultant, health services research analyst.

# **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

## Faculty Research Interests

**Farah Ahmad** (PhD in Public Health, University of Toronto, 2007) holds the CIHR New Investigator Award (2014-19), the Early Researcher Award (2014-19) from the Ministry of Economic Dev & Innovation, and York U Research Leaders of 2015 recognition. She is appointed as Research Scientist at the North York General Hospital since 2013. Her training includes medical degree from Punjab University and master's degree from Harvard University. She conducts interdisciplinary research with a focus on primary care settings, psychosocial health, vulnerable communities, access to care and eHealth innovations for health promotion and disease prevention. She uses mixed-method research designs which range from randomized controlled trials to in-depth interviews, focus groups and concept mapping. She has published peer-reviewed papers and chapters on the issues of intimate partner violence; mental health; gender, migration and health; and under-screening of cancer.

**Lora Appel** (PhD, Rutgers University, 2016) is thrilled to return, and give back, to her alma matter - eleven years after graduating from Schulich School of Business. She holds a position as Research Scientist at OpenLab, and innovation Centre housed at University Health Network, the largest medical research organization in Canada where she leads "Prescribing Virtual Reality (VRx)" a collection of studies that introduce and evaluate AR/VR/MR interventions for patients, caregivers, and healthcare providers. She received several grants from the Centre for Aging in Brain Health innovation to pursue this work in aging and dementia care. Lora received her PhD from the School of Communication and Information at Rutgers University and was awarded the Gerald Miller Outstanding Dissertation award in 2017 for her work defining clinician anonymity and designing "Face-2-Name" a tool to improve interprofessional communication in clinical settings. Lora has published in premier journals like the American Journal of Medicine and the International Journal of Medical Informatics, she has given talks at Harvard Medical School and the Royal College of Physicians in London, and her work with VR has resulted in several national media appearances. Lora's expertise is in applying design thinking and science methodologies to healthcare innovation; she is passionate about designing new technological interventions that provide *care* in the pursuit of a *cure*.

**Fatou Bagayogo** (PhD in Management, McGill University, 2014) Her current research projects examine the organization of cancer care. One of them is about inter-professional collaboration and practice change in the care of older cancer patients. The other one is about explaining organizational and professional processes that influence healthcare utilization (specifically emergency room visits) by endometrial cancer patients. In her research, she mostly uses case studies involving semi-structured interviews with physicians and nurses, document analysis and administrative records. For theoretical bases, she draws from the literature on organization studies and sociology of professions. Her post-doctoral work involved collaborating with a multidisciplinary team of healthcare management researchers to rethink the way care processes can be optimized in a large urban hospital. She spent about 3 years collecting data in this hospital and participated in a number of invited presentations to its professional and administrative staff. She is a member of the Canadian Association for Health Services and Policy Research and the Quebec Network on Nursing Intervention Research (RRISIQ).

**Claudia Chaufan** (MD University of Buenos Aires 1985; PhD Sociology/ Notation Philosophy, University of California Santa Cruz 2006) has an interdisciplinary background that spans medicine, sociology and philosophy. Prof. Chaufan practiced medicine in her native Argentina before shifting to a career in sociology with a focus on the political economy of health, comparative health policy and critical genetics. Her dissertation research critically assessed the dominant narrative around the causes of diabetes inequalities among racialized groups, deconstructing subtle forms of racism in medical discourse and

redirecting attention to the political and social determination of health. She later expanded her research to incorporate an analysis of struggles against colonialism, imperialism, and capitalist globalization, and their implications for global health policy and equity. Other intellectual interests include the history, philosophy and sociology of science, power/discourse, and the scholarship of teaching and learning. Current research projects include an assessment of the corporatization of global health governance, a cross-national analysis of the ideology of moral hazard, and an assessment of active learning in global health instruction. Dr. Chaufan has taught at the university level in Argentina, the USA, Taiwan, and Palestine. Past and present teaching includes sociological theory, the sociology of health and science, comparative health policy, and the politics of health and global health. While her expertise is on Latin America she has also conducted research on other selected regions in the Global South. She is a former Fulbright Scholar and Fulbright Public/Global Health Specialist, editorial board member and reviewer of several peer-reviewed journals, long-time member/activist of US Physicians for a National Health Program, and supporter of several grassroots organizations opposing US/Western intervention in the Global South.

**Rachel da Silva Gorman** (PhD in Adult Education and Community Development, University of Toronto, 2005) studies disability rights movements from the perspective of anti-racist and transnational feminist theory. She employs both cultural studies and critical political economy in her research. Before joining the School of Health Policy and Management, she held an SSHRC Postdoctoral Fellowship and Lectureship at the Women and Gender Studies Institute of U of T; and Research Fellowships at Manchester Metropolitan University and the University at Buffalo (SUNY). Ongoing projects focus on: international anti-capitalist and anti-colonial movements; community-based strategies for ending violence against people with psychiatric disabilities; and mapping disability across migration, status, and sovereignty. She is a member of the programming committee at A Space Gallery, and has worked on the editorial committee of Fuse Magazine. She has two decades of activist experience with anti-occupation, anti-poverty, anti-violence, and disability rights campaigns.

**Tamara Daly** (PhD in Health Policy, Management and Evaluation, University of Toronto, 2003) is a political economist and a health services researcher, is a CIHR Research Chair in Gender, Work and Health, an Associate Professor in the School of Health Policy and Management at York University, and the Director of the York University Centre for Aging Research and Education (YU-CARE). She holds a PhD from the Institute of Health Policy, Management and Evaluation, University of Toronto, an MA in political economy from Carleton, and an undergraduate degree in political science, history and economics from Trinity College, University of Toronto. Her scholarship highlights paid and unpaid care; gender and health; health care working conditions; and it promotes promising practices, principles and policies to improve access and health equity for older adults and for those who provide their care. She has authored numerous academic publications and policy reports, is the recipient of several teaching, research and career awards, and actively supervises graduate and postdoctoral students in research and publication. Her ethnographic, survey and intervention research is tri-council funded by SSHRC, CIHR as well as by ERA. As an expert in care work — including paid, unpaid and voluntary care -- Dr. Daly is frequently invited to speak at research and policy conferences held locally and internationally.

**Serban Dinca-Panaitescu** (PhD in Biomedical Engineering, Polytechnic University of Bucharest, 2001) has a multidisciplinary background with an emphasis on biomedical engineering and health informatics. Dr. Dinca-Panaitescu has worked for many years in the area of medical informatics focusing on computer processing of physiological signals. His major research contributions are addressing the cardiovascular disease prevention field by developing decision support tools aimed at detecting the cardiovascular dysfunction in the sub-clinical phase. He has published numerous articles and one book in this field. More recently Prof. Dinca-Panaitescu's research is employing mathematical modeling techniques to

untangle the complex relationship between socio-economical environments and different diseases (e.g. diabetes) and the spread of diseases in populations (e.g. tuberculosis). Other research interests include Medical equipment, Health Information Systems and e-health.

**Christo El Morr** (PhD in Biomedical Engineering, Compiègne University of Technology-France, 1997) is an Associate Professor of Health Informatics and the Health Informatics Certificate Coordinator at the school of Health Policy and Management at York University. His cross-disciplinary research covers health informatics and computer engineering. His research interests focus on Health Virtual Communities, Mobile Communities, e-collaboration, particularly in the domain of Chronic Disease Management and health promotion: Peripheral Arterial Disease, Kidney Diseases and Mental Health. He also has research interests in Hospital Patient Services and Patient Quality of Care (e.g. readmission patterns, dose reduction), Picture Archiving and Communication Systems (PACS), and Electronic Health Record. He has published books, chapters, and articles in these areas including the “The first of its kind” book in Canada about Health Informatics from a Canadian perspective.

**Liane Ginsburg** (PhD in Health Care Management, University of Toronto, 2002) is an Associate Professor in the School of Health Policy and Management at York University (Canada). She teaches Applied Research Methods in Health and Quality & Safety in Healthcare. Liane trained in healthcare organization and management at the University of Toronto. Her research interests focus on patient safety culture/ climate, leadership, learning from patient safety failures, and health professional education and training in patient safety. Liane is also actively involved in pan-Canadian research initiative around improving the quality of care in nursing homes and she has an overarching interest in knowledge translation / implementation science. In 2016-2017 she spent her sabbatical at the World Health Organization doing a study of patient safety curriculum implementation in lower and middle income countries.

**Sean Hillier** is a queer Indigenous scholar from the Qalipu Mi'kmaq First Nation. Currently, Sean is researching the impact of policy on health care delivery in remote First Nations communities for First Nations people living with HIV/AIDS. His research focuses on how policy shapes and impacts health care for Indigenous peoples in Canada. Sean conducts community based & engaged research with a focus on Indigenous methodologies and ways of knowing and being. He is completing his PhD in Policy Studies (Social Policy) from Ryerson University (fall 2018). Sean has taught extensively in the areas of Indigenous Health, Social Determinants of Health, Indigenous Law, and Sexuality & Gender. Sean has served on Ryerson's Research Ethics Board, as their First Nations, Inuit, Metis expert. An advocate for human rights and equality, he aims to bring greater information to the general public regarding both First Nations people and LGBT issues. He is currently a Member of the Board of Directors at the AIDS Committee of Toronto (ACT), he is the former Co-Chair of the Board of Directors of Pride Toronto and WorldPride 2014 Toronto. Research interests include: Indigenous health; Indigenous HIV; 2-Spirited & LGBTTIQQA rights; community-engaged research.

**Steven J. Hoffman** (JD, University of Toronto; PhD in Health Policy, Harvard University; LLD, Sciences Po Paris) is the Director of the Global Strategy Lab, a Professor of Global Health, Law, and Political Science at York University, and the Scientific Director of the Canadian Institutes of Health Research's Institute of Population & Public Health. He holds courtesy appointments as a Professor of Clinical Epidemiology & Biostatistics (Part-Time) at McMaster University and Adjunct Professor of Global Health & Population at Harvard University. He is an international lawyer licensed in both Ontario and New York who specializes in global health law, global governance and institutional design. Steven's research integrates analytical, empirical and big data approaches to craft global regulatory strategies that better address transnational health threats and social inequalities. He previously worked for the World Health Organization and the

**Lillie Lum** (PhD in Nursing, University of Toronto, 1993) 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.

**Paul McDonald** (PhD in Health Studies with a specialization in Population Health, University of Waterloo) Professor McDonald joins York University from Massey University in New Zealand, where he has held the position of Professor and Founding Pro Vice-Chancellor of the College of Health since 2013. In his capacity as Pro Vice-Chancellor, he initiated developments to enhance teaching and learning, the student experience and internationalization. As a member of Massey's senior leadership team, Professor McDonald contributed to the development of the university's strategic plan, as well as its budget, enrolment, capital plans and the creation of a global entity facilitating international connections. Prior to his appointment at Massey University, he was a Professor at the University of Waterloo, where he served as Inaugural Director of the School of Public Health and Health Systems and Chair, Department of Health Studies and Gerontology. He also served as the Director of the Population Health Research Group at the University of Waterloo. Professor McDonald holds a BA in Psychology from the University of Waterloo, an MA in Clinical Psychology from the University of Western Ontario and a PhD in Health Studies with a specialization in Population Health from the University of Waterloo. His research interests are wide-ranging and interdisciplinary, including planning, implementing and evaluating population-level interventions for public health, tobacco control, and primary prevention of chronic disease. Paul McDonald is the author of more than 50 peer-reviewed publications and 200 proceedings, abstracts, monographs, chapters and technical reports. He has also contributed research to a 20+ country study of tobacco control policies informing the WHO's Framework Convention on Tobacco Control and to the Romanow Royal Commission on the Future of Health Care in Canada. Professor McDonald has taught courses at the graduate and undergraduate levels in his areas of expertise, and has supervised more than 25 graduate students.

**Marina Morrow** (PhD in Community Psychology, OISE/UT 1997) has a research focus in critical health policy that explores the following themes: 1) Mental health reform, service provision and access to health services, 2) Mental health and social inequity, 3) Mental health, citizen engagement and social justice, 4) Neoliberal reforms, gender and health and, 5) Intersectional theory and approaches in mental health. Before joining the School of Health Policy and Management Marina was a charter faculty member in the Faculty of Health Sciences at Simon Fraser University in BC. Marina is the lead editor of *Critical Inquiries for Social Justice in Mental Health*, University of Toronto Press, 2017. Marina's research strongly supports public scholarship and collaborative research partnerships with community-based organizations, health care practitioners, advocates and policy decision makers.

**James Orbinski** (MD, McMaster University, 1990; MA in International Relations, University of Toronto, 1998) as the inaugural Director of the Dahdaleh Global Health Research Institute (DGHRI). The Institute will be a leader and catalyst in addressing global health issues, reflecting York University's commitments to equity and interdisciplinary approaches, and drawing on research strengths in the field of global health from across the University. A champion of health and humanitarianism throughout his career, he has extensive leadership, advocacy, and research experience in the field of global health. He holds a BSc from Trent University, an MD degree from McMaster University, a Masters degree in international relations from the University of Toronto, and is a member of the College of Family Physicians of Canada. As a medical doctor, a humanitarian practitioner and advocate, a best selling author, and a leading scholar in global health, Dr. Orbinski believes in actively engaging and shaping our world so that it is more just, fair and humane. He has more than 20 years experience in humanitarian relief, having worked in situations of war, famine, epidemic disease and genocide with Médecins Sans Frontières / Doctors Without Borders (MSF). He was elected International President of MSF from 1998-2001, accepted the Nobel Peace Prize awarded to MSF in 1999, and co-chaired the founding of the Drugs for Neglected Diseases Initiative in 2004. He also cofounded Dignitas International, which researches health systems and now supports more than 270,000 people with full treatment for HIV and AIDS in Malawi, and works with First Nations communities in Northern Ontario on community based interventions on diabetes. Dr. Orbinski has been a member of several bodies committed to improving health equity both in Canada and around the world, including the Global Alliance for TB Drug Development, the Stephen Lewis Foundation, Canadian Doctors for Medicare, and the Climate Change and Health Council. He is the author of an award-winning and best selling book, *An Imperfect Offering: Humanitarianism in the 21st Century*. In 2016-2017 he worked in California and Malawi, and was a Fulbright visiting professor to the University of California-Irvine, where he worked on the health impacts of climate change. His current research interests focus on the health impacts of climate change, humanitarianism, intervention strategies around emerging and re-emerging infectious diseases, and global health governance.

**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 300 scientific publications have focused on the health effects of income inequality and poverty, the quality of life of communities and individuals, and the impact of government decisions on Canadians' health and well-being. Dr. Raphael is editor of *Social Determinants of Health: Canadian Perspectives*, *Tackling Health Inequalities: Lessons from International Experiences* and *Health Promotion and Quality of Life in Canada: Essential Readings*, co-editor of *Staying Alive: Critical Perspectives on Health, Illness, and Health Care* and author of *Poverty in Canada: Implications for Health and Quality of Life*, all published by Canadian Scholars' Press. Two new books: *Immigration and the Modern Welfare State* and the 2nd edition of *Health and Illness* were published this past Fall. He is also co-author of [Social Determinants of Health: The Canadian Facts](#) which is a primer for the Canadian public that has been downloaded over 700,000 times from the [Canadian Facts website](#).

**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; accessible history. His dissertation 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; reprinted University of Toronto Press, 2009, 2010). Part of this study was made into a play by a local theatre group involving psychiatric consumer/survivors in 1998-2000 and by a high school students' theatre group in 2016. His second book was published in 2007 *"Lyndhurst: Canada's First Rehabilitation Centre for People with Spinal Cord Injuries, 1945-1998"* (McGill-Queen's University Press).

He is also a co-editor with Brenda LeFrancois and Robert Menzies of "Mad Matters: A Critical Reader in Canadian Mad Studies" (Canadian Scholars' Press, 2013).

**Marcia Rioux** (PhD in Jurisprudence, University of California, Berkeley, 1993) is a legal scholar with extensive experience in community based participatory research in the areas of human rights, health and social justice, particularly around international disability rights. Dr. Rioux is the Director of the York Institute of Health Research and Equity and with Bengt Lindqvist, she is the co- Director of Disability Rights Promotion International, a Sida-funded, multi-year project to monitor disability rights nationally and internationally. Dr. Rioux has lectured throughout the Americas, Europe, Africa and Asia. She has been an advisor to federal and provincial commissions, parliamentary committees, and international NGO's as well as United Nations agencies. She has edited a number of collected volumes and nearly 70 book chapters and articles on disability rights.

**Ellen G. Schraa** (PhD in Health, Accounting/Finance, University of Toronto, 2007) is an Associate Lecturer in the School of Health Policy & Management. Her teaching focuses on health services financial management and evaluation. Her collaborative research work has most recently involved an economic evaluation of a new Health Canada approved medical device for improving the rates of central-line associated bloodstream infections. Dr. Schraa has also recently worked with Schools of Nursing across the province in performing a cost utility analysis of pre-simulation training preparation for nurses. Dr. Schraa has worked in the healthcare sector for over 25 years, involved in value for money auditing, business case analysis, funding formulae, and key provincial performance measurement initiatives.

**Roberta K. Timothy** (PhD in Adult Education, Community Development, and Women and Gender Studies, University of Toronto, 2007) specializes in the areas of intersectionality, critical human rights, and ethics in health work; health and race; transnational Indigenous health; and anti-oppression/anti-colonial approaches to mental health (including anti-oppression psychotherapy) and research methodology. She has extensive teaching experience in universities, colleges, and in social service organizations and community settings, with particular expertise in critical health theory, art-based praxis, and social justice health policy development and implementation. Critical and creative approaches to knowledge production that reflect experiences and aspirations of migrant, refugee, African/Black diasporic, and transnational Indigenous communities are prioritized in her work. Her scholarship contributes to critical race theory by examining how factors such as gender, class, sexual orientation, gender identity, disability, transgenerational connections, and historical and contemporary intersectional violence impact African/Black communities' health and other 'racialized' communities, and by centering community resistance through innovative decolonizing health practices. She held an SSHRC Postdoctoral Fellowship at the department of Applied Psychology and Human Development at U of T, looking at the impact of Criminalization of Non-Disclosure of HIV Positive Status on Racialized (African/Black) communities from an intersectional lens.

**Peter Tsasis** (PhD, University of Toronto) is an Associate Professor of Management, jointly appointed to the Faculty of Health and the Faculty of Liberal Arts and Professional Studies, and is also a member of the Faculty of Graduate Studies at York University. In addition, he has a Master's degree in Business Administration (Management). In 2010, he received recognition for outstanding leadership as the undergraduate program director at the School of Health Policy & Management. In 2011, he was recognized as an outstanding professor with the Faculty of Health's Dean's Teaching Award in Excellence, in the Established Career Category. As well, he was the recipient of the President's University Wide Teaching Award in 2013. He continues to receive recognition for teaching excellence in the Bachelor of Commerce Program at the School of Administrative Studies, and most recently also received recognition for Excellence in Research. His contribution to research collectively provides a paradigmatic shift in



thinking about health and healthcare using complex systems science. His research focuses on interorganizational collaboration, learning health systems and organizational change. He is recognized as a leader in the field with numerous authored academic publications. His latest research explores complexity within an interdisciplinary systems approach to chronic disease management. He most recently co-edited a book publication entitled, *Innovative Healthcare Systems for the 21st Century* which draws on econometric, system dynamics, and agent-based models as well as state-of-the-art empirical studies. He actively supervises doctorate students in the field of health care management and engages undergraduate students in experiential learning. He has disseminated his work nationally and internationally and his research scholarship has been widely published in interdisciplinary academic journals. His work has also been supported by tri-council research funding. Dr. Tsisis is an advocate of patient-driven healthcare, characterized by the need for greater patient communication, transparency, customization of care, collaboration and patient choice. Dr. Tsisis has extensive expertise in the healthcare industry. He is a Fellow with the American College of Healthcare Executives, and is board certified with the Canadian College of Health Leaders.

**nancy viva davis halifax** (PhD in Curriculum, Teaching and Learning, University of Toronto, 2002) brings interdisciplinary and activist experience to her teaching and research which is located at the intersections of embodiment, difference, debility and disability, and intimate perspectives on violence and biomedicine. 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; research has received funding from SSHRC as well as the arts councils. Her theoretical orientation uses the feminisms (new materialisms, crip, poststructural, affect) and experiments with the polyphonic. Her last book "hook" published by Hugh MacLennan Poetry Series, McGill Queen's Press was written to address the ongoing extremity of suffering within Canada, and the systemic violence sustained by those at the margins.

**Jessica Vorstermans** (PhD in Critical Disability Studies, York University, 2017). Her research makes critical interventions into the field of international experiential and service learning and global citizenship, engaging plural ideas of human rights, disability and equity in our current neoliberal world. She uses Critical Disability theory and the lens of intersectionality to complicate North-South encounters engaging impairment and disablement. Her ongoing work engages community-based research, centers the perspectives and desires of those in the South and takes up equity, critical care in community, disability & North/South relations. Before this appointment, she held a Postdoctoral fellowship on a large multi-partner longitudinal study at Ryerson University, The Inclusive Early Childhood Services System Project. The project uses institutional ethnography to map the experiences of families of disabled children in the institutional system in Ontario. Throughout her PhD and as Executive Director of a small international experiential learning organization that is partnered with 10 partners in the Global South, her research has focused on centering the desires and perspectives of those in the Global South who welcome and host Northern volunteers to their small NGOs working in the fields of rights, disability, health equity, the environment and community work. She has deep and long-lasting relationships with these organizations and has collaborated on research with them to understand their experiences. Over the past fifteen years, she has lived, worked and completed research in Ecuador, Cuba, Guatemala, Paraguay, the Dominican Republic, and the Netherlands.

**Mary Wiktorowicz** (PhD in 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 analyze 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.

**Hannah Wong** (PhD in Industrial Engineering, University of Toronto, 2010) utilizes statistical regression modeling techniques, in conjunction with system dynamics computer simulation, to study problems important to clinicians, health care managers and policy makers. These include issues related to the growing frail elderly population and the large variation that exists in the use of expensive diagnostic tools and therapies. The goal is to guide the better design of policies to improve appropriateness and quality of care. If we can approach the challenges facing our health care system as “systems problems”, where undesirable behaviours of the system are a direct consequence of the system’s own structure, we may have a promising way to fundamentally address pressing local and global health care challenges.

## Programs of Study, Degree Requirements & Checklists

The School of Health Policy and Management offers the following **five degrees** and **two certificates**:

1. Health Policy (Specialized Honours BHS Program)	120 credits
2. Health Informatics (Specialized Honours BHS Program)	120 credits
3. Health Management (Specialized Honours BHS Program)	120 credits
4. Health Studies (Honours BHS Program)	120 credits
5. Health Studies (BHS Program)	90 credits
6. Certificate in Health Informatics	30 Credits
7. Certificate in Health Services Financial Management	39 Credits

### NOTES:

1. All BHS students are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.
2. Specialized Honours Degrees **may not** be combined with double majors or minors

## Health Policy (Specialized Honours BHS Program): 120 Credits

### Notes:

1. Specialized Honours Degrees **may not** be combined with double majors or minors.
2. **General Education requirement:**
  - It is strongly recommended that students complete the general education requirements below within their first 54 credits.
  - 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.
  - General education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. **BHS students are encouraged to take HLST 1120 6.0 in place of either the humanities or social science categories courses.** For further information please visit the [Faculty of Health website](#)
3. **Electives requirement:** BHS students may take more Major credits in addition to those listed below. Any additional HLST course credits not being used to fulfill the Major course requirements may count toward electives.
4. **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.
5. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **5.00 (C+)**.
6. **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level including, at least 18 credits at the 4000 level. Elective credits may be used to fulfill upper-level credits.
7. Students are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.

### General education: 18 credits as follows. (Refer to note 2 above.)

- six credits at the 1000 level in approved Faculty of Health general education **or** humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education **or** social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

### Electives: 36 credits. (Refer to note 3 above.)

**Major credits:** a minimum of **66 major credits (36 core course credits and 30 health policy course credits)** as follows:

- **Core Courses (36 credits)**

- AP/ECON 1000 3.00
- HH/HLST 1010 3.00
- HH/HLST 1011 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 3010 3.00
- AP/ECON 3510 3.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

- **Health Policy Courses (30 credits)**

- AP/POLS 2910 6.00
- HH/HLST 3015 3.00 or HH/HLST 3540 3.00
- HH/HLST 3110 3.00
- HH/HLST 3120 3.00
- HH/HLST 3060 3.00 or HH/HLST 3230 3.00
- HH/HLST 4110 3.00
- HH/HLST 4200 6.00

Plus select one of:

- HH/HLST 4130 3.00
- HH/HLST 4140 3.00
- HH/HLST 4510 3.00

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## Honours Minor in Health Policy

The Honours Minor program in Health Policy comprises of at least **30 credits** in health policy. These include the following:

- HH/HLST 1010 3.00
- 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 4010 3.00 or HH/HLST 4000 3.00
- HH/HLST 4110 3.00
- HH/HLST 4130 3.00

## Health Policy (Specialized Honours BHS Program 120 Credits) Degree Checklist

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000-level 6.00 (refer to the footnote)		
HUMA 1000-level 6.00 (refer to the footnote)		
NATS 1000-level 6.00		
<b>ELECTIVE REQUIREMENTS - 36 CREDITS</b>		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
<b>MAJOR REQUIREMENTS - 66 CREDITS</b>		
<b>CORE REQUIREMENTS - 36 CREDITS</b>		
ECON 1000 3.00		
HLST 1010 3.00		
HLST 1011 3.00		
HLST 2020 3.00		
HLST 2030 3.00		
HLST 2040 3.00		
HLST 2300 6.00		
HLST 3010 3.00		
ECON 3510 3.00		
HLST 4000 3.00		
HLST 4010 3.00		
<b>HEALTH POLICY COURSES - 30 CREDITS</b>		
HLST 3015 3.00 <b>OR</b> HLST 3540 3.00		
HLST 3110 3.00		
HLST 3120 3.00		
HLST 3230 3.00 <b>OR</b> HLST 3060 3.00		
POLS 2910 6.00		
HLST 4110 3.00		
HLST 4130 3.00 <b>OR</b> HLST 4140 3.00 <b>OR</b> HLST 4510 3.00		
HLST 4200 6.00		

**Note:** BHS students are encouraged to take **HLST 1120 6.0** in place of either the humanities or social science categories courses.

## Health Informatics (Specialized Honours BHS Program): 120 Credits

### Notes:

1. Specialized Honours Degrees **may not** be combined with double majors or minors.
2. **General Education requirement:**
  - It is strongly recommended that students complete the general education requirements below within their first 54 credits.
  - 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.
  - General education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. **BHS students are encouraged to take HLST 1120 6.0 in place of either the humanities or social science categories courses.** For further information please visit the [Faculty of Health website](#)
3. **Electives requirement:** BHS students may take more Major credits in addition to those listed below. Any additional HLST course credits not being used to fulfill the Major course requirements may count toward electives.
4. **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.
5. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **5.00 (C+)**.
6. **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level including, at least 18 credits at the 4000 level. Elective credits may be used to fulfill upper-level credits.
7. Students are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.

### General education: 18 credits as follows. (Refer to note 2 above.)

- six credits at the 1000 level in approved Faculty of Health general education **or** humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education **or** social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

### Electives: 36 credits. (Refer to note 3 above.)



**Major credits:** students must complete a minimum of **66 major credits (36 core course credits and 30 health informatics course credits)** as follows:

- **Core Courses (36 credits)**

- AP/ECON 1000 3.00
- HH/HLST 1010 3.00
- HH/HLST 1011 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 3010 3.00
- AP/ECON 3510 3.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

- **Health Informatics Courses (30 credits)**

- AP/ITEC 1010 3.00
- HH/HLST 3310 3.00 **or** HH/NURS 3240 3.00
- HH/HLST 3320 3.00
- HH/HLST 3341 3.00
- HH/HLST 4200 6.00
- HH/HLST 4310 3.00 **or** AP/ITEC 3010 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00

Plus select one of:

- HH/HLST 3060 3.00
- HH/HLST 3230 3.00
- HH/HLST 4300 3.00
- HH/HLST 4340 3.00 **or** AP/ITEC 1620 3.00

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## Honours Minor in Health Informatics

The Honours Minor program in Health Informatics comprises of at least **30 credits** in health informatics. These include the following:

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

## Health Informatics (Specialized Honours BHS Program 120 Credits) Degree Checklist

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000-level 6.00 (refer to the footnote)		
HUMA 1000-level 6.00 (refer to the footnote)		
NATS 1000-level 6.00		
<b>ELECTIVE REQUIREMENTS - 36 CREDITS</b>		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
<b>MAJOR REQUIREMENTS - 66 CREDITS</b>		
<b>CORE REQUIREMENTS - 36 CREDITS</b>		
ECON 1000 3.00		
HLST 1010 3.00 <b>AND</b> HLST 1011 3.00		
HLST 2020 3.00		
HLST 2030 3.00		
HLST 2040 3.00		
HLST 2300 6.00		
HLST 3010 3.00		
ECON 3510 3.00		
HLST 4000 3.00		
HLST 4010 3.00		
<b>HEALTH INFORMATICS COURSES - 30 CREDITS</b>		
ITEC 1010 3.00		
HLST 3060 3.00 <b>OR</b> HLST 3230 3.00 <b>OR</b> HLST 4300 3.00 <b>OR</b> HLST 4340 3.00 <b>OR</b> ITEC 1620 3.0		
HLST 3310 3.00 <b>OR</b> NURS 3240 3.00		
HLST 3320 3.00		
HLST 3341 3.00		
HLST 4200 6.00		
HLST 4310 3.00 <b>OR</b> ITEC 3010 3.0		
HLST 4320 3.00		
HLST 4330 3.00		

**Note:** BHS students are encouraged to take **HLST 1120 6.0** in place of either the humanities or social science categories courses.

## Health Management (Specialized Honours BHS Program): 120 Credits

### Notes:

1. Specialized Honours Degrees **may not** be combined with double majors or minors.
2. **General Education requirement:**
  - It is strongly recommended that students complete the general education requirements below within their first 54 credits.
  - 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.
  - General education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. **BHS students are encouraged to take HLST 1120 6.0 in place of either the humanities or social science categories courses.** For further information please visit the [Faculty of Health website](#)
3. **Electives requirement:** BHS students may take more Major credits in addition to those listed below. Any additional HLST course credits not being used to fulfill the Major course requirements may count toward electives.
4. **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.
5. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **5.00 (C+)**.
6. **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level including, at least 18 credits at the 4000 level. Elective credits may be used to fulfill upper-level credits.
7. Students are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.

**General education: 18 credits** as follows. (Refer to note 2 above.)

- six credits at the 1000 level in approved Faculty of Health general education **or** humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education **or** social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

**Electives: 33 credits.** (Refer to note 3 above.)

**Major credits:** students must complete a minimum of **69 major credits (36 core course credits and 33 health management course credits)** as follows:

- **Core Courses (36 credits)**

- AP/ECON 1000 3.00
- HH/HLST 1010 3.00
- HH/HLST 1011 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 3010 3.00
- AP/ECON 3510 3.00
- HH/HLST 4000 3.00
- HH/HLST 4010 3.00

- **Health Management Courses (33 credits)**

- AP/ADMS 1000 3.00
- HH/HLST 3230 3.00
- HH/HLST 3400 3.00
- HH/HLST 3260 3.00
- HH/HLST 3265 3.00
- HH/HLST 4200 6.00
- HH/HLST 4210 3.00
- HH/HLST 4250 3.00
- HH/HLST 4330 3.00

Plus select one of:

- HH/HLST 3060 3.00
- HH/HLST 3015 3.00
- HH/HLST 3240 3.00
- HH/HLST 3540 3.00
- HH/HLST 4320 3.00
- AP/ADMS 2600 3.00
- AP/ADMS 3120 3.00
- AP/ADMS 4525 3.00

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## Honours Minor in Health Management

The Honours Minor program in Health Management comprises of at least **33 credits** in health management. These include the following:

- HH/HLST 1010 3.00
- HH/HLST 1011 3.00
- HH/HLST 2030 3.00
- HH/HLST 3010 3.00
- HH/HLST 3230 3.00
- HH/HLST 3260 3.00
- HH/HLST 3265 3.00
- HH/HLST 3400 3.00
- HH/HLST 4010 3.00 or HH/HLST 4000 3.00
- HH/HLST 4210 3.00
- HH/HLST 4250 3.00 or HH/HLST 4330 3.00

## Health Management (Specialized Honours BHS Program 120 Credits) Degree Checklist

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000-level 6.00 (refer to the footnote)		
HUMA 1000-level 6.00 (refer to the footnote)		
NATS 1000-level 6.00		
<b>ELECTIVE REQUIREMENTS - 33 CREDITS</b>		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 3.00		
<b>MAJOR REQUIREMENTS - 69 CREDITS</b>		
<b>CORE REQUIREMENTS - 36 CREDITS</b>		
ECON 1000 3.00		
HLST 1010 3.00		
HLST 1011 3.00		
HLST 2020 3.00		
HLST 2030 3.00		
HLST 2040 3.00		
HLST 2300 6.00		
HLST 3010 3.00		
ECON 3510 3.00		
HLST 4000 3.00		
HLST 4010 3.00		
<b>HEALTH MANAGEMENT COURSES - 33 CREDITS</b>		
ADMS 1000 3.00		
HLST 3060 3.00 <b>OR</b> ADMS 2600 3.00 <b>OR</b> HLST 3240 3.00/ADMS 3400 3.00 <b>OR</b> ADMS 3120 3.00 <b>OR</b> HLST 3015 3.00 <b>OR</b> HLST 3540 3.00 <b>OR</b> HLST 4320 3.00		
HLST 3230 3.00		
HLST 3400 3.00		
HLST 3260 3.0 <b>AND</b> HLST 3265 3.0		
HLST 4200 6.00		
HLST 4210 3.00		
HLST 4250 3.00		
HLST 4330 3.00		

**Note:** BHS students are encouraged to take **HLST 1120 6.0** in place of either the humanities or social science categories courses.

## Health Studies (Honours BHS Program): 120 Credits

### Notes:

#### 1. General Education requirement:

- It is strongly recommended that students complete the general education requirements below within their first 54 credits.
- 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.
- General education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. **BHS students are encouraged to take HLST 1120 6.0 in place of either the humanities or social science categories courses.** For further information please visit the [Faculty of Health website](#)

2. **Electives requirement:** BHS students may take more Major credits in addition to those listed below. Any additional HLST course credits not being used to fulfill the Major course requirements may count toward electives.

3. **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.

4. **Graduation requirement:** all graduates must complete a total of at least 120 credits with a minimum overall cumulative grade point average of **5.00 (C+)**.

5. **Upper-level credits:** a minimum of 36 credits must be taken at the 3000 level or 4000 level including, at least 18 credits at the 4000 level. Elective credits may be used to fulfill upper-level credits.

6. Students are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.

**General education: 18 credits** as follows. (Refer to note 1 above.)

- six credits at the 1000 level in approved Faculty of Health general education **or** humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education **or** social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

**Electives: 60 credits.** (Refer to note 2 above.)



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

- HH/HLST 1010 3.00
- HH/HLST 1011 3.00
- HH/HLST 2020 3.00
- HH/HLST 2030 3.00
- HH/HLST 2040 3.00
- HH/HLST 2300 6.00
- HH/HLST 3010 3.00
- HH/HLST 3120 3.00
- HH/HLST 3230 3.00
- HH/HLST 3341 3.00
- HH/HLST 4010 3.00
- HH/HLST 4200 6.00

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#### **Honours Double Major or Honours Minor BHS Program**

The Honours BHS program described above may be pursued jointly with any Honours Double Major or Honours Minor bachelor's degree programs in the Faculties of Environmental Studies, Health, Liberal Arts and Professional Studies, Science or the Lassonde School of Engineering. In order to complete the requirements of the Honours Double Major or Honours Minor programs, it may be necessary to complete more than 120 credits successfully.

For further details, consult the [Office of Student and Academic Services \(OSAS\)](#), Faculty of Health. The contact information is listed below:

**Room 235, Calumet College**  
**Tel: (416) 736-5299**  
[hhadvise@yorku.ca](mailto:hhadvise@yorku.ca)

## Bachelor of Health Studies Honours (120 Credits) Degree Checklist

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000-level 6.00 (refer to the footnote)		
HUMA 1000-level 6.00 (refer to the footnote)		
NATS 1000-level 6.00		
ELECTIVE REQUIREMENTS - 60 CREDITS		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 3.00		
Elective 3000 or 4000-level 6.00		
Elective 4000 Level 6.00		
Elective 4000 Level 3.00		
MAJOR REQUIREMENTS - 42 CREDITS		
HLST 1010 3.00		
HLST 1011 3.00		
HLST 2020 3.00		
HLST 2030 3.00		
HLST 2040 3.00		
HLST 3010 3.00		
HLST 2300 6.00		
HLST 3120 3.00		
HLST 3230 3.00		
HLST 3341 3.00		
HLST 4010 3.00		
HLST 4200 6.00		

**Note:** BHS students are encouraged to take **HLST 1120 6.00** in place of either the humanities or social science categories courses.

## 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	Minimum Cumulative Grade Point Average (GPA)
One	0-23 earned credits	4.00
Two	24-53 earned credits	4.25
Three	54-83 earned credits	4.80
Four	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 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.**

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 Honours BHS program**. Students who wish to proceed with their studies must change their degree. Advising is strongly recommended.

For further details, consult the [Office of Student and Academic Services \(OSAS\)](#), Faculty of Health. The contact information is listed below:

**Room 235, Calumet College**

**Tel: (416) 736-5299**

**[hhadvise@yorku.ca](mailto:hhadvise@yorku.ca)**

## Health Studies (BHS Program): 90 Credits

### Notes:

#### 1. General Education requirement:

- It is strongly recommended that students complete the general education requirements below within their first 54 credits.
- 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.
- General education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. **BHS students are encouraged to take HLST 1120 6.0 in place of either the humanities or social science categories courses.** For further information please visit the [Faculty of Health website](#)

2. **Electives requirement:** BHS students may take more Major credits in addition to those listed below. Any additional HLST course credits not being used to fulfill the Major course requirements may count toward electives.
3. **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.
4. **Graduation requirement:** all graduates must complete a total of at least 90 credits, with a minimum cumulative grade point average of **4.00 (C)**.
5. **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.
6. Students are strongly encouraged to check their [Degree Progress Report](#) every term to go over their course selection.

**General education: 18 credits** as follows. (Refer to note 1 above.)

- six credits at the 1000 level in approved Faculty of Health general education **or** humanities categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in approved Faculty of Health general education **or** social science categories approved by the Faculty of Liberal Arts & Professional Studies
- six credits at the 1000 level in natural science (NATS) offered by the Faculty of Science

**Electives: 42 credits.** (Refer to note 2 above.)

**Major credits:** students must complete a minimum of **30 credits** in the major including the following:

- HH/HLST 1010 3.00
- 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
- Plus 12 additional HLST credits at the 3000 level

## Bachelor of Health Studies (90 Credit) Degree Checklist

GENERAL EDUCATION REQUIREMENTS - 18 CREDITS	COMPLETE/ INCOMPLETE	GRADE
SOSC 1000-level 6.00 (refer to the footnote)		
HUMA 1000-level 6.00 (refer to the footnote)		
NATS 1000-level 6.00		
ELECTIVE REQUIREMENTS - 42 CREDITS		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 6.00		
Elective Any Level 3.00		
Elective 3000 or 4000 Level 3.00		
MAJOR REQUIREMENTS - 30 CREDITS		
HLST 1010 3.00		
HLST 1011 3.00		
HLST 2020 3.00		
HLST 2030 3.00		
HLST 2040 3.00		
HLST 3010 3.00		
HLST 3XXX 3.00		
HLST 3XXX 3.00		
HLST 3XXX 3.00		
HLST 3XXX 3.00		

**Note:** BHS students are encouraged to take **HLST 1120 6.0** in place of either the humanities or social science categories courses.

## Certificate in Health Informatics

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.

This Certificate will provide you with specific knowledge and insight into the growing field of health informatics. You will learn about the use of information management as it relates to all aspects of the health care sector, as well as how to develop and manage information systems. Building on courses that examine concepts, principles and processes of information management in health care, you will examine issues such as the societal implications of health informatics, applications and emerging issues for educators and practitioners. Through seminars, laboratory simulations and self-directed research, you will broaden your knowledge and expertise in this expanding area of health care.

### Admission requirements:

- 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.**

### Notes:

1. For students registered in the certificate, additional pre-requisites that are not part of the certificate course requirements are waived.
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.
3. Students may acquire more than one certificate provided that **at least 18 credits in each certificate are unique to the specific certificate.**
4. **Residency requirement:** 18 credits must be completed at York University.
5. **Graduating with a certificate:** Except where otherwise stated, a minimum cumulative grade point average of **4.0 (C)** 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. The Faculty does not award certificates retroactively.** Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program.



## **Program Requirements (30 Credits):**

### **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/HLST 3341 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

## Certificate in Health Informatics (30 Credits) Checklist

CORE REQUIREMENTS - 18 CREDITS	COMPLETE/ INCOMPLETE	GRADE
AP/ITEC 1000 3.00		
HH/HLST 2040 3.00		
HH/HLST 3310 3.00 <b>OR</b> HH/NURS 3240 3.00		
HH/HLST 4320 3.00		
HH/HLST 3320 3.00 <b>OR</b> HH/NURS 3230 3.00 <b>OR</b> AP/ITEC 3220 3.0		
HH/HLST 4300 3.0 <b>OR</b> HH/NURS 4200 3.00		
ELECTIVE REQUIREMENTS - 12 CREDITS		
AP/ADMS 2511 3.00		
HH/HLST 3341 3.00		
HH/HLST 4310 3.00 <b>OR</b> AP/ITEC 3010 3.00		
HH/HLST 4330 3.00		
HH/HLST 4340 3.00		
AP/ITEC 1620 3.00		
AP/ITEC 1630 3.00		
AP/ITEC 3020 3.00		
AP/ITEC 3210 3.00		
AP/ITEC 3230 3.00		
AP/ITEC 4010 3.00		
AP/ITEC 4040 3.00		
HH/NURS 3220 3.00		

### Notes:

- For students registered in the certificate, additional pre-requisites that are not part of the certificate course requirements are waived.
- 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.
- Students may acquire more than one certificate provided that **at least 18 credits in each certificate are unique to the specific certificate.**
- Residency requirement: 18 credits must be completed at York University.
- Graduating with a certificate:** Except where otherwise stated, a minimum cumulative grade point average of **4.0 (C)** 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. The Faculty does not award certificates retroactively.** Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program.

## Certificate in Health Services Financial Management

The program is a collaboration between the School of Administrative Studies in the Faculty of Liberal Arts & Professional Studies and the School of Health Policy and Management in the Faculty of Health, bringing together the core strengths from each area to provide an innovative, first-ever certificate that is available nowhere else. The certificate is designed for both those who wish to enter the health sector and those who wish to further themselves in their current industry roles.

In addition, students who wish to complement their (non-business/non-accounting) degree with a Certified Management Accounting Designation, completing the Certificate requirements will make them eligible to pursue the CMA Accelerated Program.

### Admissions Requirements:

Students seeking direct entry into a certificate program must submit the required application through Admissions. These students must already have a completed undergraduate degree.

Students at York may apply and begin the certificate program concurrently with their degree studies. These students must submit the required Application for Entry to a Certificate program to the School of Administrative Studies.

The contact information of the [School of Administrative Studies](#) are:

**Room 282, Atkinson Building**  
**Phone: 416-736-5210**  
**E-mail: [apsas@yorku.ca](mailto:apsas@yorku.ca)**

**Certificate Requirements: 39 credits** including:

- HH/HLST 2300 6.00 Statistical Methods in Health Studies  
**OR** (AP/ADMS 2320 3.00 **and** AP/ADMS 3330 3.00)
- AP/ADMS 2500 3.00 Intro to Financial Accounting
- AP/ADMS 2510 3.00 Intro to Management Accounting
- AP/ADMS 2610 3.00 Elements of Law: Part One
- AP/ADMS 3525 3.00 Health Services Accounting  
**OR** HH/HLST 3260 3.00 Health Services Accounting
- AP/ADMS 3526 3.00 Health Services Finance  
**OR** HH/HLST 3265 3.00 Health Services Finance

- AP/ADMS 4525 3.00 Advanced Health Services Financial Management
- AP/ADMS 4526 3.00 Placement in Health
- **OR** a 4000-level HH/HLST elective
- AP/ECON 1000 3.00 Intro to Microeconomics
- AP/ECON 1010 3.00 Intro to Macroeconomics
- AP/ECON 3510 3.00 Health Economics
- HH/HLST 4330 3.00 Decision Making & Decision Support Systems

### **Course substitutes and program notes:**

Refer to the Bachelor of Commerce (BCom) section in the Faculty of Liberal Arts & Professional Studies calendar.

### **Notes:**

1. Students should consult the [School of Administrative Studies](#) as to the recommended sequencing of courses. Departmental level advising is recommended for this certificate.
2. To obtain a professional certificate offered by the:
  - **School of Administrative Studies, Faculty of Liberal Arts & Professional Studies:** at least 18 credits of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.
  - **School of Health Policy & Management, Faculty of Health:** students must take at least 12 credits outside their Bachelor of Health Studies program.
3. **Graduating with a certificate:** except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the 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. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

## Certificate in Health Services Financial Management (39 credits) Checklist

36 CREDITS REQUIRED	COMPLETE/ INCOMPLETE	GRADE
HH/HLST 2300 6.00 <b>OR</b> AP/ADMS 2320 3.00 and AP/ADMS 3330 3.00		
AP/ADMS 2500 3.00		
AP/ADMS 2510 3.00		
AP/ADMS 2610 3.00		
AP/ADMS 3525 3.00 <b>OR</b> HH/HLST 3260 3.0		
AP/ADMS 3526 3.00 <b>OR</b> HH/HLST 3265 3.0		
AP/ADMS 4525 3.00		
AP/ADMS 4526 3.00 <b>OR</b> a 4000-level HLST elective		
AP/ECON 1000 3.00		
AP/ECON 1010 3.00		
AP/ECON 3510 3.00		
HH/HLST 4330 3.00		

### Notes:

- Students should consult the [School of Administrative Studies](#) as to the recommended sequencing of courses. Departmental level advising is recommended for this certificate.
- To obtain a professional certificate offered by the:
  - School of Administrative Studies, Faculty of Liberal Arts & Professional Studies:** at least 18 credits of the ADMS course credits that satisfy certificate requirements must be in addition to those used to satisfy a degree. Students may acquire more than one certificate provided that at least 18 credits in each certificate are unique to the specific certificate.
  - School of Health Policy & Management, Faculty of Health:** students must take at least 12 credits outside their Bachelor of Health Studies program.
- Graduating with a certificate:** except where otherwise stated, a minimum cumulative grade point average of 4.00 is required to satisfy certificate requirements. Students must also submit application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the 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. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

## Course Substitutes

Subject to course exclusions, program requirements/restrictions, and residence requirements, the following courses are acceptable substitutes for the purpose of meeting program requirements:

Program Course	Course Substitutes
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 3010 3.00	HH/HLST 3510 3.00
HH/HLST 3320 3.00	AP/ITEC 3220 3.00
HH/HLST 4300 3.00	HH/NURS 4200 3.00
HH/HLST 4310 3.00	AP/ITEC 3010 3.00
HH/HLST 4330 3.00	AP/ADMS 4300 3.00

## Course Descriptions

**NOTE:** Not all courses are offered every year. Some courses are offered via the internet. For details please refer to the [lecture schedule](#)

### 1000 Level Courses

#### **HH/HLST 1010 3.00 Foundations of Health Studies I**

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: HH/HLST 1000 6.00, HH/IHST 1010 3.0

#### **HH/HLST 1011 3.00 Foundations of Health Studies II: Health on the Front Lines**

Uses the entry point of faculty research (e.g. status and disability; gender-based violence; homelessness) to explore a wide variety of issues and social contexts in health care in the community. Case studies and course material will focus on "front lines" in the struggle for health and equity for all.

#### **HH/HLST 1120 6.00 Uncovering the Body: Interdisciplinary Perspectives**

Using the Body as the organizing theme, this course models the unique features of York University's curriculum: interdisciplinary, arts-based inquiry, community-engaged, inter-professional, social justice-oriented, and enhancing student experience through experiential learning. Topics may include theories of embodiment, the interrelationships between human and environmental health, representations of the body in art and the body as a site of learning and acting.

(Note: This is an approved general education course for the Faculty of Health students. This course can be used as either humanities or social science credit.)

Course credit exclusion: ES/ENVS 1900 6.00, HH/HLST 1900 6.00

### **HH/HLST 2020 3.00 Health Policy: Power and Politics**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00, for those with equivalent preparation, permission of Course Director.

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

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 1010 3.00 and HH/HLST 1011 3.00, for those with equivalent preparation, permission of the Course Director.

### **HH/HLST 2040 3.00 Health Informatics I: Introduction to Health Informatics**

Introduces principles of health informatics as applied to a variety health and social service area applications. 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.

Prerequisites: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 or permission of Course Director.

### **HH/HLST 2050 3.00 Global Health Informatics**

The course covers the main topics in the rapidly evolving discipline of Health Informatics from a Global perspective. It examines the information and communication technologies used to provide health informatics services. It also discusses the impact of health informatics on global information management and patient care, and provides an understanding of health informatics methods and principles. It finally covers the opportunities and challenges raised by Global Health Informatics.

Prerequisite: HH/HLST1010 3.00

Course Credit Exclusion: HH/HLST 2040 3.00



**HH/HLST 2300 6.00 Statistical Methods in Health Studies**

This is an introductory course in health care research from an epidemiological perspective. The purpose of this course is to focus on research design; methodological problems and issues; and specific statistical approaches used to analyze this type of research.

Prerequisites: HH/HLST 1010 3.00 and HH/HLST 1011 3.00. One 12U mathematics course (or equivalent) highly recommended.

Course credit exclusions: AP/ADMS 2300 6.00 (prior to summer 2018), HH/PSYC 2020 6.00, HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00.

## 3000 Level Courses

### **HH/HLST 3010 3.00 Social Determinants of Health**

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 1010 3.00 and HH/HLST 1011 3.00 or permission of Course Director.

NOTE: HH/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**

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 1010 3.00 and HH/HLST 1011 3.00 or permission of Course Director.

### **HH/HLST 3015 3.00 Pharmaceutical Politics and Policy**

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 3060 3.00 Introduction to Health Care System Dynamics**

An introduction to system dynamics modeling for the analysis of health care policy and management. Examines the dynamic complexity of health care systems and its role in policy resistance. Provides a framework and set of techniques to help make sense of health care system complexity.

Prerequisites: For Health Studies Students: HH/HLST 2300 6.00 or AP/ADMS 2300 6.00. For Global Health Students: HH/IHST 2010 6.00.

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

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00, HH/HLST 2020 3.00 or permission of the Course Director.

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

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: HH/HLST 2020 3.00 or permission of Course Director.

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

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: 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 and HH/HLST 2300 6.00. For those with equivalent preparation, permission of Course Director.

**HH/HLST 3230 3.00 Integrated Health Systems in Canada**

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 Director.

**HH/HLST 3240 3.00 Occupational Health and Safety**

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.

Cross-listed to: AP/HRM 3400 3.00, AP/ADMS 3400 3.00

Prerequisites: AP/ADMS 1000 3.00, for all BCom and BCom Honours students. PRIOR TO FALL 2009: AK/ADMS 1000 3.00, for all BCom and BCom Honours students.

Course credit exclusions: AK/ADMS 3400 3.00, AK/HLST 3240 3.00 prior to F/W 2008.

**HH/HLST 3260 3.00 Health Services Accounting**

Examines accounting practices in various health sectors and organizations in Canada.

Prerequisites: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 and ADMS 1000 3.00.

Course Credit Exclusions: HH/HLST 3250 6.00, AP/ADMS 3525 3.00

**HH/HLST 3265 3.00 Health Services Finance**

Examines finance practices in various health sectors and organizations in Canada.

Prerequisites: HH/HLST 3260 3.00

Course Credit Exclusions: HH/HLST 3250 6.00, AP/ADMS 3526 3.00

**HH/HLST 3310 3.00 Electronic Health Record**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00; HH/HLST 2040 3.00 and HH/HLST 3341 3.00

Course Credit Exclusion: HH/NURS 3240 3.00

**HH/HLST 3320 3.00 Health Database Applications**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00; HH/HLST 2040 3.00 and HH/HLST 3341 3.00 or for those with equivalent preparation, permission of the Course Director.

Course Credit Exclusions: AK/AS/ITEC 3220 3.00, HH/NURS 3230 3.00

**HH/HLST 3330 3.00 Global eHealth/Virtual Communities**

The course provides student with knowledge of Virtual Communities and their applications in e-Health, at a global level. It investigates the Virtual Community paradigm, its relation to the computer supported collaborative work, the internet and smart devices. The course also studies the convergence of Virtual Communities with social media, and their applications in global e-Health initiatives in different areas, such as homecare, chronic disease management, telemonitoring, and patient support.

Prerequisite: HH/HLST 2050 3.00

Pre/Corequisite: HH/HLST 3341 3.00

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

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: HH/HLST 2040 3.00 or, for those with equivalent preparation, permission of the Course Director.

**HH/HLST 3400 3.00 Healthcare Quality Improvement and Patient Safety**

Analyzes issues related to health system improvement and patient safety. Examines quality improvement and patient safety 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 Director.

**HH/HLST 3450 3.0 Financing Global Health**

Explores the macro economic factors that affect nations in developing programs of universal health care coverage. It then considers best practices in financing and resourcing health care systems, with an emphasis on developing nations.

Prerequisites: HH/HLST 2020 3.00 or HH/IHST 2000 3.00

**HH/HLST 3500 3.0 Quality and Operational Excellence in Healthcare - Introduction to Lean Six Sigma**

An introduction to Lean Six Sigma, a rigorous data-driven methodology and proven set of tools for eliminating waste, reducing variation and improving quality and processes. Illustrates the relevance of Lean Six Sigma to continuous improvement in healthcare processes using examples and case studies across the health care continuum. Extensive use of graphical and statistical analyses using statistical software.

Prerequisite: HH/HLST 2300 6.00

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

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 Course Director.

**HH/HLST 3520 3.00 Aging: Comparative Perspectives**

This course will explore various approaches to understanding contemporary aging issues.

Prerequisites: 24 credits at least six of which are in education or the social sciences, or by permission of the Course Director.

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

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 Course Director.

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

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 Course Director.

## 4000 Level Courses

### **HH/HLST 4000 3.00 Health Care Law**

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 HH/HLST 1010 3.00 and HH/HLST 1011 3.00, HH/HLST 2020 3.00, HH/HLST 2030 3.00 and HH/HLST 2040 3.00. 2) Other students 54 credits and permission of the Course Director.

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

### **HH/HLST 4010 3.00 Health Care Ethics: Policy and Management Perspectives**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00; HH/HLST 2020 3.00, HH/HLST 2030 3.00 and HH/HLST 2040 3.00, or permission of the undergraduate program director.

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

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 and completion of 60 credits, or by permission of the Course Director.

Integrated with: GS/CDIS 5025 3.00

### **HH/HLST 4100 6.00 Advanced Contemporary Health Policy**

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: HH/HLST 2020 3.00 and HH/HLST 3120 3.00 or equivalent or permission of Course Director.

**HH/HLST 4110 3.00 Comparative Health Policy**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 and HH/HLST 2020 3.00 or equivalent or permission of Course Director.

Integrated with: GS/CDIS 5065 3.00

**HH/HLST 4130 3.00 Public Policy and Disabilities**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 and HH/HLST 2020 3.00 or equivalents.

Integrated with: GS/CDIS 5090 3.00

**HH/HLST 4140 3.00 Mental Health Policy**

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 HH/HLST 2020 3.00 or permission of Course Director.

Integrated with: GS/CDIS 5045 3.00

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

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: 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 and HH/HLST 2300 6.00 or permission of Course Director.

**HH/HLST 4210 3.00 Health Care Leadership**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 and successful completion of 54 credits or permission of Course Director.



**HH/HLST 4220 3.00 Managerial & Leadership Competencies**

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.

PRIOR TO FALL 2009: Prerequisite: AK/HH/NURS 3770 3.00 or AK/ADMS 3440 3.00 or equivalents. Course credit exclusions: AK/ADMS 4130 3.00 (prior to Summer 1996), AK/ADMS 4760 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**

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: HH/HLST 2030 3.00 or equivalent and successful completion of 54 credits or permission of Course Director.

**HH/HLST 4300 3.00 Advanced Seminar in Health Informatics**

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 HH/HLST 2040 3.00, HH/HLST 3320 3.00 and HH/HLST 3341 3.00 or equivalent or permission of Course Director.

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

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 HH/HLST 2040 3.00 and HH/HLST 3320 3.00 or equivalent or permission of Course Director.

**HH/HLST 4320 3.00 eHealth**

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

Prerequisite: HH/HLST 1010 3.00 and HH/HLST 1011 3.00 or permission of the Course Director.

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

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 Director.

**HH/HLST 4340 3.00 Health Technology Assessment**

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: HH/HLST 1010 3.00 and HH/HLST 1011 3.00; HH/HLST 2040 3.00, HH/HLST 3320 3.00 and HH/HLST 3341 3.00. Students who do not meet the prerequisites should contact the Course Director.

**HH/HLST 4510 3.00 Health and Human Rights**

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 Director.

Cross-listed to: HH/IHST 4510 3.00

**HH/HLST 4520 3.00 Contemporary Migration and Health**

Analyze critically the historical, social, political, cultural and systemic factors contributing to the health of migrant populations for an advanced understanding of the context as experienced by migrants. The course content covers a historical review of migration with a focus on Canada; key theoretical frameworks; and heterogeneity within migrant groups with a particular focus on vulnerable groups.

Prerequisite: Successful completion of 72 credits or permission of course instructor.

Open to: Graduate students in SHPM and the Global Health Program

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

Provides qualified students with the opportunity to work in the health field as part of their degree program.

Prerequisites:

1) Completion of at least 60.00 major credits including completion of or concurrent enrolment in HH/HLST 4200 6.00 and completion of HH/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 Director, 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.

## Student Services

### Office of Student and Academic Services

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

Room 235, Calumet College

Telephone: 416-736-5299

Email: [hhadvise@yorku.ca](mailto:hhadvise@yorku.ca)

### 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.

### Computing for Students at York

**Passport York account** - On admission to the University you are automatically assigned a Passport York account, with your student number as **username** and date of birth as **password**. On your first login you change these to something you prefer. Your Passport York username and password are necessary to access numerous online services at York such as enrolment, looking up your student financial account, your grades and more. Very importantly, it gives you access to the application called **Manage My Services**, which in turn lets you perform a wide range of tasks, including activating additional accounts and changing passwords.

Your computing accounts expire if you are NOT enrolled in courses for the full academic year (September through April) or if you drop all of your courses during the academic year, or graduate.

**Email** - 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.

**FAS (File Access Service)** - Login to general access computers on campus.

### Moodle course website

### Writing Department

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.

Room S311, Ross Building

Telephone: 416-736-5134

Fax: 416-736-5270

Email: [lapswrit@yorku.ca](mailto:lapswrit@yorku.ca)

### Career Centre

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.

Suite 202, McLaughlin College

Telephone: 416 736 5351

Email: [career@yorku.ca](mailto:career@yorku.ca)

### Libraries

#### Student Papers & Academic Research Kit (SPARK)

It 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. Once there click on "Find Articles by Subject".

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](mailto:listserv@yorku.ca)
2. Leave subject area blank
3. In the text area (not the subject area!) type the following: subscribe bhs-list yourfirstname yourlastname
4. After you send the email you should receive a message confirming your membership on the list

If you have a [Facebook](#) account you may join us.

Alternatively, you may follow us on [Twitter](#)

## Student Association of Health Management, Policy and Informatics (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.

Email: [sahmpi@yorku.ca](mailto:sahmpi@yorku.ca)

Office: 126A Calumet College (Keele Campus)

It's very simple to join SAHMPI! Just sign up for their **LISTSERV**:

1. Using the e-mail you normally check, send an e-mail to [listserv@yorku.ca](mailto:listserv@yorku.ca)
2. Leave subject area blank
3. In text area type in: *subscribe SAHMPI-LIST firstname lastname*
4. Send the e-mail

You will shortly receive an e-mail confirming your membership.

# 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.

Familiar yourself with the [Senate Policy on Academic Honesty](#)

Test your knowledge of plagiarism and academic integrity with this [online tutorial](#).

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.**

#### **8. 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.

For further assistance:

[Pre-Writing Tutorial and Quiz](#)

**The Writing Department – refer to P. 59**

## APA Style Guide

6th edition [APA Publication Guide](#) (**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.)

### 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*]

### 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 than 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

- 1867 *British North American Act* establishes the basis for provincial responsibility for hospitals.
- 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.
- 1974 Marc Lalonde, the federal health minister, releases a report called *A New Perspective on the Health of Canadians*. It reinforces the idea of broad determinants of health (including human biology, the environment, lifestyle choices, and health care organization) and calls for a reorientation of health care services toward health promotion.
- 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.

**Sources:**

[Canadian Health Coalition Canada](#)

[UTORweb](#)



# The Five Principles of Medicare

## 1. Universality of coverage.

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

## 2. 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.

## 3. 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.

## 4. 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).

## 5. 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:** [Health Canada](#)

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