

HLTH Course Descriptions

(Note: core courses are offered every academic year; others vary)

HLTH 5485 3.0 Public Policy and Health (core)

Introduces students to the history and process of public policy making and ways to evaluate them with a focus on health. Course topics include the origins of public-policy making; the concept of the welfare state, its history and evolution; key concepts, modes and instruments in the process of public policy making; and constraints on public policy analysis along with critical analyses of relevant cases from the field of health.

HLTH 5405 3.0 Research Methods Seminar (core)

This course will critically examine the types of research undertaken by health scholars with social science perspective. We will focus on philosophical foundations of research paradigms, quantitative and qualitative designs, mixed method approaches, analytical techniques, and ethical aspects of research. The course material and classes are organized to encourage students' active participation and critical thinking. The course content will be discussed by the instructor and student-led class discussions. Some sessions will have guest speakers who will present their experiences of conducting quantitative, qualitative or mixed method studies. For critical understanding of the learned concepts and research approaches, student assignments will involve class presentations, literature review and development of a research protocol in an area of their interest.

HLTH 6210 3.0 Political Economy of Health Inequities (field specific)

The Political Economy of Health Inequities examines how health inequities result from public policy decisions that skew the distribution of economic and social resources among the population. Public policies are shaped by the form that the economic and political systems take in modern capitalist economies such as Canada. Canada is entrenched in the "liberal" political economy camp, associated with minimal government intervention in the operation of the marketplace. The forces that could challenge market dominance of social distribution of resources are examined as a means of moving towards more equitable distribution of resources and power and reduce health inequities and improve population health.

HLTH 6220 3.0 Human Rights and Health Equity (field specific)

The intersection between human rights and disability is an area of health that is expanding as globalization progresses. The purpose of this course is to view health in a human rights context from both domestic and international perspectives. The course incorporates the work of High Commissioner on Human Rights in health, the UN Special Rapporteur on Health and World Health Organization and raises concerns related to both developed and developing economies. The course will survey the relationships between human rights law and health law, as well as between law and the actual practice.

HLTH 6230 3.0 Health Equity Analytic Orientations (field specific)

Health policy and equity is an interdisciplinary field that employs a wide variety of theoretical and conceptual frameworks with the aim of revealing who is left out, what structures prevent access to health and how systems compare in meeting equity goals. Health equity studies draw from disciplines such as political science, political economy, health studies, sociology, women's studies, health services research, geography and philosophy. This course will focus on existing studies and debates in the field to explore how frameworks are used to 1) formulate questions and 2) conduct analyses. During the first half of the course, we will explore theoretical and conceptual frameworks as well as assumptions. The second half will focus on applying what we have learned to analysis of contemporary health equity issues and debates..

HLTH 6300 3.0 Political Economy of Global Health (field specific)

Analyzes the process through which global health policy is developed drawing from political economy, historical and comparative perspectives. Problematizes the concept of globalization and considers how the dynamics of the modern world system emerging from the European colonial project

influences health policy and drives health inequities at national and global levels. Explores the integration of scholarship, practice, and citizen activism.

HLTH 5010 3.0 Health and Science (elective)

Introduces students to a range of areas of scientific inquiry that impact physical and mental health, comparing health paradigms (e.g. biomedical, behavioral, socio-political). Investigates the emergence, reproduction, and uneasy coexistence of these paradigms in the context of the history and development of public health science, global capitalism and the nation-state. Explores the integration of scholarship, practice, and citizen activism

HLTH 5020 3.0 Health and Economics (elective)

Economic analysis deals with both inputs and outputs, or costs and consequences, in a world where resources – people, time, facilities, equipment and knowledge – are scarce. Economic analysis therefore concerns itself with choices, since our ability to produce all desired output (efficacious therapies) is constrained. These choices are made on the basis of explicit and implicit criteria. Economic analysis seeks to identify criteria that may be useful in deciding among alternative uses of scarce resources.

HLTH 5040 3.0 Health, Law and Ethics (elective)

This course explores the relationship between health, ethics and the law. It focuses on the following key areas of study: bioethical principles and approaches, selected case and statute law and health-related issues which illustrate the intersection between legal and ethical analysis. These issues have implications for both individual and public policy decision-making. All of them impact on the social, political and economic institutions which support the health care system. Ethical theory and medical practice will be scrutinized with a focus on the following key areas: foundations of healthcare ethics and practice, concepts of illness and disease, medical decision-making, resource allocation, autonomy, paternalism and justice. There has been a number of challenges to the assumption that everyone is treated the same in our current health care system. Consequently, equity-based, feminist, social constructionist and disability rights perspectives will inform the legal and ethical analyses. These perspectives reveal complex interconnections with other power systems that can have a negative influence on equitable access to health care, such as race, ethnicity, sexual orientation, class, age and disability. An interdisciplinary approach that employs these perspectives will expand our understanding of the determinants of health in ways that exclusive reliance on a biomedical perspective will not. It can also enable us to address key questions about developing and accessing responsive health care systems.

HLTH 5050 3.0 Perspectives in Decision Making & Information Systems (elective)

One of the major aims of Decision Making and Information Systems is to help health professionals understand the decision-making aspects (rational and non-rational) in health care. This course reviews decision making theories and information systems used for supporting decision making in health care, the opportunities they offer and the challenges they face.

HLTH 5060 3.0 Qualitative Methods for Health Studies(elective)

This course will strike a balance between theory and application with respect to qualitative research in health studies. We will examine a number of core issues surrounding qualitative research as well as four of the most common methods for analyzing qualitative data in the health sciences: Thematic Analysis, Grounded Theory, Narrative Analysis and Content Analysis. Opportunities for experiential learning and 'hands on' practice will be interwoven with the theoretical course material. These exercises/ demonstrations are intended to concretize, enhance, and enliven class discussions as well as teach analytic skills, synthesizing skills, group work and presentation skills.

HLTH 5440 3.0 Globalization, Pharmaceuticals & Health Equity (elective)

Globalization in the pharmaceutical area has sparked debate about a series of issues that impact on health equity around two central themes: access to pharmaceuticals and ethics. The move towards a single standard for intellectual property rights world-wide has led to significant problems in accessing pharmaceuticals in developing countries due to the lack of generic products which generate price competition. At the same time, drug companies have been unwilling to undertake research into problems largely specific to developing countries because of a lack of a market for any resulting

medications. Issues discussed include culturally appropriate practices of informed consent and subject recruitment, post-trial therapeutic commitments, models for research ethics review and questions about who should control the review process. The course will also address the need to relate ethical research practices to different socio-cultural contexts.

HLTH 5450 3.0 Health Equity & Mental Health Policy (elective)

Involves an analysis of mental health policy from a political perspective, starting with early conceptualizations and approaches to mental health care in the 20th century. It will then explore more recent societal approaches, government initiatives and legislation in the Canadian context and draw on examples in other international contexts. Topics to be explored include: history of psychiatric care, definitions of mental health and mental illness, the meaning of therapy, legislation concerning community treatment orders and involuntary treatment, deinstitutionalization and the shift to community care, "trans-institutionalization," mental health policy development, competence in an emergency situation, consent to treatment issues, representation issues and the interests of clients and family members, and mental health policy in international jurisdictions. **This course is cross-listed with Critical Disability Studies(CDIS 5045 3.0)**

HLTH 5490 3.0 Intersectionality, Disability, and Health (elective)

This course traces the profound shifts and challenges for understanding health inequities that Intersectionality theorists and practitioners from Black, Indigenous, and Feminist Studies have brought to Health Studies and Disability Studies, including new methodological and theoretical approaches to gender and gender identity, sexuality, (dis)ability, trauma, structural violence, settler colonial studies, and environmental studies. **This is a cross-listed course with Critical Disability Studies (CDIS 5095 3.0)**

HLTH 6245 3.0 Perspectives on Knowledge Transfer, Evidence and Decision Making in Organizations (elective)

This course examines various perspectives on knowledge, Information, Evidence and decision making in organizations by building on theoretical and empirical work in organizational behaviour and health care. In addition, the course explores theories of knowledge translation and the knowledge exchange process.

HLTH 5000 3.0 Directed Studies in Health Studies (permission only)

Directed Studies is a personalized course for students to work on a directed reading or research project to broaden their scope of knowledge in a topic pertaining to Health Studies. Students that wish to pursue this course are responsible for finding a Faculty of Graduate Studies (FGS) appointed faculty member with relevant expertise to supervise the directed studies course. In consultation with their supervising faculty (i.e. Course Director), students select and explore any topic or area of study that is not offered as a graduate course in the given semester.

With input from the Course Director, students must complete a course proposal form with the following information:

1. Course title (maximum 40 characters, including punctuation and spaces)
2. Course description outlining the objectives of your study.
3. Method(s) of evaluation with corresponding due date(s) and relative weight(s)
4. Signature of student and Course Director (i.e. supervising faculty)

The course proposal must be approved by the Chair/Graduate Program Director for enrolment in the course. The form must be submitted to the Graduate Office for approval at least 5 working days prior to the sessional deadline to enrol in courses.

Open to: This elective course is available only to graduate students that wish to pursue a directed studies course under the supervision of a faculty member affiliated with the School of Health Policy and Management. To enrol in this course, students must complete a course proposal form and obtain permission from the Chair/Graduate Program Director.

Prerequisite: GS/HLTH 5485 Public Policy and Health

Suggested non-Health electives

(Note: offerings vary across academic years; to find current availability, please refer to [the York University Course website](#))

CDIS 5025 3.0 History of Health Care Ethics from Ancient Times to the Present

This course analyzes the diversity and controversies surrounding health care ethics over more than two thousand years of debates and experiences by practitioners and lay-people. This course makes connections between past practices and present developments upon which to guide future decision-makers. (Integrated with: HLST 4020 3.0)

CDIS 5060 3.0 Disability in the Age of Information Technology

This course will examine the implications of information technology for the lives, work and identities of persons with disabilities. The course will focus on topics including discourse, ideology and representation of information technology in society, accessibility, embodiment and computer technology, and ethics of technological change. The course will address recent examples of technology and globalization, and the introduction and implementation of technology in relationship to persons with disability, focusing on issues of the adaptation of technology and on participation in the development of new technology.

CDIS 5065 3.0: Health Systems, Issues and Inequities in Comparative Perspective

This course uses a comparative political economy perspective to understand change in Canadian and global health policy issues. Students will first be introduced to health policy issues by comparing Canada's system with others. Subsequent sessions will investigate health issues including the role of international organizations, globalization and privatization, caregiving, environmental health and genetics, health reform, health care and "place", social determinants of health, role of nonprofits, and the impact of transmissible diseases. Emphasis will be placed on analyzing these issues as they impact class, race/ethnicity and gender. (Integrated with: HLST 4110 3.0)

CDIS 5085 3.0: Indigeneity & Disability: Intersections of Health and Human Rights

This course uses a human rights and social justice framework in order to examine the common experiences and barriers faced by indigenous peoples and people with disabilities, both in Canada and in a broader global context. Topics discussed include cultural interpretations of indigeneity and disability, the impact of laws and policies, and critical and indigenous research methods and advocacy.

CDIS 6130 3.0 International Development in Disability and Human Rights

This course examines international development, human rights and disability rights. Different cultural interpretations and experiences of the definition of disability will be considered, including a comparative examination of specific disability policies, or the absence thereof, in different parts of the developing world. Topics also include local and regional disability advocacy work; the impact of civil and imperialist conflict on people with disabilities; refugees and disability support; and the role of non-governmental organizations and the influence of international organizations such as the World Bank and the International Monetary Fund on disability rights in the developing world.

CDIS 6140 3.0 Health and Disability

This course considers the theoretical distinctions between two dominant discourses: disability as an individual pathology and as a social pathology. Students will review biomedical and functional accounts of disability in comparison to social perspectives. The course will investigate the social construction of disability and illness, and the relationship between the two. Students will further investigate how systems of inequality produce illness and disablement. The conflation of disability with ill health is rooted in a narrow definition of health based on the presence of disease or infirmity,

the use of medical practitioners as gatekeepers to disability benefits and an inability to acknowledge the multiple ways in which disabilities are often created by societal norms that inflexibly accommodate multiple needs. Students will develop an understanding of disability as a form of social disadvantage that is nested within larger systems of inequality.

HIMP 6130 3.0 Strategic Management of Hospitals

This course examines strategic management in hospital enterprises, large and small, from the perspective of a health administrator. The course applies strategic management concepts in complex management settings - very qualified people, complicated multi-disciplinary situations, changing technologies and methods of health delivery (telemedicine, e-health vs. in situ hospitals and clinics), complex public policy issues relating to scale, critical mass, and expensive technologies vs. small, clinical doctor-patient relationships.

PHIL 6215 3.0 Theory & Practice in Bioethics: Physician-Assisted Suicide and Euthanasia

Our focus here will be on contemporary philosophical analyses of the ethics of euthanasia and physician-assisted suicide. If we have a right to life, should a mentally capable adult be able to revoke it? Should she be able to have a person of her choice kill her, or provide her with the means of taking her own life? If not, then why not? If so, then under what circumstances and for what ethically defensible reasons? We begin with a conceptual analysis of the key terms in the debate. We then consider the ethical implications of euthanasia and physician-assisted suicide for a) those thought to be especially at risk of abuse (e.g., the elderly, the disabled) and for b) those who practice medicine. Finally, we consider the influence of ethical reasoning on the law when we examine the arguments for and against the legalization of euthanasia and physician-assisted suicide.

POLS 6175 3.0 Politics and Policies in Aging Societies

This course critically analyzes, drawing on several literatures and traditions, how population aging impacts the politics and policies related to retirement, employment and health care. The central theme is that demographic conditions must be considered in seeking to understand and account for developments in the welfare state. A secondary theme is that the aging of the population impacts not only policies for the elderly, but also policies for younger citizens and 'working-age' citizens. Required readings focus on Canada, but students will be encouraged to incorporate a comparative dimension in their own research.

SOSC 6831 3.0 Health and Illness: Policies and Politics

This course is designed to consider current debates about health and care within a feminist political economy framework. The focus will be Canada, but a Canada located within an international context. Students will be invited to introduce other perspectives and other countries into the readings, discussions and their papers.

Note: PhD students are encouraged to enroll in at least one graduate course from other graduate programs at York University to fulfill their degree requirement.