New Course Proposal Form

School/Department: IHST

Course Rubric and Number: 4   IHST 4800

Credit Weight: 6.00   **Effective Session:** Fall/Winter 2023/24
(e.g. 3.00, 6.00)   (e.g. Fall 2021, F/W 2021-22)

Course Title: *The official name of the course as it will appear in the Undergraduate Calendar.*

Multidisciplinary C4 Experience in Health

Short Title: *Maximum 40 characters, including punctuation and spaces. The short title appears on any documents where space is limited (*transcripts *and calendar copy).*

Multidisciplinary C4 in Health

Brief Course Description: *For editorial consistency, verbs should be in the present tense and begin the description; e.g., "Analyzes the nature and extent of...,"*

This is the official description of the course as it will appear in the Undergraduate Calendar. The course description should be carefully written to convey what the course is about. If applicable, include information regarding the language of instruction if other than English.

Integrates multi-disciplinary approaches and knowledge and enables opportunities for diverse team members to work together on current and emerging health challenges with social impact. Through research, design, testing possible solutions, and reflection on a viable solution to the challenges presented by community and industry partners, participants build transferable skills including teamwork and critical/strategic thinking. Organizations operating in both the for-profit and not-for-profit sectors present the challenges. Students must apply to the C4 program to participate in this course.

List course(s) where applicable:

Prerequisites:	HH/KINE 2049 3.00 or HH/PSYC 2030 3.00 or HH/HLST 2300 6.0 or HH/GH 2010 6.00
Corequisites:	
Cross-listed to:	
Course Credit Exclusions*:	
Integration**:	

*Course credit exclusion is a formal status accorded to pairs of courses that are recognized as having sufficient overlap in content to warrant specifically excluding students from obtaining credit for both.

**Integrated courses are graduate courses integrated (taught with) 4000-level undergraduate courses

Include the following information only if the course is: limited to a specific group of students; closed to a specific group of students; and if there is any additional information necessary for students to know before enrolling (notes section). If the course includes experiential education, such as whether the students will work with a community partner and/or if it will involve going off-campus, please include this in the notes section.

Open to:	Students in the Faculty of Health who have completed at least 53 credits at the undergraduate level.
Not open to:	
Notes:	

	YES	NO
Science Course:		
Denotes courses in IHST, KINE or PSYC to count as science credit for BSc degree programs		x

Section A - Course Rationale:

1. What is the rationale for creating this course (e.g., fills a gap in the curriculum, addresses a trend in the content area)?

The number of students in the Cross-Campus Capstone Classroom (C4) from the Faculty of Health has been growing steadily over time. In the 2021 academic year, 77 applied to participate (total registrants: Kinesiology and Health Science = 20, Health Policy and Management = 6, Psychology = 22, Global Health = 6).

Currently students can participate in a C4 project by enrolling in targeted gateway courses that are independent study/thesis project courses (e.g., KINE 4060, IHST 4000) or other types of capstone courses (PSYC 4180, HLST 4900). But, despite the helpfulness of staff and faculty members, verbal feedback from students, faculty and administrators indicates frustration with having to fill in forms and find supervisors, when they don't know which project they have been assigned yet. Students also must sometimes quickly shuffle between different sections of courses at the last minute, which is frustrating for all involved. It is estimated that these added hurdles have prevented approximately 30% more students from enrolling in the course each year.

This course is being proposed as a centralized gateway course into C4. It is being proposed to streamline the process for Faculty of Health students who want a C4 experience.

This course is a high-impact experiential education course intended to uniquely prepare students for the next phase of their career as well as the diverse work life that awaits them. By collaborating with team members from other disciplines, students design effective solutions to their chosen challenge, apply knowledge and skills from their major fields of study, and learn ways in which their knowledge intersects with other disciplines to create new ways of approaching complex issues in a rapidly changing world.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans. For more information about these plans, contact your UPD, Department Chair, and/or the Associate Dean, Learning, Teaching, & Academic Programs.

Priority 1 of the 2020-2025 University Academic Plan (UAP) is titled 21st Century Learning whereby "every York university graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills and values to navigate a 21st Century world in which change is the only constant". The Faculty of Health Integrated Resource Plan has as one of its objectives to create "high quality relevant courses and programs that contribute to a students' academic success, timely graduation, and lifelong learning". One action to support this objective is to "develop, promote, integrate, implement, experiential education EE opportunities into our programs". Therefore, creating this pan-Faculty multi-disciplinary capstone course helps us to address one of our metrics for supporting this objective as it contributes to our being able to promote and support the C4 initiative within our programs and by doing so promotes an EE opportunity, and the development of 21st Century knowledge, skills, and values. Additionally, this course enables faculty and students to embed the UN Sustainable Development Goals (SDGs) in their work and support the challenge presented by the UAP.

3. How does this proposed course complement, align, or overlap with existing course offerings, particularly in terms of objectives and/or content? If overlap exists, please indicate the nature and extent of consultation which has taken place. If the course is to be cross-listed, integrated or listed as a course credit exclusion with another course, approval is required from all the relevant Faculties/Units.

Overlap with AP/SOSC 4101 6.00 Interdisciplinary capstone project, AP/HUMA 4002 6.00 Interdisciplinary capstone project, and AP/ADMS 4002 6.00 Interdisciplinary capstone project. These courses are only open to LAPS students. Overlap with PSYC 4175 6.00 Advanced Community-Based Applied Research. PSYC 4175 is offered to Honours Psychology students who have completed 84 credits, is open only to Psychology students. and is an option for capstone requirement in Psychology (completion of C4 would not fill capstone requirement). Students wishing to enroll in C4 could also enroll in PSYC 4175. PSYC 4175 is offered by one Psychology instructor, Dr. Michaela Hynie, who has consulted with the C4 team to determine that these courses offer distinct community research experiences.

4. What is the expected enrolment in the course? If course enrollments are below 50 please explain why.

60

Section B - Course Structure:

1. Is this course (Please select one with "X"):

	Fully online
X	Fully face to face
	Blended (i.e., one third of the face to face class time is replaced by online instruction, one third of the class time remains face to face, and the remaining third may be any combination of online and face to face delivery). More information about defining blended learning can be found in the Common Language for eLearning: http://avptl.info.yorku.ca/files/2017/03/2014-03-26-Common-Language-for-eLearning.pdf
	Other (please describe):

2. Number of contact hours (defined in terms of hours, weeks, etc.) involved. This information is particularly important to describe for blended and online courses as it indicates whether an effective length of term is being maintained.

Three hours in-person once each week in a single session for 24 weeks (12 in fall and 12 in winter) for a total of 72 contact hours.

3. a) If this course is offered in a blended format, what percentage of the course will be taught online? If not blended, go to # 4.

   b) In absence of scheduled contact hours (face-to-face or online), please provide an indication of the estimated time students are likely to spend engaged in learning activities online required by the course.

   c) In the absence of scheduled contact hours (face-to-face or online), please describe how the course design encourages student engagement and supports students in achieving the learning outcomes.

N/A

4. Indicate the planned frequency of offering and number of sections anticipated (every year, alternate years, etc.)

Once each year in the Fall (it is a Y course); one section.

	YES	NO
5. Can you staff this course using current teaching capacity?	x	

If no, explain how this course will be resourced (e.g., additional hires proposed in hiring plan, etc.)

6. Please name the faculty member(s) in the school/dept who have the expertise and are willing to teach this course.

Dr. Julie Conder (PSYC)
Dr. Danielle Dobney (KINE)
Dr. Lynda van Dreumel (SHPM)

7. Does the course rely on faculty from other programs to teach this course? If so, specify (proposed instructor(s) name and department and attach a letter of support from the faculty member's home school/department

UPD/Chair.

This course will rely on instructors from each of the units involved. Units will contribute faculty/course instructors as resources allow and collaborate in assigning instructors on a rotating basis. It will be recognized that some units may have higher student interest and enrolments in the C4 program than others and that the relative sizes of the units will be considered in terms of the number of full-time faculty members available to teach, and the number of students eligible to enroll in the C4 course. Confirmation from the Chairs/Directors of each unit involved in support of this collegial arrangement are attached.

Section C - Course Design Information:

This section provides an opportunity to describe the course, its design, and how delivery of the course content aligns with the learning outcomes, teaching activities, and assessment methods. There is also an opportunity for describing how the course applies principles of experiential education, technology enhanced learning and universal design for learning.

- **Experiential Education** remains a top priority for York University and the Faculty of Health as it offers a range of benefits for students related to academic performance, civic engagement and employability. Note that providing and facilitating opportunities for structured, critical reflection (e.g. using iclicker/REEF polling, exit cards, journal entry) is a key component of experiential education. Course directors are invited to integrate EE into their course where possible, but it is understood that some EE activities may not be feasible in every course. Go to https://health.yorku.ca/experiential-education/faculty/ to see definitions of course focused, community focused, and work focused EE, information on the benefits of EE for students and course directors, and other details.

- The integration of tools and strategies for **technology enhanced learning** (e.g. online learning management system like Moodle, use of polling technology such as iclicker/REEF and other in class technology e.g., see https:// student.computing.yorku.ca/technology-used-in-courses/) may provide useful tools for encouraging in class engagement and facilitating deeper learning. For help with online and blended learning course development go to https://lts.info.yorku.ca/health/.

- The Faculty of Health is committed to the **universal design for learning** principles, i.e., offering and ensuring a diverse array of opportunities for all learners to engage, learn, and demonstrate their knowledge. More information about Universal Design for Learning, as well as recommendations for accommodations and inclusive teaching, can be found at: http://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-2/udlg_graphicorganizer_v2-2_numbers-no.pdf and on the Teaching Commons website. Therefore, when designing a course, be sure to consider
    - o multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
    - o multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
    - o multiple means of action & expression (What diverse ways will students be able to demonstrate their learning?)

1. **Course Topics/Theories**

List the key topic areas taught in this course.

Students are assigned to an interdisciplinary team to work through a problem or create an artifact in response to a challenge set by a community partner. The projects are each tied to the Sustainable Development Goals.
Students will develop and hone transferrable skills while learning the value of multiple perspectives and approaches to research, design, and problem solving
Course themes:
- Environment
- Urban living
- Arts
- Social Justice
- Health
- Teamwork and collaboration
- Sustainable Development Goals
- Interdisciplinarity
- Multiple theoretical and experiential perspectives

	YES	NO
Will the course have substantial Indigenous (Aboriginal)* content?		**x**
Will the course include Indigenous (Aboriginal)* identity as either a module or field of study?		**x**
Will the course include component(s) from Aboriginal Peoples' language, history, cultural, heritage, artefacts, or traditional knowledge?		**x**

If you answered Yes to at least one of the questions above, provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course in the box below.

*The Constitution Act, 1982, section 35(2) defines Aboriginal Peoples to include all Indigenous people of Canada – Indians (Status, Non-Status or First Nations identified), Métis and Inuit people.

2. Course Teaching Objectives

Course teaching objectives are broad goals for the course.

Examples of course teaching objectives:
- Exposes students to the various methods used for investigating the structure and function of the human brain.
- Provides students the opportunity to develop and practice skills in effective communication.

List the teaching objectives for the course below:

> Provide students with an opportunity to work effectively in interdisciplinary teams.
> Provide students with an opportunity to work on real-world challenges with social impact.
> Assist students in the development of transferrable skills, including teamwork, problem-solving, critical analysis and written and oral communication.
> Expose students to multiple perspectives on social challenges.
> Provide students with an opportunity to design, conduct, and disseminate a research project.

3. Course Student Learning Outcomes:

Learning outcomes provide a framework for assessment by stating what the learners will be able to demonstrate after completing the course. A succinct learning outcome specifies the tasks students are expected to be able to perform and the level of competence expected for the tasks. Course Learning Outcomes are observable, measurable goals for students and their learning.

Examples of course learning outcomes:
- Students will be able to correctly identify the brain's major components and gross functional areas.
- Students will be able to accurately describe the factors that impact healthy aging.
- Students will be able to critically analyze an academic journal article to determine the merits and drawbacks of the published research.

To help describe learning outcomes, consider the key questions below:

What essential knowledge, skills, and attitudes etc. should students acquire?
- How sophisticated or complex (memorization, analysis, creation, etc.) is students learning to be?
- What will students be able to do or how will they demonstrate/articulate their level of learning?
- What information is needed to be collected to verify/demonstrate students' attainment of learning outcomes?
- How informative are each of these assessment tasks to understanding the student learning process?
- Are these clearly stated and communicated to students?

More information and additional resources can be found on the [Teaching Commons website](#).

List and number the learning outcomes for the course in the section below:

Students will:
1. Collaborate effectively and professionally as active, engaged members of diverse, interdisciplinary teams, with partners and professors.
2. Hone a variety of personal and professional skills, identified by professors, supervisors, and the students themselves.
3. Integrate diverse approaches, perspectives, and knowledge as part of the collaborative project development.
4. Model social and ethical practices, in the roles of student, researcher and engaged citizen.

4. Course Teaching Strategies and Learning Activities

What teaching strategies and learning activities (including experiential education) will take place as part of this course? What will students be doing each week in class? How will these activities help support students' learning as defined by the learning outcomes.

To help identify course learning activities that will help students work toward achieving intended learning outcomes, reflect on these key questions:
- How will students receive or gain the information necessary for achieving the course intended learning outcomes?
- What experiential education activities will students engage in?
- What opportunities will or could students be provided to practice the skills they will develop?
- How and when will students engage with each other, with the instructor, and/or with course content?
- If technology-enhanced learning is incorporated into the course, what activities will the students engage in?

Examples:
(This is not an exhaustive list, but rather a summary of the strategies an instructor may use to encourage and facilitate meaningful learning throughout the course)

- In class discussions
- Lecture
- Online discussion forums (e.g. in Moodle)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- Experiential Education (EE)- Classroom Focused Activities (e.g. guest speakers, role playing, visual media, case studies, simulations, workshops and laboratory, course-based research, etc.)
- EE- Community Focused EE Activities (e.g. community-based learning; community-based research, community service learning)

List the teaching strategies and learning activities that will be included in this course:

Working in teams on designing a research project.
Critical analysis of literature related to a real-world challenge.
Development and analysis of surveys
Both team and individual research written assignments
Both team and individual oral presentations
Mind maps
In-class reflections.
Peer-evaluation and team evaluation review

Section D - Course Mapping and Constructive Alignment

This section is designed to help you demonstrate the connections between your student learning outcomes, teaching and learning activities, and assessment strategies. For each teaching and learning activity, please i) identify the learning outcome it will help the students achieve and ii) if the activity will include a formal, graded assessment of student learning. For EE activities, also identify iii) how you will engage students in reflection around the activity (i.e. critically examining the experience), and iv) the type of EE strategy the activity corresponds to.

For EE Activities Only

Teaching and Learning Activity	Which course learning outcome/s will this activity help student achieve?	Will this activity include a formal, graded assessment of student learning? (Y/N) *A detailed description of assessment and evaluation strategies will be provided in the next section.*	How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
Example: 1. Guest Speaker representing a community-focused agency	*Example: Identify and critically evaluate challenges to implementing equity-informed health policies OR Learning Outcome #3*	*Example: N*	*Example: Think-Pair-Share- In pairs, students will discuss two key questions, and share responses with the class.*	1
Working in teams on designing a research project (directly or indirectly depending on group's community partner).	*1, 2, 3, 4*	Y	*Peer feedback Think-pair-repair Jigsaw Empathy mapping*	1 and/or 2
Critical analysis of literature related to a real-world challenge.	*2, 3*	Y	*Concept mapping Peer feedback Brainwriting*	
Development and analysis of surveys (directly or indirectly depending on group's community partner).	*1, 2, 4*	Y	*Brainwriting Concept mapping Jigsaw Empathy mapping*	1 and/or 2
Both team and individual research written assignments	*1, 2, 3*	Y	*Concept mapping Brainwriting Think-pair-repair Peer feedback*	1
Both team and individual oral presentations (directly or indirectly depending on group's community partner).	*1, 2, 3*	Y	*Concept mapping Brainwriting Think-pair-repair Peer feedback*	1 and/or 2
Mind maps	*2*	Y	*Real-time reactions Jigsaw Concept mapping*	2
Peer-evaluation and team evaluation review	*1, 2, 4*	Y	*Empathy mapping*	

1. If the course will not include any type of experiential education, please comment below on the rationale for not incorporating experiential education into the course.

	YES	NO
2. Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc) on experiential education?		x

If yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education

Learning/Teaching with Technology:

3. How are learning or teaching technologies incorporated into the course?

eClass is used as a class hub, both for information sharing and communication amongst students and instructors. Zoom is used when required for group meetings. ITP metrics is an online teamwork and behavioural assessment platform that will be used by the students to generate data that will be drawn on to guide multiple self-reflexive activities.

4. If the course does not include any type of technology enhanced learning, please comment below on the rationale for not incorporating learning or teaching technologies in the course.

N/A

5. If the proposed course employs technology-enhanced forms of delivery (e.g., replacing in-class time with online learning activities), please identify how the integrity of the learning evaluation will be maintained (e.g., using online quizzes that randomly selects questions from a test-bank; specified time length of the test, "on-site" examinations will be required, etc.)

N/A

Assessment and Evaluation Strategies:

1. How will student learning be assessed? Please list each graded component of the proposed course including the type and percentage value of each component. Indicate which learning outcome(s) are evaluated by which assessment component.

Assessment Strategy	Percentage (%) of Final Grade	Evaluated Learning Outcome(s)
Core skills (5 x 3%)	15%	1, 2
Team engagement (peer review; 4 x 1.5%)	6%	1, 2, 3
Team Engagement (team evaluation; 6 x 1.5%)	9%	1, 3, 4
Research/design portfolio	25%	3, 4
Full portfolio	35%	2, 3, 4
Capstone Day presentation	10%	2, 3

2. Formative feedback is just in time feedback to the students during the course that does not always count toward the final grade. This formative feedback can help the students and instructor progress towards the intended learning outcomes by providing ongoing, low stakes feedback at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

a) a pre-test or quiz that asks students to share what they already know about a topic
b) a think-pair-share exercise where students explore and discuss key course concepts individually, in pairs, and as part of a larger in class discussion
c) exit cards following a lecture or lesson where students are asked to indicate what they have learned and questions they still have about the topic

List the formative assessment strategies that will be used in this course below.

Research/design draft – instructors/peers will provide feedback for teams to improve upon for final Research/Design Portfolio assignment.

Full Portfolio draft - instructors/peers will provide feedback for teams to improve upon for final Full Portfolio assignment.

Students also received formative feedback on presentations.

3. If the course is to be integrated (i.e., graduate/undergraduate), please list the additional evaluation requirements for graduate students.

N/A

Bibliography:

4. Please list the <u>required readings</u> for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.).

Reading list is dependent on the focus of each project.

5. Please list any <u>suggested readings</u> for the course (include ebooks, online readings, and open access resources). The reading list must contain complete bibliographical information (full name of author, title, year of publication, etc.)

Team Dynamics:
- Haas, M and Mortensen, M. (2016) The Secrets of Great Teamwork, *Harvard Business Review*.
- Hanson, R.S. (2019, February 19) Psychological Safety First: Building Trust Among Teams. *Slack*. slack.com
- Razzetti, G. (2020, March 16) 7 Ways to Promote Psychological Safety in Your Organization. *The Startup*.
https://medium.com

Critical Reflection
-York University Teaching Commons: https://teachingcommons.yorku.ca

Communication (talking to partners):
- Stakeholder Engagement (A Guide to Stakeholder Engagement in Support of Integrated Land Management)
- Templates for Stakeholder Types (Stakeholder Meeting Preparation)
- Stakeholder Engagement Plans

Stereotypes and Biases:
- Understanding Stereotypes http://www.oercommons.org/courses/understanding-stereotypes/view

Ethics:
- TCPS 2 Core: Tutorial York University
- Ethics Review Requirments for Course-Related Research https://www.yorku.ca/research/wp-content/uploads/sites/39/2020/07/Ethics-Review-Requirements-Course-Related-Research-8.15.17-1-1.pdf

Project Management:
- Harrin, E. (n.d.) *Project Management: 10 Knowledge areas in PM*. www.girlsguidetopm.com
- Project Management Boards (Stormboard & Trello) https://stormboard.com/storm/1214079/Example_ProjectCharter
https://trello.com/b/TO2BQcDL/project-management-trello-demo-board

Goal-Setting:
- Dee Bono, E. (1999) *Six Thinking Hats.* New York: Back Bay Books.
- Murray-Wensetr, R. and Simon, P. (2006) Making Sense of Stakeholder Mapping. *PM World Today. 8(11): 1-4.*

- Doerr, John Ted Talk "Why the secret to success is setting the right goals"
https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals
- skillsyouneed.com (setting personal goals, self-motivation, how to motivate others, how to develop intrinsic motivational skills, action planning, organizing skills.

6. If the course is to be integrated (graduate/undergraduate), a list of the additional readings required of graduate students must be included. If no additional readings are required, a rationale should be provided.

N/A

Section E - Resources Requirement:

This section may need to be filled in with the help of your Chair/Director and operations manager:

1. Computing:
- Indicate the expected hardware, software and need for student access to computing labs, including the number of student access hours needed (e.g. access to teaching computer lab with SPSS installed; students required to bring their own device). Provide cost of software, where possible. Indicate, what the cost will be for students, if any?

N/A

2. Classroom:
- Indicate the expected specialized classroom needs (e.g. moveable table and chairs; audio/visual equipment; WIFI to support students with bringing their own device)

C4 exists as an option for students at York. In Health this option is accessed through different 'gate-way' courses in each school/dept. This proposed course will simply provide one gate-way for all Health students to enroll in the C4 course and receive credit in their home unit. They will attend in the space currently available for the C4 pan university initiative.

3. Teaching Support:

	YES	NO
• Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify:		x
• Does the course require a tutorial or lab in addition to lecture/seminar hours? If yes, specify and provide expected group size:	YES	NO
		x
• Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? If yes, specify why and for what duties/tasks the extra support is needed:	YES	NO
		x

• If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		

	YES	**NO**
○ Will the instructor need to travel to visit the off-campus community partner(s)?		**x**

	YES	**NO**
○ Will the Experiential Education Coordinator be required to support and maintain the experiential education component while the course is being offered? If yes, please specify:		**x**

○ Is the placement intended to be domestic or international, or both?	**Domestic**	x
	International	
	Both	

	YES	**NO**
• If the course is blended or online, indicate whether the support of the eLearning specialist is required? If yes, please specify the type of eLearning supports you need:		**x**

4. Statements of Support (please attach these to the proposal)

For new course proposals with resource implications please provide a supporting statement from your Chair/Director of your program. The Chair/Director should indicate how resourcing will be addressed e.g., through a reallocation of existing resources, with new/additional resources, etc.

For course proposal with impact on other programs (in the Faculty or out of the Faculty), please provide evidence of consultation and supporting statement from the other program(s).

Learning Technology Services (LTS) Statement:
If there is a technology-enhanced component to the course, a statement is required from the Learning Technology Services indicating whether resources are adequate to support the course. Requests for statements can directed to Rob Finlayson (rfinlays@yorku.ca) and Helen Brennagh (brennagh@yorku.ca). Please note, it will take two weeks to get a statement of support.
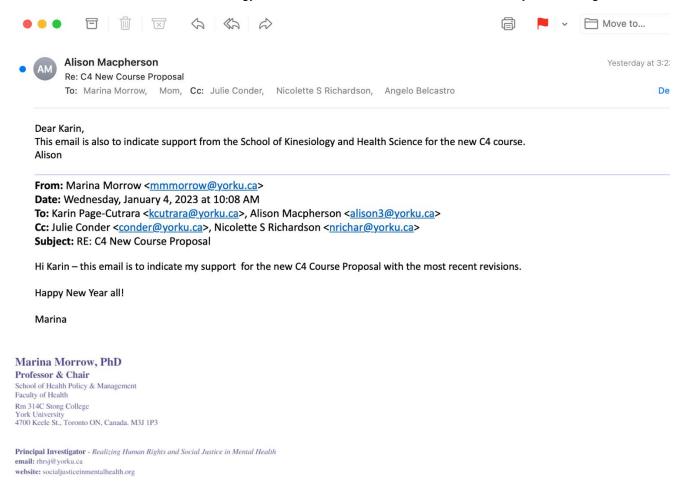
Library Support Statement:
Proposals for new courses must include a **library support statement** from the Bibliographer responsible for the relevant discipline to indicate whether resources are adequate to support the course. To request a support statement, see the list of subject and liaison librarians at http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/.

Appendices

Appendix A: Statements of Support from Faculty of Health Units

School of Kinesiology and Health Science & School of Health Policy and Management

Alison Macpherson   Yesterday at 3:2:
Re: C4 New Course Proposal
To: Marina Morrow,   Mom,   Cc: Julie Conder,   Nicolette S Richardson,   Angelo Belcastro   De

Dear Karin,
This email is also to indicate support from the School of Kinesiology and Health Science for the new C4 course.
Alison

From: Marina Morrow <mmmorrow@yorku.ca>
Date: Wednesday, January 4, 2023 at 10:08 AM
To: Karin Page-Cutrara <kcutrara@yorku.ca>, Alison Macpherson <alison3@yorku.ca>
Cc: Julie Conder <conder@yorku.ca>, Nicolette S Richardson <nrichar@yorku.ca>
Subject: RE: C4 New Course Proposal

Hi Karin – this email is to indicate my support for the new C4 Course Proposal with the most recent revisions.

Happy New Year all!

Marina

Marina Morrow, PhD
Professor & Chair
School of Health Policy & Management
Faculty of Health
Rm 314C Stong College
York University
4700 Keele St., Toronto ON, Canada. M3J 1P3

Principal Investigator - *Realizing Human Rights and Social Justice in Mental Health*
email: rhrsj@yorku.ca
website: socialjusticeinmentalhealth.org

York University is on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been taken care of by the Anishinabek Nation, the Haudenosaunee Confederacy, the Wendat, and the Métis. It is now home to many Indigenous peoples. We acknowledge the current treaty holders and the Mississaugas of the Credit First Nation. This territory is subject of the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

RE: C4 New Course Proposal

☺ ↩ ↞ ↪

JA ✓ *Jennifer A Connolly* <connolly@yorku.ca>

Friday, December 16, 2022 at 1:12 PM

To: 🔴 Karin Page-Cutrara; ✓ Marina Morrow; ⊗ Angelo Belcastro; Cc: ⊗ Nicolette S Richardson; ⊗ Julie Conder ⌄

HI Marina
I am confirming Psychology's support for this NCP
Thank you for your leadership in bringing this new course proposal to a successful conclusion
Jennifer

From: Karin Page-Cutrara <kcutrara@yorku.ca>
Sent: December 16, 2022 12:56 PM
To: Marina Morrow <mmmorrow@yorku.ca>; Jennifer A Connolly <connolly@yorku.ca>; Angelo Belcastro <anbelcas@yorku.ca>
Cc: Nicolette S Richardson <nrichar@yorku.ca>; Julie Conder <conder@yorku.ca>
Subject: C4 New Course Proposal
Importance: High

Hello Marina, Jennifer and Angelo,

Please see the C4 new course proposal, which aligns with the university C4 interdisciplinary program as a Health 'gateway' course, attached for your records. Small edits are incorporated based on recent feedback, and comments have been received with thanks. And, to be crystal clear to students and faculty, "C4" was added in the title, and a line in the brief description now indicates the link to the C4 Program. This will help differentiate this course from other unit capstones.

I greatly appreciate your sincere interest and feedback provided over this term to develop and revise this proposal.
Marina, thank you for indicating support from the SHPM (Dec. 12 via email), and Jennifer, for conveying the support (Dec. 14 via email) from Psychology through its Undergraduate Studies Committee. *I would ask that each of you reply to this email to confirm your support, in principle, for the attached course to move forward.*

As such, this proposal will be sent onwards to the Faculty of Health Curriculum Committee *in January*.

With thanks again,
Karin

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December 20, 2022

Dear Professor Page-Cutrara,

University Information Technology (UIT) is committed to the support of eLearning for the academic community and supports many technologies that underpin those efforts, include eClass as York's primary learning management system. Within eClass a wide array of tools are made available to support pedagogical needs for information delivery, communications between course participants, assessment, collaboration and others. UIT also provides many additional computing supports including classroom technology, Zoom, labs, and access to software, either for purchase or via MyApps. Additionally, Learning Technology Services (LTS) provides primary support to courses and instructors within the Faculty of Health.

As the course requirements for information sharing and communication within eClass as well as Zoom for group meetings are well supported, I'm happy to confirm UIT support of "Multidisciplinary C4 Course in Health."

I wish you well on your proposal for this course.

Sincerely,

Rob Finlayson

Rob Finlayson

Manager, Learning Technology Services
University Information Technology

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MEMORANDUM
York University Libraries

To: Dr. Julie Condor, Dr. Danielle Dobney, and Dr. Lynda van Dreumel

From: Priscilla Carmini, Scholarly Communications Librarian, York University Libraries; Rajiv Nariani, Research Visibility Librarian, York University Libraries

Date: January 13th, 2023

Subject: Library Statement of Support – IHST 4XXX Multidisciplinary C4 Experience in Health

Summary

York University Libraries (YUL) is well positioned to support the proposed course. Faculty and students can make use of an array of library resources and services to meet their research and learning needs. This statement highlights offerings related to the major themes of the course. It also brings attention to collections of interest from connected fields such as global health, nursing, and health policy and management.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly purchased on subjects such as:

- social determinants of health, health promotion, and public, environmental health, occupational health, communication skills, critical thinking, strategic problem solving, and social justice

Historically, textbook publishers have not made their electronic content available for purchase by libraries. This remains an ongoing challenge. Library personnel can assist with locating Open Access alternatives. Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc. Library users may also request items from partner libraries through Omni. A selection of electronic collections of particular interest are highlighted below. The A-Z list on the Libraries' website provides a complete register of electronic offerings.

eBook Platforms:

- De Gruyter eBooks
- Oxford Scholarship Online

- Cambridge Core
- Taylor & Francis eBooks
- ProQuest eBook Central
- Scholars Portal Books

Subject Databases:

- CINAHL
- PubMed and Medline (Ovid)
- SportDiscus (and many other Ebsco databases)
- PsycInfo (and many other relevant ProQuest databases)
- JSTOR
- Web of Science

Canadian Content:

- Canadian Periodicals Index Quarterly (CPI.Q)
- Canadian Business and Current Affairs Complete (CBCA)
- America: History & Life
- Érudit

Legal Resources:

- Legal Trac
- Hein Online
- Lexis Advance Quick Law
- Westlaw Canada

Reference Resources:

- Britannica Online
- Universalis
- Oxford Bibliographies Online
- Oxford Reference Online
- Very Short Introductions (Oxford University Press)

Standards:

- Institute of Electrical and Electronics Engineers (IEEE)
- American Society of Civil Engineers (ASCE)
- Engineering Workbench by S&P Global (*on demand access for Canadian Standards Association (CSA), American Society for Testing and Materials (ASTM), International Organization for Standardization (ISO) and other standards organizations)

Newspaper/ Magazine Collections:

- Alternative Press Index
- Press Reader
- Factiva
- Eureka.cc
- Nexis Uni

Streaming Media:

- Sage Video
- Films on Demand
- Primal Pictures (Anatomy TV)

- <mark>Kanopy</mark>

Services

Library Instruction

Librarians and archivists help students build research skills and digital fluencies through [workshops](), online [research guides](), and individual research assistance. Instructors can [arrange a research skills workshop]() (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest:

- [Health Studies and Global Health]()
- [Kinesiology]()
- [Nursing]()
- [Psychology]()

Research Help

Online [research assistance]() is available in both English and French via chat and email. In addition, students and faculty can book [one-hour research consultations]() with a specialist librarian.

Writing and Project Management Support

The writing resources including those related to research design, teamwork, and the experiential education modules in [SPARK]() will also be very helpful to students enrolled in this C4 program. The [Student Guide to Groupwork]() and the [Student Project Toolkit]() may also be helpful to C4 students when planning group projects.

Accessibility Services

[Library Accessibility Services]() (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation. Contact [lashelp@yorku.ca]() with questions.