

Major Modifications Proposal

Faculty: Faculty of Health

Department: School of Global Health

Program: Global Health

Degree Designation: BA and BSc Global Health (Specialized Honours)

Type of Modification: Addition of a stream

(Examples include deletion of or change to a field; changes to program requirements/content that affects the learning outcomes.)

Location (current campus and, if applicable, proposed): Keele campus

Effective Date: Fall 2025

Approval Date at Faculty Council:

1. Overview

- 1.1** Provide a brief summary of the proposed changes to the program.
The addition of one (1) undergraduate stream – ‘Global Mental Health Stream’, as options/specializations for the 4-Year BA and BSc Specialized Honors Global Health degree program. The stream will offer 15 credits, available for students after second year, and cover the following Global Mental Health courses: Global Mental Health Theory and Practice (HH/GH 3500); Promoting Global Mental Health (HH/GH 4700). In addition to these stream-specific courses, students will choose from a list of relevant courses from Global Health and the Department of Psychology. The courses that are proposed for the stream option are required courses *outside the core*, and so meet the definition of an undergraduate stream at York University¹

¹ York University Academic Nomenclature: <https://secretariat.info.yorku.ca/files/Academic-Nomenclature.2018-Final.pdf>

1.2 Provide the rationale for the proposed changes.

Mental health conditions contribute significantly to the global disease burden yet remain under-addressed in health systems around the world. Population approaches to mental health is an area of growing importance, with leading institutions worldwide making strategic investments. A Global Mental Health (GMH) stream can emphasize health equity and the decolonization of mental health research and practice in the pursuit of the SDGs. GMH utilizes unique tools to explore how cultural, societal, and individual factors influence the interaction between mental health with other fields like climate change, migration, and digital health. Interactions with students at various levels (e.g. Global Health Student Association (GHSA, in classes) show that the students have positive interest in GMH and will like to see this stream up and running. Some have asked for the GMH courses to be core for students in the Global Health Program. These sentiments point to the potential sustained uptake of the GMH stream. Students who take courses in this stream will be well-equipped for roles in international health organizations, NGOs, or research institutions focusing on mental health. This is supported by the extremely positive findings from the labor market review by OIPA, that confirm the market viability of the GMH stream. The stream concept is popular within the Global Health program; close to a third of students sign-up for streams.

There is reasonable potential for expanding the GMH stream. For instance, specialized honours students can immediately enrich their knowledge by taking additional courses offered by the Department of Psychology.

1.3 Comment on the alignment of the program changes with Faculty and/or University academic plans.²

In keeping with the FoH's Health 2024-2028 strategic plan, this stream contributes directly to 2 of the 5 strategic directions: advancement of social justice (advocacy for equity in mental health services) and creating opportunities for student engagement (facilitating discussions and interactions with indigenous scholars on 'indigenous ways of knowing and doing in health and healing education, health, and practice). The stream structure focuses on York's 2020-2025 UAP priority of '21st Century Learning' through creative, flexible pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, specific disciplinary knowledge, critical thinking and research in course activities and outcomes under the stream.

² This can include the [2020-2025 University Academic Plan](#), the [2023-2028 Strategic Research Plan](#), the [UN Sustainable Development Goals](#) (SDGs), [A Framework and Action Plan on Black Inclusion](#), the [Indigenous Framework for York University](#), and other Faculty plans and frameworks.

- 1.4** Provide a detailed outline of the changes to the program.
Also include an [appendix](#) of the side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Academic Calendar. Indicate deletions with strikethrough text and additions with underline in a contrasting colour.

The discipline of Global Mental Health (GMH), established in 2010, has significantly advanced the argument that mental health is a public good deserving of substantial investment. Despite this progress, contemporary health challenges—driven by ongoing epidemiological transitions and climate-related hazards—have created critical tipping points that emphasize the need for renewed, serious dialogue about the central role of mental health in sustainable human development. Increasingly, mental health conditions contribute significantly to the global disease burden yet remain under-addressed in health systems around the world. This calls for a rethinking and sober reflection on current approaches. It provokes the question ‘what will it take to improve mental health and achieve equitable access to quality mental health support and care?’ Put differently, either as individuals or as a collective, the world needs clarity on how to promote global mental health.

GMH utilizes unique tools to explore how cultural, societal, and individual factors influence the interaction between mental health with other fields like climate change, migration, and digital health. Population approaches to mental health is an area of growing importance, with leading institutions worldwide making strategic investments. A GMH stream can emphasize health equity and the decolonization of mental health research and practice in the pursuit of global development initiatives such as the Sustainable Development Goals.

As described in the calendar copy shown in [Appendix 1](#), the proposed GMH stream requires 15 credits, is open to students after second year, and will allow specialized honours students to immediately take additional courses from the Department of Psychology, to deepen their knowledge and understanding in the relationship between global mental health and each of these fields.

- 1.5** Describe how students currently enrolled in the program will be accommodated.

The Global Mental Health stream is expected to commence in Fall 2025 with the first cohort.

This will be communicated to students via a mass email, social media channels, and through the School of Global Health website. Students are welcome to switch streams if they so choose however stream electives taken for other streams that are not listed as elective for Global Mental Health, will not be accepted as substitute stream electives.

2. Learning Outcomes and Program Requirements

- 2.1** List the current and/or updated Program Learning Outcomes for the proposed modified program.³

Program Learning Outcomes (PLOs) for Global Health (BA/BSc):

- 1. Utilize the requisite interdisciplinary approaches, theoretical lenses, and critical thinking skills to understand global health issues and actions necessary to improve health and equity globally.**
- 2. Apply the appropriate qualitative, quantitative, and normative research methodologies in the definition and assessment of the health status of populations, determinants of health and illness, and factors contributing to health promotion, disease prevention, and health equity at the individual, community, and population level.**
- 3. Exemplify the virtues of being an agent of change through envisioning opportunities for reform and being an advocate for promoting global health and equity, especially for disadvantaged or marginalized populations.**
- 4. Articulate the benefits of a transdisciplinary approach to global health as a discipline and area of practice, and the manner in which knowledge, understanding, and skills from the humanities, social sciences, and the sciences can be applied to promote global health and equity.**
- 5. Analyze the impact of public and private institutions, legal and financial systems, political processes, and social movements that comprise the multi-level, multi-sectorial nature of global health governance as they impact on health and equity.**
- 6. Recognize the importance of and engage in problem-solving real-world issues collaboratively to promote health and equity at the local and global level, and the various mechanisms within global health governance that facilitate cooperative action for promoting health and equity.**
- 7. Critically analyze the impacts of colonization, racism, misogyny, globalization, and neo-liberalism on the structure, function, and activities of global health policy, practice, and research, and the importance of respecting the insights and autonomy of diverse voices in the global health context.**

Additional learning outcomes for GMH Stream (extended GH PLOs):

- 8. Critically assess the evolution of global mental health by applying interdisciplinary approaches to address mental health systems, policies, and access barriers globally. (Aligned with PLOs 2 and 6)**
- 9. Incorporate contemporary determinants of mental health (climate change, pandemics, digital technology, loneliness), when collaboratively problem-solving**

³ Ideally, a program would have 8-12 [Program Learning Outcomes \(PLOs\)](#) that reflect the program and demonstrate how the program meets Ontario's [Degree Level Expectations](#). Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](#).

real-world issues that promote mental health and equity at the local and global level. (Aligned with PLOs 2, 3 and 6)

10. Demonstrate personal resilience for promoting mental health and fostering mental well-being, including stress management and coping skills at the individual level. (Aligned with PLOs 2 and 6)

11. Design culturally responsive interventions and advocacy strategies to promote mental health equity and address global challenges through collaboration and systems thinking. (Aligned with PLOs 2, 4, 5)

2.2 If applicable, describe and/or map how your Program Learning Outcomes map onto Ontario's [Degree Level Expectations](#).

A suggested template for mapping can be found as an attached [appendix](#).

Please see Appendix 3. The GMH streams' three outcome statements have been mapped to the broader Undergraduate Degree Level Expectations (UDLEs) for Ontario honours degrees. It can be noted that the depth and breadth of knowledge necessary to meet undergraduate degree level expectations and programming are apparent in the proposed stream.

2.3 If applicable, describe and/or map how courses map onto to the Program Learning Outcomes.

A suggested template for curriculum mapping can be found as an attached [appendix](#).

Please see appendix 4 for confirmation of how extended GH program outcomes are aligned with the specific stream courses included in this major modification. The stream-specific courses and additional relevant/appropriate courses are included and do not reduce students' ability to achieve program outcomes of their main program of study.

2.4 If applicable, describe how the proposed modifications will support the achievement of Program Learning Outcomes.

The Global Mental Health stream is designed to help achieve 5 out of the 7 PLOs for the GH program as shown in section 2.1 (PLO 2, 3, 4, 5 and 6). The stream will not alter the GH program learning outcomes for those students who participate in the stream, but may strengthen the achievement of outcomes as they relate to the associated area of GMH. To illustrate, students in this stream will apply critical lenses/thinking in unpacking various interdisciplinary approaches to address mental health systems, policies, and access barriers globally, drawing on quantitative and qualitative approaches. Students will also be equipped with competencies in how to engage in collaborative problem-solving of real-world issues that promote mental health and equity at the local and global level. These competencies are essential for students to develop virtues of being agents of

change through envisioning opportunities for reform and being an advocate for promoting global mental health and equity, especially for disadvantaged or marginalized populations. Further, the stream seeks to provide students with practical ways of fostering resilience and mental wellbeing and approaching global mental health from a salutogenic perspective. This will entail building skills in identifying and synthesizing the best available evidence for mental health promotion across different cultures.

- 2.5** If applicable, describe how the achievement of the Program Learning Outcomes will be assessed and how that assessment of the Program Learning Outcomes will be documented.

The assessment of teaching and learning within all GH programs will remain the same. Multiple approaches will be used including: Short online courses & 1-page reflection papers (classroom/community focused EE), community-focused experiential learning, oral presentations, online quizzes.

- 2.6** If applicable, describe changes to any admission requirements and the appropriateness of the revised requirements for the achievement of the Program Learning Outcomes.

Not applicable

3. Teaching and Learning

- 3.1** If the proposed changes include a revision to mode(s) of delivery, comment on the appropriateness of the revised mode(s) of delivery for the achievement of the Program Learning Outcomes.

Note that when changing the mode of delivery for a program or a significant portion of a program from in person to online, the proposal should demonstrate the consideration of the program objectives⁴ and Program Learning Outcomes, as well as the adequacy of the technological platform and tools, sufficiency of the support services and training for teaching staff, sufficiency and type of support for students in the new learning environment, and access for students in the successful completion of their degree.

Not applicable; the modes of delivery for courses in the Global Mental Health stream will be the same as those in other streams in the School, and as in the main Global Health program.

⁴ See Quality Council's [definition of "objectives"](#) on their website.

- 3.2** If applicable, describe changes to program level assessment and the appropriateness of the revised forms of assessment as related to the Program Learning Outcomes.

Not applicable

4. Resources

- 4.1** Describe any resource implications the proposed change may have and how they will be addressed. Attention should be paid to whether the proposed changes will be supported by a reallocation of existing resources or if new/additional resources will be required. If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The School has hired a full-time faculty member with specific expertise in global mental health to lead the global mental health stream. Aside from this, faculty members from other streams (e.g. health promotion and disease prevention) will be able to teach in the GMH stream. As the stream requires a minimum of 15 credits, the plan is to meet this target by creating opportunities for students to take other global health appropriate courses from other departments. To this end, in addition to the core stream courses (GH 3500 and GH 4700) we anticipate that our students will only need 9 credits from outside the School. Through the consultation process for the GMH stream, we have the support of Department of Psychology to commit to 5-10 protected seats from a list of relevant/appropriate courses jointly identified. This notwithstanding, we recognize with the addition of a new stream, resources may be required for advising and tracking stream completion. Given the number of students that currently are enrolled in other streams (Global e-Health = 12; Global Health and Disease Promotion = 58; Global Health Policy = 21), there is opportunity for students who may select policy or disease-focused streams to consider global mental health, thus guaranteeing a good recruitment/retention of students. The addition of this stream provides a suite of stream options for the school of GH to consider a rotation of offerings in the future, depending on available resources. This provides more flexibility for managing resources in the unit.

5. Consultation

- 5.1** Summarize consultation undertaken with relevant academic units. Include in this summary a commentary on how the proposed changes could impact other programs. Provide individual statements from the relevant program(s) confirming consultation and support as [appendices](#).

Please refer to Appendix 5. Extensive consultations have taken place at multiple levels:

- 1. Discussions have been held with Psychology Department to garner support for students in Global Health to have access to relevant courses outside the School, to make up their course credit requirements. The outcome has been extremely encouraging and we have the written support for the creation of this stream and the courses offered.**
- 2. Teaching commons was consulted and has communicated support for the GMH stream.**
- 3. Library services was consulted and has communicated support for the courses and preparedness to meet bibliographic requests for the stream courses.**

5.2 Summarize the consultation of the proposed modifications undertaken with current students and/or recent graduates.

A cross-section of students from Global Health Student Association (GHSA) provided valuable feedback on the introduction of a Global Mental Health (GMH) stream. Most responses have been positive, showing strong support for its development. However, some students expressed the need for clarity regarding the potential overlap with the Global Health Promotion and Disease Prevention (HPDP) stream. This feedback has been crucial in refining the learning outcomes for the GMH stream, ensuring we minimize any redundancies.

Clarifying perception of overlap between streams:

Health promotion is a core component of Global Mental Health (GMH) research and practice. The GMH stream aims to integrate this relationship by emphasizing health promotion theory and its practical application to mental health on a global scale. This focus is essential given the unique social determinants of mental health and the stream's emphasis on developing competencies in problem-solving and advocacy for equitable mental health services.

Additionally, students in the GMH stream will have opportunities to learn specific strategies to enhance their own mental well-being, a focus distinct from that of the Global Health Promotion and Disease Prevention stream. The two streams are, therefore, complementary, offering a broader range of in-house global health courses and reducing the need to rely on offerings from other departments. Table in appendix 2 clarifies the unique differences based on the stream learning outcomes.

5.3 Summarize any other internal and/or external consultation that demonstrate alignment of proposed program modifications with best practices and current needs (e.g. consultation with the [Office of Institutional Planning and Analysis](#) (OIPA), [Office of the Vice Provost Teaching and Learning](#), industry groups, accrediting bodies, etc.). Include

as [appendices](#) statements/letters of support from the relevant units/groups confirming consultation and support.

OIPA was consulted and the data confirms the market viability of the GMH stream. This data suggests that across Canada and United States of America ‘Population Health and Mental Health are both projected as skills growing in demand. All related skills such as behavioral health, public health, social work, quality improvement and care coordination are also growing skills’. ‘The number of publications has increased exponentially since 2013, particularly after COVID pointing to increasing attention to this area’.

APPENDICES⁵

Appendix 1: Side-by-Side Academic Calendar Copy Comparison (1.4)

Ensure that deletions are indicated with strikethrough text and additions are made in a contrasting colour.

Existing Calendar Copy (Change From):	Proposed Calendar Copy (Change To):
<p>Global Health (Specialized Honours BA Program): 120 credits</p> <p>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.</p> <p>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+).</p>	<p>Global Health (Specialized Honours BA Program): 120 credits</p> <p>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.</p> <p>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+).</p>

⁵ Add more appendices as required. Curriculum mapping may be presented in a different way than demonstrated here; however, content still need to be covered.

<p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • 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 <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements.</p>	<p>General education: a minimum of 18 credits as follows:</p> <ul style="list-style-type: none"> • 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 <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements.</p>
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<p>Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/</p> <p>Major credits: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:</p> <p>Core Courses (60 credits)</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 or HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 1011 3.00 • HH/GH 2000 3.00 • HH/GH 2011 3.00 and HH/GH 3011 3.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 • HH/GH 3000 3.00 • HH/GH 3100 3.00 • HH/GH 3545 3.00 • HH/GH 3740 3.00 • HH/GH 4010 3.00 • HH/GH 4100 3.00 • HH/GH 4200 3.00 • HH/GH 4510 3.00 	<p>Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/</p> <p>Major credits: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:</p> <p>Core Courses (60 credits)</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 or HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 1011 3.00 • HH/GH 2000 3.00 • HH/GH 2011 3.00 and HH/GH 3011 3.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 • HH/GH 3000 3.00 • HH/GH 3100 3.00 • HH/GH 3545 3.00 • HH/GH 3740 3.00 • HH/GH 4010 3.00 • HH/GH 4100 3.00 • HH/GH 4200 3.00 • HH/GH 4510 3.00
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<ul style="list-style-type: none"> • <u>HH/GH 4601 3.00</u> • <u>HH/GH 4602 6.00</u> • <u>HH/GH 4603 3.00</u> <p>Global e-Health</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/HLST 2040 3.00 or HH/HLST 2050 3.00</u> • <u>HH/HLST 3310 3.00</u> • <u>HH/HLST 3320 3.00</u> • <u>HH/HLST 3330 3.00</u> • <u>HH/HLST 3341 3.00</u> • <u>HH/HLST 4310 3.00</u> • <u>HH/HLST 4320 3.00</u> • <u>HH/HLST 4330 3.00</u> • <u>HH/HLST 4340 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> <p>Global Health Policy, Management and Systems</p> <p>At least 21 credits selected from:</p>	<ul style="list-style-type: none"> • <u>HH/GH 4601 3.00</u> • <u>HH/GH 4602 6.00</u> • <u>HH/GH 4603 3.00</u> <p>Global e-Health</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/HLST 2040 3.00 or HH/HLST 2050 3.00</u> • <u>HH/HLST 3310 3.00</u> • <u>HH/HLST 3320 3.00</u> • <u>HH/HLST 3330 3.00</u> • <u>HH/HLST 3341 3.00</u> • <u>HH/HLST 4310 3.00</u> • <u>HH/HLST 4320 3.00</u> • <u>HH/HLST 4330 3.00</u> • <u>HH/HLST 4340 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> <p>Global Health Policy, Management and Systems</p> <p>At least 21 credits selected from:</p>
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<ul style="list-style-type: none"> • <u>AP/ECON 1000 3.00</u> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4500 3.00</u> • <u>HH/GH 4910 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/HLST 2030 3.00</u> • <u>HH/HLST 3015 3.00</u> • <u>HH/HLST 3060 3.00</u> • <u>HH/HLST 3210 6.00</u> • <u>HH/HLST 3400 3.00</u> • <u>HH/HLST 3450 3.00</u> • <u>HH/HLST 3510 3.00</u> • <u>HH/HLST 3540 3.00</u> • <u>HH/HLST 4110 3.00</u> • <u>HH/HLST 4130 3.00</u> • <u>HH/HLST 4210 3.00</u> • <u>HH/HLST 4250 3.00</u> • <u>HH/HLST 4520 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> 	<ul style="list-style-type: none"> • <u>AP/ECON 1000 3.00</u> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4500 3.00</u> • <u>HH/GH 4910 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/HLST 2030 3.00</u> • <u>HH/HLST 3015 3.00</u> • <u>HH/HLST 3060 3.00</u> • <u>HH/HLST 3210 6.00</u> • <u>HH/HLST 3400 3.00</u> • <u>HH/HLST 3450 3.00</u> • <u>HH/HLST 3510 3.00</u> • <u>HH/HLST 3540 3.00</u> • <u>HH/HLST 4110 3.00</u> • <u>HH/HLST 4130 3.00</u> • <u>HH/HLST 4210 3.00</u> • <u>HH/HLST 4250 3.00</u> • <u>HH/HLST 4520 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u>
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Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)
- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 2050 3.00](#)
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)

Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- [HH/GH 3200 3.00](#)
- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 2050 3.00](#)
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)

- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 2021 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)
- [EU/ENVS 1400 3.00](#)

- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 2021 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)
- [EU/ENVS 1400 3.00](#)

<ul style="list-style-type: none"> • <u>EU/ENVS 2122 3.00</u> • <u>EU/ENVS 2125 3.00</u> • <u>EU/ENVS 2403 3.00</u> • <u>EU/ENVS 2410 3.00</u> • <u>EU/ENVS 2510 3.00</u> • <u>EU/ENVS 3150 3.00</u> • <u>EU/ENVS 3160 3.00</u> • <u>EU/ENVS 3340 3.00</u> • <u>EU/ENVS 3400 3.00</u> • <u>EU/ENVS 3401 3.00</u> • <u>EU/ENVS 3405 3.00</u> • <u>EU/ENVS 3430 3.00</u> • <u>EU/ENVS 3450 3.00</u> • <u>EU/ENVS 4120 3.00</u> • <u>EU/ENVS 4122 3.00</u> • <u>EU/ENVS 4215 3.00</u> • <u>EU/ENVS 4221 3.00</u> • <u>EU/ENVS 4225 3.00</u> • <u>EU/ENVS 4227 3.00</u> • <u>EU/ENVS 4311 3.00</u> • <u>EU/ENVS 4351 3.00</u> • <u>EU/ENVS 4430 3.00</u> • <u>EU/ENVS 4440 3.00</u> 	<ul style="list-style-type: none"> • <u>EU/ENVS 2122 3.00</u> • <u>EU/ENVS 2125 3.00</u> • <u>EU/ENVS 2403 3.00</u> • <u>EU/ENVS 2410 3.00</u> • <u>EU/ENVS 2510 3.00</u> • <u>EU/ENVS 3150 3.00</u> • <u>EU/ENVS 3160 3.00</u> • <u>EU/ENVS 3340 3.00</u> • <u>EU/ENVS 3400 3.00</u> • <u>EU/ENVS 3401 3.00</u> • <u>EU/ENVS 3405 3.00</u> • <u>EU/ENVS 3430 3.00</u> • <u>EU/ENVS 3450 3.00</u> • <u>EU/ENVS 4120 3.00</u> • <u>EU/ENVS 4122 3.00</u> • <u>EU/ENVS 4215 3.00</u> • <u>EU/ENVS 4221 3.00</u> • <u>EU/ENVS 4225 3.00</u> • <u>EU/ENVS 4227 3.00</u> • <u>EU/ENVS 4311 3.00</u> • <u>EU/ENVS 4351 3.00</u> • <u>EU/ENVS 4430 3.00</u> • <u>EU/ENVS 4440 3.00</u>
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<ul style="list-style-type: none"> • <u>EU/ENVS 4523 3.00</u> • <u>EU/ENVS 4800A 3.00</u> • <u>EU/ENVS 4800E 3.00</u> • <u>EU/GEOG 2030 3.00</u> • <u>EU/GEOG 2310 3.00</u> • <u>EU/GEOG 2320 3.00</u> • <u>EU/GEOG 3040 3.00</u> • <u>EU/GEOG 3070 3.00</u> • <u>EU/GEOG 3380 3.00</u> • <u>EU/GEOG 3400 3.00</u> • <u>EU/GEOG 4170 3.00</u> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3300 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> <p>Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Note: at least 12 credits in the major must be completed at the 4000 level.</p>	<ul style="list-style-type: none"> • <u>EU/ENVS 4523 3.00</u> • <u>EU/ENVS 4800A 3.00</u> • <u>EU/ENVS 4800E 3.00</u> • <u>EU/GEOG 2030 3.00</u> • <u>EU/GEOG 2310 3.00</u> • <u>EU/GEOG 2320 3.00</u> • <u>EU/GEOG 3040 3.00</u> • <u>EU/GEOG 3070 3.00</u> • <u>EU/GEOG 3380 3.00</u> • <u>EU/GEOG 3400 3.00</u> • <u>EU/GEOG 4170 3.00</u> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3300 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4920 3.00</u> <p><u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u></p> <p>Global Mental Health</p> <p>12.00 credits from:</p> <ul style="list-style-type: none"> • <u>HH/GH 3500 3.00</u> • <u>HH/GH 4700 3.00</u> • <u>HH/PSYC 1010 6.00</u>
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<p>Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.</p> <p>Global Health (Specialized Honours BSc Program): 120 credits</p> <p>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.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a minimum cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 12 credits as follows:</p> <ul style="list-style-type: none"> • 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 <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional</p>	<p>At least 3.00 credits selected from:</p> <ul style="list-style-type: none"> • HH/PSYC 2110 3.00 • HH/PSYC 2120 3.00 • HH/PSYC 2230 3.00 • HH/PSYC 3140 3.00 • HH/PSYC 3170 3.00 • HH/PSYC 3310 3.00 • HH/PSYC 3350 3.00 • HH/PSYC 3430 3.00 • HH/PSYC 3480 3.00 • HH/PSYC 3500 3.00 • HH/PSYC 3590 3.00 <p>Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Note: at least 12 credits in the major must be completed at the 4000 level.</p> <p>Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.</p> <p>Global Health (Specialized Honours BSc Program): 120 credits</p> <p>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.</p> <p>Graduation requirement: all graduates must complete a total of at least 120 credits, with a</p>
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<p>credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/</p> <p>Basic science requirement: a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> • six credits in mathematics selected from: • SC/MATH 1013 3.00 • SC/MATH 1014 3.00 • SC/MATH 1025 3.00 • SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: • LE/EECS 1520 3.00 • LE/EECS 1540 3.00 • LE/EECS 1570 3.00 	<p>minimum cumulative grade point average of 5.00 (C+).</p> <p>General education: a minimum of 12 credits as follows:</p> <ul style="list-style-type: none"> • 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 <p>Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).</p> <p>Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.</p> <p>Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.</p> <p>Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.</p> <p>Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are</p>
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<ul style="list-style-type: none"> • six credits selected from: • SC/BIOL 1000 3.00 • SC/BIOL 1001 3.00 • SC/CHEM 1000 3.00 • SC/CHEM 1001 3.00 • SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 • SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00 • SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 <p>Major credits: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:</p> <p>Core Courses (60 credits)</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 or HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 1011 3.00 • HH/GH 2000 3.00 • HH/GH 2011 3.00 and HH/GH 3011 3.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 • HH/GH 3000 3.00 • HH/GH 3100 3.00 	<p>used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/</p> <p>Basic science requirement: a minimum of 15 credits as follows:</p> <ul style="list-style-type: none"> • six credits in mathematics selected from: • SC/MATH 1013 3.00 • SC/MATH 1014 3.00 • SC/MATH 1025 3.00 • SC/MATH 1506 3.00 and SC/MATH 1507 3.00 • three credits selected from: • LE/EECS 1520 3.00 • LE/EECS 1540 3.00 • LE/EECS 1570 3.00 • six credits selected from: • SC/BIOL 1000 3.00 • SC/BIOL 1001 3.00 • SC/CHEM 1000 3.00 • SC/CHEM 1001 3.00 • SC/PHYS 1410 6.00 or SC/PHYS 1420 6.00 • SC/PHYS 1411 3.00 or SC/PHYS 1421 3.00
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<ul style="list-style-type: none"> • HH/GH 3545 3.00 • HH/GH 3740 3.00 • HH/GH 4010 3.00 • HH/GH 4100 3.00 • HH/GH 4200 3.00 • HH/GH 4600 3.00 • HH/GH 4601 6.00 • HH/GH 4603 3.00 	<ul style="list-style-type: none"> • SC/PHYS 1412 3.00 or SC/PHYS 1422 3.00 <p>Major credits: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:</p> <p>Core Courses (60 credits)</p> <ul style="list-style-type: none"> • HH/GH 1001 3.00 or HH/GH 1002 3.00 • HH/GH 1010 3.00 • HH/GH 1011 3.00 • HH/GH 2000 3.00 • HH/GH 2011 3.00 and HH/GH 3011 3.00 • HH/GH 2100 3.00 • HH/GH 2200 3.00 • HH/GH 3000 3.00 • HH/GH 3100 3.00 • HH/GH 3545 3.00 • HH/GH 3740 3.00 • HH/GH 4010 3.00 • HH/GH 4100 3.00 • HH/GH 4200 3.00 • HH/GH 4600 3.00 • HH/GH 4601 6.00 • HH/GH 4603 3.00
<p>Global e-Health</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • HH/GH 3200 3.00 • HH/GH 3550 3.00 • HH/GH 4000 3.00 • HH/GH 4920 3.00 • HH/HLST 2040 3.00 or HH/HLST 2050 3.00 • HH/HLST 3310 3.00 • HH/HLST 3320 3.00 • HH/HLST 3330 3.00 • HH/HLST 3341 3.00 • HH/HLST 4310 3.00 • HH/HLST 4320 3.00 • HH/HLST 4330 3.00 • HH/HLST 4340 3.00 	

<ul style="list-style-type: none"> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> 	<p>Global e-Health</p> <p>At least 21 credits selected from:</p>
<p>Global Health Policy, Management and Systems</p>	<ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u>
<p>At least 21 credits selected from:</p>	<ul style="list-style-type: none"> • <u>HH/GH 3550 3.00</u>
<ul style="list-style-type: none"> • <u>AP/ECON 1000 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/GH 4000 3.00</u>
<ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/GH 4920 3.00</u>
<ul style="list-style-type: none"> • <u>HH/GH 3550 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 2040 3.00</u> or <u>HH/HLST 2050 3.00</u>
<ul style="list-style-type: none"> • <u>HH/GH 4000 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 3310 3.00</u>
<ul style="list-style-type: none"> • <u>HH/GH 4500 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 3320 3.00</u>
<ul style="list-style-type: none"> • <u>HH/GH 4910 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 3330 3.00</u>
<ul style="list-style-type: none"> • <u>HH/GH 4920 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 3341 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 2030 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 4310 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 3015 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 4320 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 3060 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 4330 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 3210 6.00</u> 	<ul style="list-style-type: none"> • <u>HH/HLST 4340 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 3400 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 3450 3.00</u> 	<p>Global Health Policy, Management and Systems</p>
<ul style="list-style-type: none"> • <u>HH/HLST 3510 3.00</u> 	<p>At least 21 credits selected from:</p>
<ul style="list-style-type: none"> • <u>HH/HLST 3540 3.00</u> 	<ul style="list-style-type: none"> • <u>AP/ECON 1000 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 4110 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 4130 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/GH 3550 3.00</u>
<ul style="list-style-type: none"> • <u>HH/HLST 4210 3.00</u> 	
<ul style="list-style-type: none"> • <u>HH/HLST 4250 3.00</u> 	

<ul style="list-style-type: none"> • <u>HH/HLST 4520 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> <p>Global Health Promotion and Disease Prevention</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u> • <u>HH/GH 3500 3.00</u> • <u>HH/GH 3550 3.00</u> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4210 3.00</u> • <u>HH/GH 4310 3.00</u> • <u>HH/GH 4900 3.00</u> • <u>HH/GH 4910 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/HLST 3520 3.00</u> • <u>HH/GH 4005 6.00</u> (cross-listed to: <u>HH/KINE 4005 6.00</u>, <u>HH/PSYC 4005 6.00</u>) • <u>HH/KINE 3100 3.00</u> • <u>HH/KINE 3340 3.00</u> • <u>HH/KINE 3350 3.00</u> • <u>HH/KINE 3645 3.00</u> • <u>HH/KINE 4010 3.00</u> 	<ul style="list-style-type: none"> • <u>HH/GH 4000 3.00</u> • <u>HH/GH 4500 3.00</u> • <u>HH/GH 4910 3.00</u> • <u>HH/GH 4920 3.00</u> • <u>HH/HLST 2030 3.00</u> • <u>HH/HLST 3015 3.00</u> • <u>HH/HLST 3060 3.00</u> • <u>HH/HLST 3210 6.00</u> • <u>HH/HLST 3400 3.00</u> • <u>HH/HLST 3450 3.00</u> • <u>HH/HLST 3510 3.00</u> • <u>HH/HLST 3540 3.00</u> • <u>HH/HLST 4110 3.00</u> • <u>HH/HLST 4130 3.00</u> • <u>HH/HLST 4210 3.00</u> • <u>HH/HLST 4250 3.00</u> • <u>HH/HLST 4520 3.00</u> • <u>HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00</u> <p>Global Health Promotion and Disease Prevention</p> <p>At least 21 credits selected from:</p> <ul style="list-style-type: none"> • <u>HH/GH 3200 3.00</u>
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- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)
- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)
- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)

- [HH/GH 3500 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/HLST 3520 3.00](#)
- [HH/GH 4005 6.00](#) (cross-listed to: [HH/KINE 4005 6.00](#), [HH/PSYC 4005 6.00](#))
- [HH/KINE 3100 3.00](#)
- [HH/KINE 3340 3.00](#)
- [HH/KINE 3350 3.00](#)
- [HH/KINE 3645 3.00](#)
- [HH/KINE 4010 3.00](#)
- [HH/KINE 4020 3.00](#)
- [HH/KINE 4140 3.00](#)
- [HH/KINE 4150 3.00](#)
- [HH/KINE 4340 3.00](#)
- [HH/KINE 4370 3.00](#)
- [HH/KINE 4485 3.00](#)
- [HH/KINE 4518 3.00](#)

- [EU/ENVS 1300 3.00](#)
- [EU/ENVS 1400 3.00](#)
- [EU/ENVS 2122 3.00](#)
- [EU/ENVS 2125 3.00](#)
- [EU/ENVS 2403 3.00](#)
- [EU/ENVS 2410 3.00](#)
- [EU/ENVS 2510 3.00](#)
- [EU/ENVS 3150 3.00](#)
- [EU/ENVS 3160 3.00](#)
- [EU/ENVS 3340 3.00](#)
- [EU/ENVS 3400 3.00](#)
- [EU/ENVS 3401 3.00](#)
- [EU/ENVS 3405 3.00](#)
- [EU/ENVS 3430 3.00](#)
- [EU/ENVS 3450 3.00](#)
- [EU/ENVS 4120 3.00](#)
- [EU/ENVS 4122 3.00](#)
- [EU/ENVS 4215 3.00](#)
- [EU/ENVS 4221 3.00](#)
- [EU/ENVS 4225 3.00](#)
- [EU/ENVS 4227 3.00](#)
- [EU/ENVS 4311 3.00](#)
- [EU/ENVS 4351 3.00](#)

- [HH/KINE 4565 3.00](#)
- [HH/KINE 4640 3.00](#)
- [HH/KINE 4645 3.00](#)
- [HH/KINE 4646 3.00](#)
- [HH/KINE 4710 3.00](#)
- [HH/KINE 4720 3.00](#)
- [HH/KINE 4900 3.00](#)
- [HH/PSYC 3140 3.00](#)
- [HH/PSYC 3170 3.00](#)
- [HH/PSYC 3490 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- [EU/ENVS 1210 3.00](#)
- [EU/ENVS 1100 3.00](#)
- [EU/ENVS 1300 3.00](#)
- [EU/ENVS 1400 3.00](#)
- [EU/ENVS 2122 3.00](#)
- [EU/ENVS 2125 3.00](#)
- [EU/ENVS 2403 3.00](#)
- [EU/ENVS 2410 3.00](#)
- [EU/ENVS 2510 3.00](#)

- [EU/ENVS 4430 3.00](#)
- [EU/ENVS 4440 3.00](#)
- [EU/ENVS 4523 3.00](#)
- [EU/ENVS 4800A 3.00](#)
- [EU/ENVS 4800E 3.00](#)
- [EU/GEOG 2030 3.00](#)
- [EU/GEOG 2310 3.00](#)
- [EU/GEOG 2320 3.00](#)
- [EU/GEOG 3040 3.00](#)
- [EU/GEOG 3070 3.00](#)
- [EU/GEOG 3380 3.00](#)
- [EU/GEOG 3400 3.00](#)
- [EU/GEOG 4170 3.00](#)
- [HH/GH 3200 3.00](#)
- [HH/GH 3300 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Upper-level credits: a minimum of 42 at the 3000 or 4000 level including at least 18 credits in the major, of which 12 credits must be in the major at the 4000 level.

- [EU/ENVS 3150 3.00](#)
- [EU/ENVS 3160 3.00](#)
- [EU/ENVS 3340 3.00](#)
- [EU/ENVS 3400 3.00](#)
- [EU/ENVS 3401 3.00](#)
- [EU/ENVS 3405 3.00](#)
- [EU/ENVS 3430 3.00](#)
- [EU/ENVS 3450 3.00](#)
- [EU/ENVS 4120 3.00](#)
- [EU/ENVS 4122 3.00](#)
- [EU/ENVS 4215 3.00](#)
- [EU/ENVS 4221 3.00](#)
- [EU/ENVS 4225 3.00](#)
- [EU/ENVS 4227 3.00](#)
- [EU/ENVS 4311 3.00](#)
- [EU/ENVS 4351 3.00](#)
- [EU/ENVS 4430 3.00](#)
- [EU/ENVS 4440 3.00](#)
- [EU/ENVS 4523 3.00](#)
- [EU/ENVS 4800A 3.00](#)
- [EU/ENVS 4800E 3.00](#)
- [EU/GEOG 2030 3.00](#)
- [EU/GEOG 2310 3.00](#)

Required science credits outside the major: a minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - [HH/KINE 2380 3.00](#)
 - [HH/KINE 3240 3.00](#)
 - [HH/KINE 3360 3.00](#)
 - [HH/KINE 3430 3.00](#)
 - [HH/KINE 3440 3.00](#)
 - [HH/KINE 3490 3.00](#)
 - [HH/KINE 3510 3.00](#)
 - [HH/KINE 3580 3.00](#)
 - [HH/KINE 3620 3.00](#)
 - [HH/KINE 4340 3.00](#)
 - [HH/KINE 4350 3.00](#)
 - [HH/KINE 4370 3.00](#)
 - [HH/KINE 4375 3.00](#)
 - [HH/KINE 4420 3.00](#)
 - [HH/KINE 4430 3.00](#)
 - [HH/KINE 4480 3.00](#)

- [EU/GEOG 2320 3.00](#)
- [EU/GEOG 3040 3.00](#)
- [EU/GEOG 3070 3.00](#)
- [EU/GEOG 3380 3.00](#)
- [EU/GEOG 3400 3.00](#)
- [EU/GEOG 4170 3.00](#)
- [HH/GH 3200 3.00](#)
- [HH/GH 3300 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Mental Health

12.00 credits from:

- [HH/GH 3500 3.00](#)
- [HH/GH 4700 3.00](#)
- [HH/PSYC 1010 6.00](#)

At least 3.00 credits selected from:

- [HH/PSYC 2110 3.00](#)
- [HH/PSYC 2120 3.00](#)
- [HH/PSYC 2230 3.00](#)

<ul style="list-style-type: none"> • HH/KINE 4485 3.00 • HH/KINE 4490 3.00 • HH/KINE 4495 3.00 • HH/KINE 4560 3.00 • HH/KINE 4620 3.00 • HH/KINE 4635 3.00 • HH/KINE 4645 3.00 • HH/KINE 4646 3.00 • All psychology courses, excluding: • HH/PSYC 3350 3.00 • HH/PSYC 3430 3.00 • HH/PSYC 3600 3.00 • HH/PSYC 3630 3.00 • HH/PSYC 3670 3.00 • HH/PSYC 4891 6.00 <p>Electives: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.</p>	<ul style="list-style-type: none"> • HH/PSYC 3140 3.00 • HH/PSYC 3170 3.00 • HH/PSYC 3310 3.00 • HH/PSYC 3350 3.00 • HH/PSYC 3430 3.00 • HH/PSYC 3480 3.00 • HH/PSYC 3500 3.00 • HH/PSYC 3590 3.00 <p>Upper-level credits: a minimum of 42 at the 3000 or 4000 level including at least 18 credits in the major, of which 12 credits must be in the major at the 4000 level.</p> <p>Required science credits outside the major: a minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:</p> <ul style="list-style-type: none"> • All courses offered through the Faculty of Science and the Lassonde School of Engineering; • All kinesiology and health science courses, excluding: • HH/KINE 2380 3.00 • HH/KINE 3240 3.00 • HH/KINE 3360 3.00 • HH/KINE 3430 3.00 • HH/KINE 3440 3.00 • HH/KINE 3490 3.00
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	<ul style="list-style-type: none">• <u>HH/KINE 3510 3.00</u>• <u>HH/KINE 3580 3.00</u>• <u>HH/KINE 3620 3.00</u>• <u>HH/KINE 4340 3.00</u>• <u>HH/KINE 4350 3.00</u>• <u>HH/KINE 4370 3.00</u>• <u>HH/KINE 4375 3.00</u>• <u>HH/KINE 4420 3.00</u>• <u>HH/KINE 4430 3.00</u>• <u>HH/KINE 4480 3.00</u>• <u>HH/KINE 4485 3.00</u>• <u>HH/KINE 4490 3.00</u>• <u>HH/KINE 4495 3.00</u>• <u>HH/KINE 4560 3.00</u>• <u>HH/KINE 4620 3.00</u>• <u>HH/KINE 4635 3.00</u>• <u>HH/KINE 4645 3.00</u>• <u>HH/KINE 4646 3.00</u>• All psychology courses, excluding:<ul style="list-style-type: none">• <u>HH/PSYC 3350 3.00</u>• <u>HH/PSYC 3430 3.00</u>• <u>HH/PSYC 3600 3.00</u>• <u>HH/PSYC 3630 3.00</u>
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	<ul style="list-style-type: none"> • HH/PSYC 3670 3.00 • HH/PSYC 4891 6.00 <p>Electives: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.</p>
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Proposed Calendar Copy:

Global Health (Specialized Honours BA Program): 120 credits

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

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

General education: a minimum of 18 credits as follows:

- 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

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking natural science courses, approved humanities or social science categories courses and Faculty of Health general

education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/

Major credits: a minimum of 81 major credits (60 core course credits and at least 21 additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:

Core Courses (60 credits)

- HH/GH 1001 3.00 or HH/GH 1002 3.00
- HH/GH 1010 3.00
- [HH/GH 1011 3.00](#)
- HH/GH 2000 3.00
- [HH/GH 2011 3.00 and HH/GH 3011 3.00](#)
- HH/GH 2100 3.00
- HH/GH 2200 3.00
- HH/GH 3000 3.00
- HH/GH 3100 3.00
- HH/GH 3545 3.00
- HH/GH 3740 3.00
- HH/GH 4010 3.00
- HH/GH 4100 3.00
- HH/GH 4200 3.00
- HH/GH 4510 3.00
- [HH/GH 4601 3.00](#)
- [HH/GH 4602 6.00](#)
- [HH/GH 4603 3.00](#)

Global e-Health

At least **15** credits selected from:

- HH/GH 3200 3.00
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- HH/HLST 2040 3.00 **or** HH/HLST 2050 3.00
- HH/HLST 3310 3.00

- HH/HLST 3320 3.00
- HH/HLST 3330 3.00
- HH/HLST 3341 3.00
- HH/HLST 4310 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- HH/HLST 4340 3.00
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health Law, Policy, and Governance

At least **15** credits selected from:

- AP/ECON 1000 3.00
- HH/GH 3200 3.00
- HH/GH 3550 3.00
- [HH/GH 4000 3.00](#)
- [HH/GH 4500 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- HH/HLST 2030 3.00
- HH/HLST 3015 3.00
- HH/HLST 3060 3.00
- HH/HLST 3210 6.00
- HH/HLST 3400 3.00
- HH/HLST 3450 3.00
- HH/HLST 3510 3.00
- HH/HLST 3540 3.00
- HH/HLST 4110 3.00
- HH/HLST 4130 3.00
- HH/HLST 4210 3.00
- HH/HLST 4250 3.00
- HH/HLST 4520 3.00
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health Promotion and Disease Prevention

At least **15** credits selected from:

- HH/GH 3200 3.00
- HH/GH 3500 3.00

- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4210 3.00](#)
- [HH/GH 4310 3.00](#)
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- HH/HLST 3520 3.00
- HH/GH 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)
- [HH/KINE 2050 3.00](#)
- HH/KINE 3100 3.00
- HH/KINE 3340 3.00
- HH/KINE 3350 3.00
- HH/KINE 3645 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- HH/KINE 4140 3.00
- HH/KINE 4150 3.00
- HH/KINE 4340 3.00
- HH/KINE 4370 3.00
- HH/KINE 4485 3.00
- HH/KINE 4518 3.00
- HH/KINE 4565 3.00
- HH/KINE 4640 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- HH/KINE 4710 3.00
- HH/KINE 4720 3.00
- HH/KINE 4900 3.00
- [HH/PSYC 2021 3.00](#)
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3490 3.00
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least **15** credits selected from:

- EU/ENVS 1210 3.00
- EU/ENVS 1100 3.00

- EU/ENVS 1300 3.00
- EU/ENVS 1400 3.00
- EU/ENVS 2122 3.00
- EU/ENVS 2125 3.00
- EU/ENVS 2403 3.00
- EU/ENVS 2410 3.00
- EU/ENVS 2510 3.00
- EU/ENVS 3150 3.00
- EU/ENVS 3160 3.00
- EU/ENVS 3340 3.00
- EU/ENVS 3400 3.00
- EU/ENVS 3401 3.00
- EU/ENVS 3405 3.00
- EU/ENVS 3430 3.00
- EU/ENVS 3450 3.00
- EU/ENVS 4120 3.00
- EU/ENVS 4122 3.00
- EU/ENVS 4215 3.00
- EU/ENVS 4221 3.00
- EU/ENVS 4225 3.00
- EU/ENVS 4227 3.00
- EU/ENVS 4311 3.00
- EU/ENVS 4351 3.00
- EU/ENVS 4430 3.00
- EU/ENVS 4440 3.00
- EU/ENVS 4523 3.00
- EU/ENVS 4800A 3.00
- EU/ENVS 4800E 3.00
- EU/GEOG 2030 3.00
- EU/GEOG 2310 3.00
- EU/GEOG 2320 3.00
- EU/GEOG 3040 3.00
- EU/GEOG 3070 3.00
- EU/GEOG 3380 3.00
- EU/GEOG 3400 3.00
- EU/GEOG 4170 3.00
- HH/GH 3200 3.00
- [HH/GH 3300 3.00](#)
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Mental Health

9.00 credits from:

- HH/GH 3500 3.00
- HH/GH 4700 3.00
- HH/PSYC 1010 6.00

At least 6.00 credits selected from:

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3310 3.00
- HH/PSYC 3350 3.00
- HH/PSYC 3430 3.00
- HH/PSYC 3480 3.00
- HH/PSYC 3500 3.00
- HH/PSYC 3590 3.00

Upper-level credits: a minimum of 36 credits must be taken at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Note: at least 12 credits in the major must be completed at the 4000 level.

Credits outside the major: a minimum of 18 credits outside the major. Credits outside the major may be used to fulfil upper-level credits.

Global Health (Specialized Honours BSc Program): 120 credits

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

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

General education: a minimum of 12 credits as follows:

- 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

Note 1: it is strongly recommended that Global Health students take HH/IHST 1020 6.00 (an approved Faculty of Health general education course).

Note 2: it is strongly recommended that students complete the general education requirements above within their first 54 credits.

Note 3: students may complete a maximum of 30 credits in general education; any additional credits not being used to fulfil general education may count toward electives.

Note 4: general education requirements are satisfied by taking approved humanities or social science categories courses and faculty of health general education courses. For further information please visit yorku.ca/health/academic-resources/general-education-requirements/.

Note 5: Students have the option to take specified Faculty of Health courses to fulfill their social sciences general education requirements. Courses offered by the Faculty of Health that are used to fulfill the social sciences general education credits may not also count as credits towards the major. For a list of courses, please visit: yorku.ca/health/general-education-approvedhhcourses/

Basic science requirement: a minimum of 15 credits as follows:

- six credits in mathematics selected from:
 - SC/MATH 1013 3.00
 - SC/MATH 1014 3.00
 - SC/MATH 1025 3.00
 - SC/MATH 1506 3.00 **and** SC/MATH 1507 3.00
- three credits selected from:

- LE/EECS 1520 3.00
- LE/EECS 1540 3.00
- LE/EECS 1570 3.00
- six credits selected from:
- SC/BIOL 1000 3.00
- SC/BIOL 1001 3.00
- SC/CHEM 1000 3.00
- SC/CHEM 1001 3.00
- SC/PHYS 1410 6.00 **or** SC/PHYS 1420 6.00
- SC/PHYS 1411 3.00 **or** SC/PHYS 1421 3.00
- SC/PHYS 1412 3.00 **or** SC/PHYS 1422 3.00

Major credits: a minimum of ~~81~~ major credits (60 core course credits and at least ~~21~~ additional credits selected in consultation with the program coordinator developing the area of concentration) as follows:

Core Courses (60 credits)

- HH/GH 1001 3.00 or HH/GH 1002 3.00
- HH/GH 1010 3.00_
- HH/GH 1011 3.00
- HH/GH 2000 3.00_
- HH/GH 2011 3.00 and HH/GH 3011 3.00
- HH/GH 2100 3.00_
- HH/GH 2200 3.00
- HH/GH 3000 3.00
- HH/GH 3100 3.00
- HH/GH 3545 3.00
- HH/GH 3740 3.00
- HH/GH 4010 3.00
- HH/GH 4100 3.00
- HH/GH 4200 3.00_
- HH/GH 4600 3.00
- HH/GH 4601 6.00
- HH/GH 4603 3.00

Global e-Health

At least 21 credits selected from:

- HH/GH 3200 3.00_
- HH/GH 3550 3.00

- [HH/GH 4000 3.00](#)
- [HH/GH 4920 3.00](#)
- HH/HLST 2040 3.00 or HH/HLST 2050 3.00
- HH/HLST 3310 3.00
- HH/HLST 3320 3.00
- HH/HLST 3330 3.00
- HH/HLST 3341 3.00
- HH/HLST 4310 3.00
- HH/HLST 4320 3.00
- HH/HLST 4330 3.00
- HH/HLST 4340 3.00
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health Policy, Management and Systems

At least 21 credits selected from:

- AP/ECON 1000 3.00
- HH/GH 3200 3.00
- HH/GH 3550 3.00
- [HH/GH 4000 3.00](#)
- [HH/GH 4500 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- HH/HLST 2030 3.00
- HH/HLST 3015 3.00
- HH/HLST 3060 3.00
- HH/HLST 3210 6.00
- HH/HLST 3400 3.00
- HH/HLST 3450 3.00
- HH/HLST 3510 3.00
- HH/HLST 3540 3.00
- HH/HLST 4110 3.00
- HH/HLST 4130 3.00
- HH/HLST 4210 3.00
- HH/HLST 4250 3.00
- HH/HLST 4520 3.00
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health Promotion and Disease Prevention

At least 21 credits selected from:

- HH/GH 3200 3.00
- HH/GH 3500 3.00
- [HH/GH 3550 3.00](#)
- [HH/GH 4000 3.00](#)
- HH/GH 4210 3.00
- HH/GH 4310 3.00
- [HH/GH 4900 3.00](#)
- [HH/GH 4910 3.00](#)
- [HH/GH 4920 3.00](#)
- HH/HLST 3520 3.00
- HH/GH 4005 6.00 (cross-listed to: HH/KINE 4005 6.00, HH/PSYC 4005 6.00)
- HH/KINE 3100 3.00
- HH/KINE 3340 3.00
- HH/KINE 3350 3.00
- HH/KINE 3645 3.00
- HH/KINE 4010 3.00
- HH/KINE 4020 3.00
- HH/KINE 4140 3.00
- HH/KINE 4150 3.00
- HH/KINE 4340 3.00
- HH/KINE 4370 3.00
- HH/KINE 4485 3.00
- HH/KINE 4518 3.00
- HH/KINE 4565 3.00
- HH/KINE 4640 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- HH/KINE 4710 3.00
- HH/KINE 4720 3.00
- HH/KINE 4900 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3490 3.00
- [HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00](#)

Global Health and the Environment

At least 21 credits selected from:

- EU/ENVS 1210 3.00
- EU/ENVS 1100 3.00
- EU/ENVS 1300 3.00
- EU/ENVS 1400 3.00
- EU/ENVS 2122 3.00
- EU/ENVS 2125 3.00
- EU/ENVS 2403 3.00
- EU/ENVS 2410 3.00
- EU/ENVS 2510 3.00
- EU/ENVS 3150 3.00
- EU/ENVS 3160 3.00
- EU/ENVS 3340 3.00
- EU/ENVS 3400 3.00
- EU/ENVS 3401 3.00
- EU/ENVS 3405 3.00
- EU/ENVS 3430 3.00
- EU/ENVS 3450 3.00
- EU/ENVS 4120 3.00
- EU/ENVS 4122 3.00
- EU/ENVS 4215 3.00
- EU/ENVS 4221 3.00
- EU/ENVS 4225 3.00
- EU/ENVS 4227 3.00
- EU/ENVS 4311 3.00
- EU/ENVS 4351 3.00
- EU/ENVS 4430 3.00
- EU/ENVS 4440 3.00
- EU/ENVS 4523 3.00
- EU/ENVS 4800A 3.00
- EU/ENVS 4800E 3.00
- EU/GEOG 2030 3.00
- EU/GEOG 2310 3.00
- EU/GEOG 2320 3.00
- EU/GEOG 3040 3.00
- EU/GEOG 3070 3.00
- EU/GEOG 3380 3.00
- EU/GEOG 3400 3.00
- EU/GEOG 4170 3.00
- HH/GH 3200 3.00
- HH/GH 3300 3.00
- HH/GH 3550 3.00
- HH/GH 4000 3.00
- HH/GH 4920 3.00

- HH/KINE 2050 3.00 OR HH/PSYC 2021 3.00 OR SC/MATH 1131 3.00 OR HH/PSYC 2020 6.00 OR HH/PSYC 2022 3.00

Global Mental Health

9.00 credits from:

- HH/GH 3500 3.00
- HH/GH 4700 3.00
-
- HH/PSYC 1010 6.00

At least 6.00 credits selected from:

- HH/PSYC 2110 3.00
- HH/PSYC 2120 3.00
- HH/PSYC 2230 3.00
- HH/PSYC 3140 3.00
- HH/PSYC 3170 3.00
- HH/PSYC 3310 3.00
- HH/PSYC 3350 3.00
- HH/PSYC 3430 3.00
- HH/PSYC 3480 3.00
- HH/PSYC 3500 3.00
- HH/PSYC 3590 3.00

Upper-level credits: a minimum of 42 at the 3000 or 4000 level including at least 18 credits in the major, of which 12 credits must be in the major at the 4000 level.

Required science credits outside the major: a minimum of nine credits in science disciplines outside the major, of which three credits must be at the 2000-level or above. Required science credits outside the major can be selected from the following:

- All courses offered through the Faculty of Science and the Lassonde School of Engineering;
- All kinesiology and health science courses, excluding:
 - HH/KINE 2380 3.00
 - HH/KINE 3240 3.00
 - HH/KINE 3360 3.00
 - HH/KINE 3430 3.00
 - HH/KINE 3440 3.00
 - HH/KINE 3490 3.00
 - HH/KINE 3510 3.00

- HH/KINE 3580 3.00
- HH/KINE 3620 3.00
- HH/KINE 4340 3.00
- HH/KINE 4350 3.00
- HH/KINE 4370 3.00
- HH/KINE 4375 3.00
- HH/KINE 4420 3.00
- HH/KINE 4430 3.00
- HH/KINE 4480 3.00
- HH/KINE 4485 3.00
- HH/KINE 4490 3.00
- HH/KINE 4495 3.00
- HH/KINE 4560 3.00
- HH/KINE 4620 3.00
- HH/KINE 4635 3.00
- HH/KINE 4645 3.00
- HH/KINE 4646 3.00
- All psychology courses, excluding:
- HH/PSYC 3350 3.00
- HH/PSYC 3430 3.00
- HH/PSYC 3600 3.00
- HH/PSYC 3630 3.00
- HH/PSYC 3670 3.00
- HH/PSYC 4891 6.00

Electives: Additional elective credits for an overall total of at least 120 credits. Elective credits may be used to fulfil science and upper-level credits.

Appendix 2: Comparison of HPDP-Stream and GMH-Stream Learning Outcomes

HPDP Stream learning outcomes	GMH stream learning outcomes	Clarification of perceived overlaps
<p>Design, implement, and evaluate strategies for promoting health and preventing disease across a wide range of global health issues. Students will develop expertise in addressing various health issues, including infectious diseases, chronic conditions, injuries, and non-communicable diseases, with a focus on evidence-based approaches to improve health outcomes at the global level.</p>	<p>Design, implement, and evaluate strategies for promoting global mental health. Students will develop specific expertise in global mental health to critically assess the interdisciplinarity of GMH, Engage in collaborative problem-solving of real-world issues that promote mental health and equity, and design culturally responsive interventions and advocacy strategies to promote mental health equity and address global challenges through collaboration and systems thinking.</p>	<p>The Global Mental Health (GMH) stream provides a focused exploration of mental health as a global issue. It enables in-depth inquiry into the challenges and opportunities associated with the understanding of mental health worldwide.</p> <p>The Global Health Promotion and Disease Prevention (GHPDP) stream advances our understanding of global health promotion and disease prevention strategies with a broader focus on multiple health determinants and a wider range of health challenges. It emphasizes a comprehensive approach to health and equity, addressing a wide range of health determinants and issues, including mental health, infectious diseases, chronic conditions, injuries, and non-communicable diseases.</p>

Appendix 3: PLOs to Ontario’s Degree Level Expectations (2.2)

*This section focuses on mapping the additional stream PLOs

Map of PLOs to Ontario’s Degree Level Expectations							
		Depth and breadth of knowledge	Knowledge of methodologies	Application of knowledge	Communication skills	Awareness of limits of knowledge	Autonomy and professional capacity
PLO 8	Critically assess the evolution of global mental health by applying interdisciplinary approaches to address mental health systems, policies, and access barriers globally.	√	√			√	
PLO 9	Incorporate contemporary determinants of mental health (climate change, pandemics, digital technology, loneliness), when collaboratively problem-solving real-world issues that promote mental health and equity at the local and global level.	√	√	√			
PLO 10	Demonstrate personal resilience for promoting mental health and fostering mental well-being, including stress management and coping skills at the individual level.	√	√	√			√
PLO 11	Design culturally responsive interventions and advocacy strategies to promote mental health equity and address global challenges through collaboration and systems thinking	√	√	√	√		√

Note that there are details and descriptions for each expectation on the [OUCQA website](https://oucqa.ca/framework/appendix-2/).

<https://oucqa.ca/framework/appendix-2/>

Additional details on mapping can be found on York's [Curriculum Support](#) website.

Appendix 4: PLOs to Program Courses – Curriculum Map (2.3)

Map of PLOs and Program Curriculum										
	PLO 8	PLO 9	PLO 10	PLO 11						
Core/ Required Courses										
GH 3500	√	√	√							
PSYC 1010	√									
GH 4700		√	√	√						
*Add more as needed										
Electives/ Optional Courses										
PSYC 2110			√							
PSYC 2120				√						
PSYC 2230			√							
PSYC 3140	√									
PSYC 3170	√	√	√	√						
PSYC 3310	√									
PSYC 3350	√			√						
PSYC 3430			√							
PSYC 3480	√									
PSYC 3500			√	√						
PSYC 3590		√		√						
*Add more as needed										

Appendix 5: Consultation and Support Letters (5.1)

Example A: Support from Educational/Curricular Development Specialist

Example B: Support from Department of Psychology

Example C: Student Feedback

Students' Input

- Reactions to program changes
 - Potential reduction of stream electives to 15-18 credits:
 - Some students would appreciate this because 21 credits is a lot
 - However, other students would prefer more GH specific electives or a narrowed down list of stream electives instead of a reduction in credits
 - Proposed new stream as of Fall 2025 – Global Mental Health:
 - There is some interest but opinions are split
 - One student pointed out that this could overlap too much with the Health Promotion & Disease Prevention stream
 - Another student prefers if it stays a single course, unless more courses are added specific to mental health on a global scale

b. *What are your thoughts on a potential new stream: Global Mental Health (F25)?*

- “This could be interesting, and would also be a good way for students interested in psychology to take more of those as stream electives. But I wonder how different it would be from the Health Promotion & Disease Prevention stream.”
- “Not a fan. It should just be a single course. Unless the psychology department has additional courses on mental health from a global perspective, I do not see an added value of having a Global Mental Health stream.”
- “I like this idea.”

- “This seems like a very important stream to help us address health holistically. We have seen an important shift over the last two decades of people putting more time, resources, and attention towards mental health. We need to continue this across streams of health and action to ensure that we can help improve well-being for all, in all

ways, as the Global Health program always aims to do. Mental health is such a foundational element of our health that can serve as a facilitator or barrier to our day-to-day economic contributions (healthy people contributing more in the workforce), our capacity to respond to environmental and physiological changes, and many other important parts of our society. I think a global mental health stream is very important and, in particular, I would like to see some courses or units dedicated to the evolution of mental health understandings, such as with "hysteria." I think that the idea of hysteria as a clinical diagnosis continues to effect how many women receive healthcare around the world and contributes to the global gender health gap that we have been aiming to close. I think partnerships with not only CAMH but also Women's College Hospital would be great to bring in for this reason. I sincerely look forward to seeing what the global mental health stream will bring in terms of addressing these histories and building on them to promote health equity”

Example D: Library Support

July 2, 2024

GH4700 Promoting Global Mental Health

Required and Recommended Reading List:

I have reviewed the bibliography that you provided with the course description and have placed one item from the list on order. The others are available in our catalogue.

Placing readings on Reserve (short-term loan):

Should course instructors want to place any required readings on reserve for student use at Scott or Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/> . Permanent links to articles we subscribe to can be created for posting in course management systems, and instructions are available here: <https://researchguides.library.yorku.ca/permalinks>

Electronic Resources and Databases:

The primary databases and indexes of relevance include Global Health (Ovid), PsycINFO (Ovid and ProQuest), CINAHL (EBSCO), Public Health Database (ProQuest), Medline (Ovid), Embase (Ovid), Web of Science (Clarivate), Scopus (Elsevier), ProQuest Dissertations and Theses (ProQuest), and Ulrich's International Periodicals Directory, in addition to other specialized electronic resources.

Numerous electronic books and other resources in Global Health, Psychology, Nursing, and other relevant subject areas are also available in the York Libraries catalogue.

Style guides:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). *AMA manual of style: A guide for authors and editors* (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

The holdings in our library currently support undergraduate and graduate-level courses in related Global Health, Psychology, Nursing, and Neuroscience courses. Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through OMNI for any additional information needs that may come up. There is no limit to the number of articles that a student or faculty member may order per year, and these are delivered to the desktop, free of charge. Books can also be requested through both the OMNI system free of charge. Registration and requesting is available from:

<https://www.library.yorku.ca/web/ask-services/borrow-renew-return/omni-interlibrary-loan/>.

Library Research and Information Literacy Support:

Librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, databases, and government sources.
- Using APA or another citation style.

- Classes are provided in Scott Library on managing references using Zotero bibliographic management software. As classes are scheduled in the fall, they will appear as the term approaches. Registration is through this link:
<https://yorku.libcal.com/calendar/libraryworkshops?cid=7880&t=d&d=0000-00-00&cal=7880&inc=0>

Research guides:

A Global Health Research Guide, Psychology Research Guide, Nursing Research Guide, Health Industry Management Research Guide, Systematic & Scoping Review Research Guide as well as others in related fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Global Health. Resources and links will be added upon request.

Global Health Research Guide <https://researchguides.library.yorku.ca/health>
Psychology Research Guide <https://researchguides.library.yorku.ca/Psychology>
Nursing Research Guide <https://researchguides.library.yorku.ca/Nursing>
Health Industry Management Research Guide
<https://researchguides.library.yorku.ca/healthindustrymanagement>
Systematic & Scoping Review Research Guide
<https://researchguides.library.yorku.ca/c.php?g=733388>

Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published. Please submit your purchase request by using the form at
<https://www.library.yorku.ca/web/collections/suggestion-for-purchase-form/>

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian
102K Steacie Science and Engineering Library
E-mail: ilo@yorku.ca

Example E: Marketing Analysis

Labour Market Review: Undergraduate Global Mental Health Stream

OIPA - Market Research Practice
September 2024

YORK 



Labour Market Review

GLOBAL MENTAL HEALTH STREAM – GLOBAL HEALTH

Contents

- Canada Job Postings** 2
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 - Top Skills 4

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 - Top Skills 7

- Scopus Data** 8

Methodology

The report presents labour market insights from job posting data in Canada and US. The analysis is conducted in Lightcast Platform with “Global Health” or “Population Health” as well as “Mental Health” as keyword in job postings. Analysis includes:

- Job Posting Trend
- Top Employers and Industries
- Top Occupations
- Top Skills

The report also includes analysis of Scopus data to explore research trends for this field.

Canada Job Postings

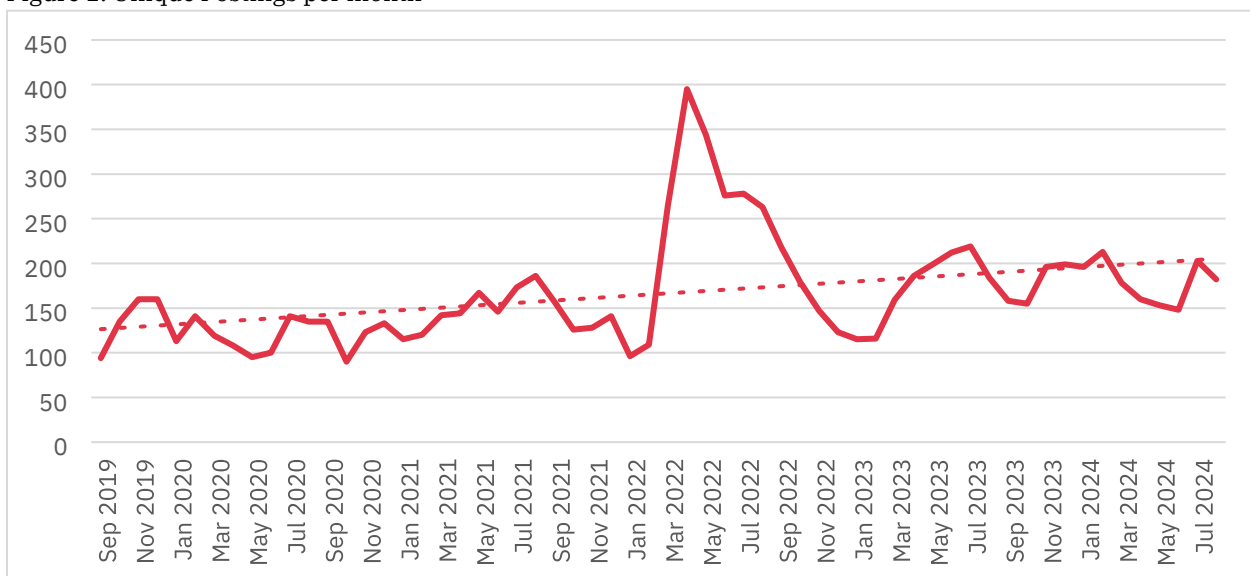
A total of 11,150 jobs were posted during the last five years April 2019 to July 2024. Of these 3,739 were unique jobs.

26% of the total Global Health or Population Health jobs also had mental health listed as keyword in job posting.

Job Posting Trend

There was a 93% increase in listings per month from 93 per month in April 2019 to 182 per month in July 2024. Average postings per month in last five years was 166.

Figure 1: Unique Postings per month



Top Employers

Top employers are mostly from the following industries: (i) Government agencies; (ii) universities and professional bodies; (iii) hospitals and health networks; and (iii) insurance agencies (iv) consulting firms; and (v) nonprofit organizations.

Company	Total Postings (Apr 2019 - Jul 2024)	Unique Postings (Apr 2019 - Jul 2024)
Government of Nova Scotia	5,554	1,652
South West Health	330	175
Provincial Health Services Authority	257	121
Winnipeg Regional Health Authority	348	95
Cigna	254	70
University Health Network	196	60
Dalhousie University	122	51
Local Health Integration Networks	210	50
Vancouver Coastal Health	76	47
Alberta Health Services	241	44
Mount Carmel Clinic	88	38
University Of British Columbia	50	25
BC Centre for Excellence in HIV/AIDS	29	23
University of Toronto	60	23
CarePoint Health	46	22
Government of Saskatchewan	35	22
Shared Health	64	21
Fraser Health	247	20
Ns Company Ltd.	21	19
Stantec	26	16
Sherbourne Health Centre	16	15
Pan Am Clinic	41	14
Interior Health Authority	20	14
Mcgill University	15	14

Top Occupations

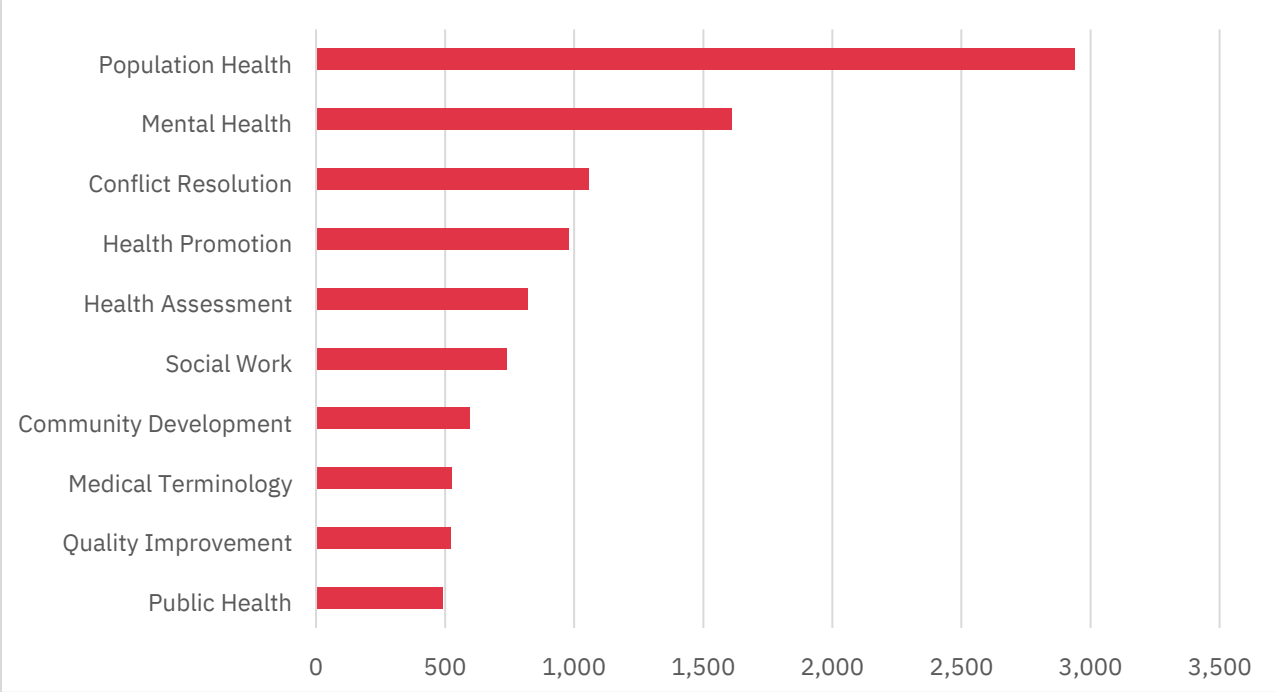
Occupation	Total Postings (Apr 2019 - Jul 2024)	Unique Postings (Apr 2019 - Jul 2024)
Office / Administrative Assistant	1,220	507
Healthcare Administrator	708	251

Licensed Practical / Vocational Nurse	971	208
Family / School / General Social Worker	404	168
Mental / Behavioral Health Social Worker	568	167
Health Educator / Coach	262	111
Medical Director	364	101
Community Health Worker	219	88
Social / Human Service Assistant	281	84
Case Worker	210	64
Customer Service Representative	228	64
Project Manager	90	54
Social / Human Services Specialist	89	51
Substance Abuse Counselor	90	48
Mental Health Assistant	122	45
College Professor (Other)	65	44

Top Skills

Other than Population Health and Mental Health, complementing skills mentioned in the listings include **conflict resolution, health promotion, health assessment, social work, community development, quality improvement, and public health.**

Figure 2: Top Skills in Demand, Canada



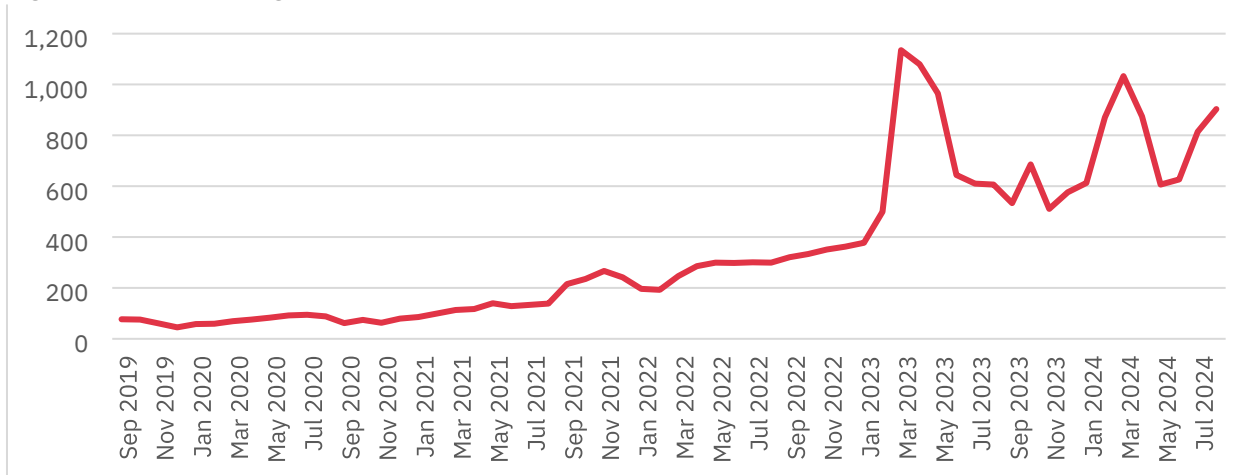
US Job Postings

A total of 19,564 jobs were posted during the period April 2019 to July 2024. Of these 8,405 were unique jobs.

Job Posting Trend

Number of listings **increased exponentially post-covid**, increasing from just 93 listings per month in 904 in July 2024 – an increase of roughly 9 times. Average postings per month in last 12 months was 702.

Figure 2: Unique Postings per month



Jobs data from the US follows similar trends to that from Canada. The large scale of postings gives an expanded sense of the market for Global Health graduates.

~900 distinct employers are competing for the graduates, including universities, pharmaceuticals, insurance companies, government agencies, health networks, and nonprofits, and research.

See a list of top employers below.

Top Employers

Company	Total Postings (Apr 2019 - Aug 2024)	Unique Postings (Apr 2019 - Aug 2024)
Bausch Health	452	338
Humana	461	331
City of New York	626	309

United States Department of Veterans Affairs	487	231
University of California	753	227
Maxim Healthcare Services	438	152
Mount Sinai Health System	367	152
St. Charles Health System	186	135
University of Washington	859	131
UnitedHealth Group	367	130
Alliance Healthcare	257	125
Physician Affiliate Group of New York	330	125
Mathematica Policy Research	170	109
New York State Government	167	78
City & County of San Francisco	377	77
Nyc Dept Of Health And Mental Hygiene	87	67
Verana Health	72	48
Trillium Health Resources	61	46
Santa Clara Valley Medical Center	125	43
One Medical	212	41
University of Colorado	130	41

Top Occupations

Occupation (SOC)	Total Postings (Apr 2019 - Aug 2024)	Unique Postings (Apr 2019 - Aug 2024)
Medical and Health Services Managers	1,722	790
Managers, All Other	797	404
Mental Health and Substance Abuse Social Workers	537	267
Compensation and Benefits Managers	295	210
Child, Family, and School Social Workers	452	204
Data Scientists	322	203
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	334	172
Health Education Specialists	424	172
Medical Scientists, Except Epidemiologists	422	167
Health Technologists and Technicians, All Other	403	150
Postsecondary Teachers	363	136
Management Analysts	342	125
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	267	121
Community and Social Service Specialists, All Other	220	119

Top Skills and their Projections

Population Health and Mental Health are both projected as skills growing in demand. All related skills such as behavioural health, public health, social work, quality improvement and care coordination are also growing skills.

Skills	% of Total Postings	Projected Skill Growth	Skill Growth Relative to Market
Population Health	47%	11.5%	Growing
Mental Health	47%	13.2%	Growing
Behavioral Health	23%	10.0%	Growing
Psychiatry	20%	18.8%	Growing
Public Health	20%	16.1%	Growing
Social Work	18%	9.7%	Growing
Quality Improvement	14%	16.1%	Growing
Care Coordination	12%	15.6%	Growing
Project Management	12%	19.8%	Rapidly Growing
Data Analysis	12%	25.8%	Rapidly Growing

Note Lightcast skill projection growth categories are determined by comparing the forecasted 2-year change in national demand of individual skills with the forecasted 2-year change in national demand for all skills. Note these projections are for that particular skill in general and not limited to a specific industry or occupation. Projections are classified into following categories:

- Rapidly Growing skills are those increasing in demand significantly faster than the market as a whole.
- Growing skills are outpacing the market.
- Stable growth represents skills growing in line with the overall market.
- Lagging growth may be positive or negative but is below the market as a whole.

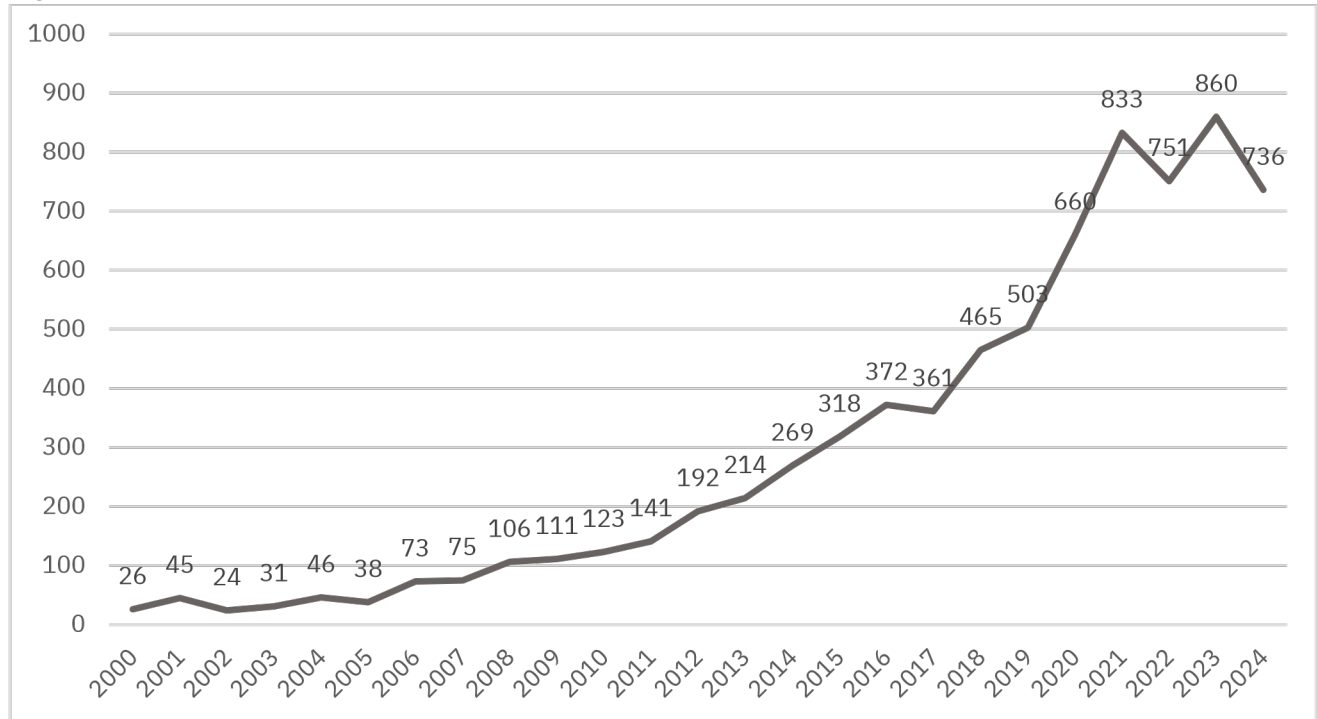
Scopus Data

The analysis is conducted using Scopus Research Data with “Global Mental Health” related¹ keywords in publications.

A total of 7,373 publications are available related to global mental health from 2000 to 2024 (to date). The number of publications has increased exponentially since 2013, particularly

after COVID pointing to increasing attention to this area. The publications on this topic have roughly quadrupled from 214 in 2013 to 860 in 2023.

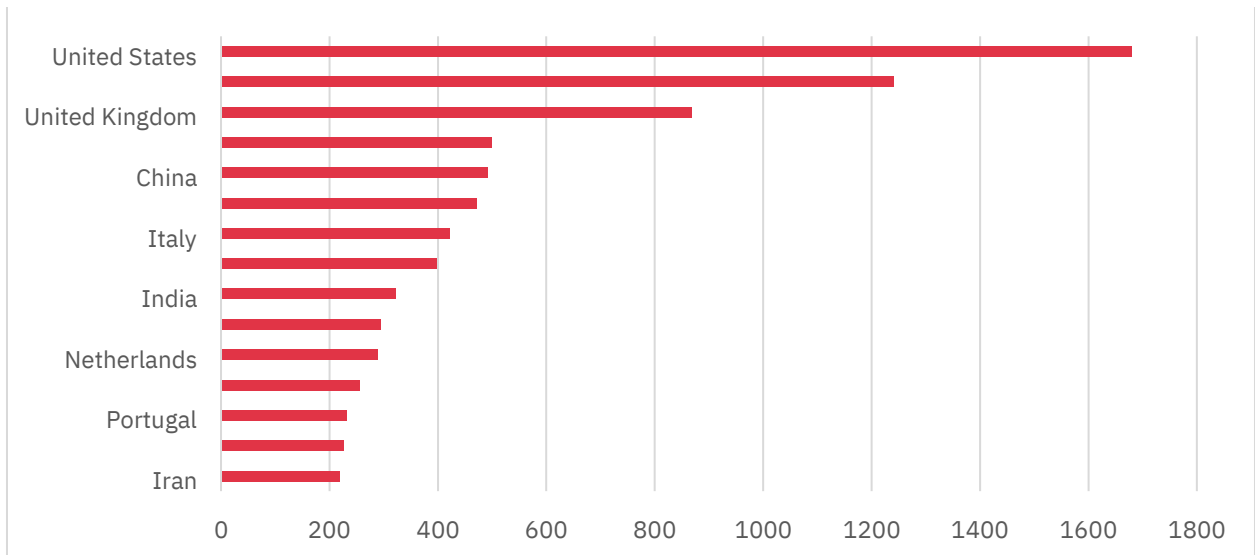
Figure 3: Publications Trend, 2000 – 2024 (to date)



United States, Brazil and UK are top two contributors to the publications. Canada also features at number 6 with 471 publications in this area.

¹ Additional keywords include: “Lancet global mental health series” OR “Cross-cultural psychiatry” OR “Cross-cultural adaptation of measures” OR “Mental health measures validation” as suggested by the Faculty

Figure 4: Publications by Country, 2000 to 2024



- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).
- For assistance with alignment with academic plans, see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design, see the eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).
- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by lendersb@yorku.ca.
- For assistance with designing and developing experiential education activities, contact the EE Coordinator (eehealth@yorku.ca)
- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).
- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green (ruthkg@yorku.ca) or Sean Hillier (shillier@yorku.ca).
- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining student resources, refer to the Library and Learning Commons resources:
 - [SPARK \(Student Papers & Academic Research Kit\)](#)
 - [LinkedIn Learning](#)
 - [Academic Research & Resources](#)

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Manager of OSAS
8-Nov-24	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs
Reviewed information provided on the eClass course at Health Curriculum Toolkit	

School/Department: School of Global Health

Course Rubric and Number: GH 3012

Credit Weight: 3.00 **Effective Session:** Winter 2026
(e.g. 3.00, 6.00) (e.g. Fall 2021, F/W 2024-25)

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

Legal Epidemiology and Policy Surveillance

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

Legal Epidemiology

Brief Course Description: *For editorial consistency, start the description with an active verb in the present tense, 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. Maximum 60 words.

Explores the scientific study of how laws and policies influence health. Focusing on policy surveillance and legal epidemiology as research methodologies, students will gain a deeper understanding of empirical research approaches to law and its ability to define important questions for health research, identify patterns in the nature and distribution of laws, and enrich legal analysis and policy development in the context of population health.

List course(s) where applicable:

Prerequisites:	
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 who have earned at least 54 credits or with permission of the course instructor
Not open to:	
Notes:	

Science Course:	YES	NO
Denotes courses in GH, 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)?

This course fills a critical gap in the current curriculum by offering students a dedicated research methods course with an empirical focus on studying the influence of laws and policies on health outcomes. Unlike existing courses, such as Global Health Law, Global Health and Human Rights, or Methods and Approaches to Global Health Research, this course will introduce students to the foundational principles of legal epidemiology and policy surveillance, which are essential for conducting rigorous, data-driven analysis of legal interventions in population health. As the field of global health law and policy increasingly embraces empirical methodologies to assess the impact of legal instruments on health, there is a growing need for courses that equip students with the tools to systematically measure, analyze, and interpret the legal determinants of health and health equity. This course will address that need by emphasizing data-driven research synthesis, offering students practical experience with policy surveillance and the use of health data to evaluate the efficacy of laws as health interventions. Students will learn how to define critical research questions, identify patterns in the nature and distribution of laws, and apply their findings to enrich legal analysis and policy development. Acting as a course that can either be used to satisfy students' second research methods course requirement or as a stream elective for the Global Health Law, Policy, and Governance stream, this course will provide students with essential research skills that are directly applicable to careers in health policy analysis, law, and governance. The empirical focus of the course also positions it as a unique offering, preparing students for emerging roles that demand expertise in both legal research and public health data analysis. Its planned design and delivery as an online course further responds to student demand for more online options and, given its relevance for policy and practice, make it an excellent candidate to be offered as continuing professional development course in a modified form.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at <https://www.yorku.ca/unsdgs/>), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

<i>Alignment with Unit and/or Faculty Plan</i>	This course contributes to the School's and Faculty's mission to positively influence health, wellness, and their determinants through leading-edge research and education. The course's data-driven and interdisciplinary approach aligns with the Faculty's goal of amplifying research impact and preparing students for leadership in health research and policy. It also enhances opportunities for students to engage in experiential learning and research, directly supporting the Faculty's focus on student engagement and social responsibility.
<i>Alignment with University Academic Plan</i>	This course aligns with several key priorities of the University Academic Plan (UAP) 2020-2025, including "Knowledge for the Future" and "Advancing Global Engagement". The course fosters 21st-century skills by equipping students with the ability to apply empirical research methods to law and policy, addressing emerging issues in public health and governance. It also supports the UAP's focus on global fluency by encouraging students to examine the global implications of legal frameworks on population health.
<i>Alignment with SDG(s) (only as applies)</i>	This course supports York's commitment to the UN SDGs, particularly SDG 3 (Good Health and Well-being), SDG 10 (Reduced Inequalities), and SDG 16 (Peace, Justice, and Strong Institutions). By teaching students how to assess the impact of laws and policies on health outcomes, the course advances the SDGs by promoting evidence-based interventions that reduce health disparities, foster equity, and build stronger, more just institutions globally.

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.

The proposed course fills a unique and necessary role within the Global Health program, without overlapping with any existing courses. As a course focused on the empirical study of how laws and policies influence health outcomes, it stands apart from the two courses in the Global Health curriculum—Global Health Law (proposed) and Global Health and Human Rights (existing)—which, while engaging with the intersection of law and health, do not focus on empirical research methodologies or policy surveillance. This new course is primarily a methods-based offering, providing students with research tools to systematically analyze laws as interventions within population health contexts. It has been designed to complement the overall curriculum by adding a data-driven and research-oriented perspective for Specialized Honours streams. While the course will not be cross-listed with other units, it is open to students from different disciplines, such as Disaster and Emergency Management, Political Science, Public Administration, and Health Policy. This broader accessibility will allow students from these programs to benefit from the empirical research methodologies taught in the course, which are applicable to law, policy, and health governance across fields. As a result, the course may serve as a valuable resource for students across multiple departments who are interested in empirical approaches to studying law.

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

The proposed course will fulfill two roles in the global health degree program: (i) as a stream elective for the BA and BSc Specialized Honours and (ii) as an option that can act as a second research methods course, which can be used to fulfil core course requirements in the BA and BSc degree programs. Moreover, given the unique focus of the course, we also expect to have a few non-global health students enrol in the course. As such, we expect course enrollments to be approximately 50 students.

Section B - Course Structure:

1. **Mode of Delivery:** Is this course (Please select one with “X”):

	LECT (fully face to face)
	BLEN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities” (Garrison, Vaughn, 2008).
X	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means “no in-person component, exams and testing will be online”.
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	Other (please describe):
	Indicate if this course is designed to include Community-focused or Work-focused experiential education .

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

This course will have a total of 36 contact hours, spread across the term. These contact hours will be achieved through asynchronous learning activities, which will include discussion boards, case studies, self-guided modules, and other interactive content. While there are no scheduled face-to-face lectures, the design and pacing of the course ensure that students remain engaged with the content for the equivalent amount of time as a traditional course with in-person contact hours. Additionally, synchronous office hours will be offered, providing students with the opportunity to engage with the instructor in real time, though participation in these sessions will be optional and not counted toward the 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.

This course is designed to be fully online, delivered primarily asynchronously. In the absence of synchronous contact hours, students will be instructed to spend 3 hours per week engaged in the following online learning activities, up and above the assigned weekly readings:

- **Discussion Boards:** Students will engage in guided discussions related to course topics, applying legal epidemiology concepts, and engaging with their peers on case studies.
- **Self-Guided Modules:** These will consist of video content, reading materials, quizzes, and interactive activities designed to reinforce key concepts in legal epidemiology and policy surveillance.
- **Case Studies:** Students will apply empirical research methods to analyze real-world legal data to understand the impact of law on population health, working through the material at their own pace.

To ensure that students remain actively engaged in the absence of traditional face-to-face lectures, the course design incorporates several strategies aimed at fostering interaction and promoting a deeper understanding of the material:

- **Interactive Learning Modules:** Instead of traditional lectures, students will work through self-guided modules that include a mix of short videos, readings, and quizzes. The content is broken down into manageable segments, making it easier for students to stay focused and digest the material in smaller portions.
- **Discussion Boards:** Weekly discussion boards will allow students to engage with their peers on key course concepts, respond to case studies, and apply empirical research approaches to real-world scenarios. These forums will also be used to facilitate peer-to-peer learning, allowing students to articulate their understanding of the material and engage in critical thinking.
- **Case Studies:** Students will be assigned case studies to apply the research methodologies they have learned. These case studies will require students to identify and analyze legal and policy interventions in population health contexts, fostering a hands-on, practical approach to learning.
- **Regular Feedback:** Students will receive timely feedback on their participation in discussion boards and their performance on quizzes, helping them stay on track and refine their understanding of the material.

These strategies support students in achieving the course learning outcomes while taking full advantage of the flexibility and interactivity offered by the format of an online course. These approaches also address common challenges in online learning, such as attention span and access, by offering varied types of content delivery and opportunities for self-paced learning.

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

We do envision that the course could be delivered every year. However, in the event that the envisioned course director (Dr. A.M. Viens) could not deliver the course in a particular year, e.g., program needs required him to teach another course or if he were on sabbatical, we would either offer it in alternate years or ask Dr. Mathieu Poirier or Dr. Steven Hoffman to teach it.

5. Can you staff this course using current teaching capacity?

YES	NO
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. A.M. Viens; Dr. Mathieu Poirier; Dr. Steven Hoffman

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.

No

Section C - Course Design Information:

This section requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> and https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf 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 eClass, use of polling and other in class technology e.g., see <https://www.yorku.ca/uit/student-services/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://its.info.yorku.ca/health/>.
- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to <https://www.yorku.ca/unsdgs/toolkit/> for options to embed any of the 17 goals in course design.
- **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, can be found at: https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf and on the Teaching Commons website.

1. Course Topics/Theories

List the key topic areas taught in this course.

The course introduces students to the scientific study of how laws and policies influence health, with a focus on empirical research methodologies. It is divided into four parts: Foundations, Preparation, Collection, and Analysis & Dissemination.

In the Foundations section, students explore the theoretical and practical foundations of legal epidemiology, focusing on how law acts as a determinant of health. They engage with core concepts, including the nature of law, the role of legal frameworks in shaping health outcomes, and the emerging field of policy surveillance. Key questions include: How do laws influence population health? What is policy surveillance, and how is it used to track legal interventions in public health? By examining these foundational questions, students will build an understanding of the mechanisms by which law and policy contribute to health inequities or improvements.

The Preparation section focuses on developing students' skills in scoping research projects and gathering necessary materials. They will learn to craft research questions, identify relevant legal and health data, and navigate various legal databases. Practical exercises will guide students in building research frameworks and scoping real-world case studies to apply empirical methods to legal health research.

In the Collection section, students will engage with practical techniques for legal data collection and management. This includes coding legal materials, ensuring data quality, and using tools for legal mapping. Students will develop hands-on skills in tracking, coding, and organizing legal data in ways that facilitate analysis and policy surveillance.

Finally, in the Analysis & Dissemination section, students will analyze the legal data they have collected, using various empirical and qualitative methods. They will learn to synthesize legal and health data, disseminating their findings for both academic and policy audiences. This section emphasizes the importance of communicating research results to inform policy development and track the evolution of legal interventions over time.

Part I: Foundations

Week 1. Introduction to Legal Epidemiology and Policy Surveillance. Students are introduced to key concepts and the scope of the course, exploring how legal epidemiology is situated within public health research.

Week 2. Law as a Determinant of Health. Focus on how legal frameworks shape population health outcomes, with examples of legal interventions both promoting and hindering health and health equity.

Week 3. What is (Global) Policy Surveillance and Legal Epidemiology? Explores the definition, goals, and applications of policy surveillance as a method for systematically tracking laws and policies.

Part II: Preparation

Week 4. **Project Scoping and Background Research.** Students learn to scope research projects, define research questions, and conduct background research using legal and health data.

Week 5. **Building the Research Question.** Focuses on crafting specific, measurable, and researchable questions relevant to legal epidemiology and health outcomes.

Week 6. **Identifying and Collecting Legal Materials.** Guides students through the process of identifying relevant legal sources, navigating databases, and collecting legal and policy materials for research.

Part III: Collection

Week 7. **Legal Coding.** Students are introduced to legal coding methods, learning how to systematically code laws and policies for empirical research.

Week 8. **Quality Control.** Focuses on ensuring data accuracy and reliability in the coding and collection of legal materials, with techniques for quality control.

Week 9. **Legal Mapping.** Students learn to create visual representations of legal data, using tools to map the distribution and impact of laws.

Part IV: Analysis & Dissemination

Week 10. **Legal Analysis.** Students apply empirical analysis methods to the coded legal data, learning to interpret and analyze the impact of laws on population health.

Week 11. **Dissemination for Academic and Policy Audiences.** Focus on strategies for communicating research findings to different audiences, from academic journals to policy briefs.

Week 12. **Tracking and Updating the Law.** Students explore methods for ongoing tracking of legal changes and updating policy surveillance datasets to inform future research and policy-making.

2. Indigenous Knowledge

	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 Yes to at least <i>one of the questions above</i> , provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc.) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		X

*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.

3. Course 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 with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):

Students will be able to:

- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.
- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

1. Critically evaluate legal and policy frameworks that act as determinants of population health.
2. Develop research questions based on the principles of legal epidemiology and policy surveillance.
3. Systematically code legal data using legal epidemiological methods and apply coding protocols accurately when extracting relevant legal materials from databases.
4. Apply qualitative and quantitative methods in legal epidemiology when interpreting legal data and the impact of legal interventions on health outcomes.
5. Demonstrate the ability to synthesize legal and population health data into coherent reports and policy recommendations.

6. 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 identify course learning activities that will help students achieve intended learning outcomes, consider:

- 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 eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- 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:

1. **Asynchronous Learning Modules** (Weekly). Each week, students will engage with self-guided learning modules that include video lectures, assigned readings, quizzes, and interactive exercises. These materials will be accessible via the course's online learning platform. These modules provide the foundational knowledge necessary for students to achieve learning outcomes such as identifying legal frameworks that influence health and systematically collecting legal materials. The combination of multimedia and self-paced learning encourages students to absorb and revisit content at their own pace, ensuring deep engagement with core concepts.
2. **Online Discussion Forums** (Weekly). Students will participate in moderated online discussion forums where they will discuss legal and health-related case studies, share their insights on readings, and respond to questions posed by the instructor. These discussions will reinforce students' understanding of key concepts and promote critical thinking. Engaging with peers through structured debates will help students practice skills related to building and analyzing research questions and ethical evaluation.
3. **Case Study Analysis** (Weeks 4-6). Students will engage in the analysis of real-world case studies that demonstrate the relationship between legal interventions and health outcomes, and how they are studied. By applying theoretical concepts to practical cases, students will practice skills in data collection, legal coding, and legal mapping. Case studies also provide an

experiential learning component by placing students in the role of legal researchers evaluating population health policies.

4. Legal Coding and Mapping Exercises (Weeks 7-9). Students will complete practical exercises in legal coding and mapping using provided datasets. These exercises will involve hands-on practice with coding legal texts and visualizing the data using tools. These exercises will directly support the achievement of several learning outcomes, including legal data collection, coding, and analyzing legal datasets.

5. Optional Synchronous Office Hours (Weekly). Weekly virtual office hours will provide students with the opportunity to engage directly with the instructor for clarification, deeper discussion, or additional guidance on assignments and projects. These office hours will serve as a support mechanism for students to refine their skills in legal analysis, receive feedback, and discuss their progress on course assignments. This engagement directly supports personalized learning and ensures students have access to the help they need to achieve course outcomes.

7. Assessment and Evaluation Strategies:

- a) How will student learning be determined? List each graded component of the proposed course including the type and percentage value of each component. Indicate which course learning outcome(s) are evaluated by which assessment component.

Assessment/Evaluation Strategy	Percentage (%) of Final Grade	Evaluated Course Learning Outcome(s)
Discussion Board Participation	4/5% each (20%)	1, 2
Online Quizzes	3/10% each (30%)	1, 2
Case Study Analysis	25%	3, 4, 5
Presentation	25%	3, 4, 5

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

N/A

8. Formative Feedback

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a pre-test or quiz (not graded) that asks students to share what they already know about a topic
- 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
- 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.

1. **Think-Pair-Share Exercises.** Students will be asked to reflect individually, then discuss their ideas via the eClass discussion board in pairs. This will be used to encourage students to engage deeply with legal and research concepts through discussion, thereby providing further opportunities to clarify their understanding and explore different perspectives.
2. **Mid-Semester Feedback Survey.** An anonymous survey will be given to ask students reflect on their learning so far, identify challenging topics, and suggest areas for further clarification. As Course Director, I can adjust content delivery and provide targeted support based on student feedback.

Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. 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 the student achieve?	Will this activity be formally graded? (Y/N) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How will students reflect on this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
Asynchronous Learning Modules	1, 2, 3, 4	N		
Online Discussion Forums	1, 2, 5	Y (via discussion board participation)		
Case Study	1, 3, 4	Y (via case study analysis)	Students will submit a case study analysis as one of their assignments, which will make use of real-world data.	1 (Online)
Legal Coding and Mapping	3, 4, 5	Y (via the presentation)	Students will reflect on the coding and mapping process through discussion board and presentation, which will use real-world data.	1 (Online)
Optional Synchronous Office Hours	3, 4, 5	N		

1. EE Integration

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.

Throughout the course, students will engage in case study analysis and legal coding and mapping activities, simulating the work of legal researchers in public health. These activities allow students to analyze real-world legal interventions and evaluate their impact on population health using real-world data, fostering critical thinking and reflection on how laws shape health outcomes.

2. Learning/Teaching with Technology:

a) How are learning or teaching technologies incorporated into the course?

1. **eClass:** The course will be hosted on eClass, which will serve as the hub for all course materials, including weekly learning modules, videos, quizzes, assignments, and discussion forums. The use of eClass will enable students to access content asynchronously, track their progress, and stay organized throughout the term.
2. **Asynchronous Learning Modules:** These modules will leverage multimedia tools, such as pre-recorded video lectures, interactive quizzes, and digital readings, to present core content. By using a combination of visual, auditory, and interactive elements, students will be able to engage with material in diverse ways, catering to different learning styles and promoting active participation.
3. **Discussion Forums:** eClass' discussion board feature will facilitate online peer-to-peer and instructor-student engagement. Weekly discussion prompts will encourage critical reflection on course content and case studies. These forums will serve as a space for collaborative learning and knowledge sharing, allowing students to develop and practice critical thinking and communication skills in relation to legal epidemiology.
4. **Online Legal Tools:** Specialized legal data collection and evaluation tools (such as Lexis/Westlaw databases, Law Atlas, and MonQcle) will be integrated into the course. These tools will allow students to conduct hands-on legal data collection, coding, and mapping, ensuring they gain practical experience in working with legal data. Detailed tutorials and video guides will be provided to help students navigate these tools, reinforcing the practical application of course concepts.
5. **Synchronous Office Hours:** Optional weekly office hours will be held through Zoom, giving students the opportunity to interact with the instructor in real-time for additional guidance and feedback. This synchronous component provides a level of personal engagement to support student learning and clarify complex material.
6. **Assessment Tools:** eClass will also be used for submitting and grading assignments, with integrated tools like Turnitin for plagiarism checks and grading rubrics to ensure consistent and transparent assessment. The quizzes and assignments will use the platform's automated features to provide immediate feedback to students, helping them track their progress and reflect on their learning.

- b) 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

- c) 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

3. Bibliography:

- a) Please list the required readings 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.).

The required readings will be a combination of book chapters and peer-reviewed journal articles:

Epstein, L & Martin, AD. (2014). *An Introduction to Empirical Legal Research*. Oxford University Press (various chapters)

Wagenaar, AC, Pacula RL & Burris, S. (2023). *Legal Epidemiology: Theory and Methods*. Wiley Publishing (various chapters)

Wagenaar, AC & Burris, S. (2013). *Public health law research: Theory and methods*. Wiley Publishing (various chapters)

Burris S, Ashe M, Levin D, Penn M, Larkin M. A Transdisciplinary Approach to Public Health Law: The Emerging Practice of Legal Epidemiology. *Annu Rev Public Health*. 2016;37:135-48.

Burris, S., Wagenaar, A. C., Swanson, J., Ibrahim, J. K., Wood, J., & Mello, M. M. (2010). Making the case for laws that improve health: A framework for public health law research. *Milbank Quarterly*, 88(2), 169–210.

Poirier MJP, Viens AM, Penney TL, Rogers Van Katwyk S, Astbury CC, Lin G, Nanyangwe-Moyo T, Hoffman SJ. Principles and methods of global legal epidemiology. *J Epidemiol Community Health*. 2022 Jun 15;76(9):828–32.

Mello MM. Peering into hidden worlds: the past and future of legal epidemiology foreword. *Temple Law Rev* 2020;92:837–49.

Kavanagh MM, Meier BM, Pillinger M, et al. Global policy surveillance: creating and using comparative national data on health law and policy. *Am J Public Health* 2020;110:1–6.

Burris S, Hitchcock L, Ibrahim J, et al. Policy surveillance: a vital public health practice comes of age. *J Health Polit Policy Law* 2016;41:1151–73.

Gostin LO, Monahan JT, Kaldor J, DeBartolo M, Friedman EA, Gottschalk K, Kim SC, Alwan A, Binagwaho A, Burci GL, Cabal L, DeLand K, Evans TG, Goosby E, Hossain S, Koh H, Ooms G, Roses Periago M, Uprimny R, Yamin AE. The legal determinants of health: harnessing the power of law for global health and sustainable development. *Lancet*. 2019 May 4;393(10183):1857-1910.

- b) Please list any suggested readings 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.)

The suggested readings will be a combination of book chapters and peer-reviewed journal articles:

Hoss A, Davis CS, Burris S. Yes, You Need a Lawyer: Integrating Legal Epidemiology Into Health Research. *Public Health Rep*. 2020 Nov/Dec;135(6):856-858.

Kritzer, H.M. (2021). *Advanced Introduction to Empirical Legal Research*. Edward Elgar.

Coggon J. Legal, moral and political determinants within the social determinants of health: Approaching transdisciplinary challenges through Intradisciplinary reflection. *Public Health Ethics* 2020;13:41–7.

Anderson E, Tremper C, Thomas S. Measuring statutory law and regulations for empirical research. *Public Health Law Res* 2012;36.

Phelan AL, Katz R. Legal Epidemiology for Global Health Security and Universal Health Coverage. *J Law Med Ethics*. 2019 Sep;47(3):427-429

Hoffman SJ, Poirier MJP, Rogers Van Katwyk S, et al. Impact of the who framework convention on tobacco control on global cigarette consumption: quasi-experimental evaluations using interrupted time series analysis and in-sample forecast event modelling. *BMJ* 2019;365:l2287.

Poirier MJP, Rogers Van Katwyk S, Lin G, Hoffman SJ. Quasi-experimental evaluation of national border closures on COVID-19 transmission. *PLOS Glob Public Health*. 2023 Feb 28;3(2):e0000980.

Hoffman SJ, Baral P, Rogers Van Katwyk S, Sritharan L, Hughsam M, Randhawa H, Lin G, Campbell S, Campus B, Dantas M, Foroughian N, Groux G, Gunn E, Guyatt G, Habibi R, Karabit M, Karir A, Kruja K, Lavis JN, Lee O, Li B, Nagi R, Naicker K, Røttingen JA, Sahar N, Srivastava A, Tejpar A, Tran M, Zhang YQ, Zhou Q, Poirier MJP. International treaties have mostly failed to produce their intended effects. *Proc Natl Acad Sci U S A*. 2022 Aug 9;119(32):e2122854119.

- c) 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, provide a rationale.

N/A

Section E - Resource Requirements:

This section may require consultation with the unit 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.

Students will be able to access and engage with all aspects of this course with their own computer and resources that are either provided via York University (e.g., legal databases) or legal epidemiology tools that are free to use (e.g., Law Atlas, MonQcle).

2. Classroom Space:

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

N/A

3. Teaching Support:

a) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:	YES	NO
		X

b) 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

c) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support <i>above those normally allocated by the department/school</i> offering the courses? If yes, specify why and for what duties/tasks the <i>extra</i> support is needed:	YES	NO
		X

d) If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
o Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
		X
o 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:	YES	NO
		X
o Is the placement intended to be domestic or international, or both?		
<ul style="list-style-type: none"> ▪ Domestic <input type="checkbox"/> ▪ International <input type="checkbox"/> ▪ Both <input type="checkbox"/> 		

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e) 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:	YES	NO
		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 be directed to Rob Finlayson (rfinlays@yorku.ca) or 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 for Health, at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised August 2024



October 20, 2024

To: Faculty of Health Curriculum Committee
From: Brad Meisner, School of Global Health (SGH) Director
Re: New Course Proposal – Letter of Support for GH 3012 3.00

Dear Committee Members,

As Director of the School of Global Health (SGH), I am writing to express my support for the new course proposal, **GH 3012 3.00: Legal Epidemiology and Policy Surveillance**. This new course was unanimously supported by the SGH Council, which reflects the shared recognition of its importance in advancing our undergraduate course offerings.

This new course is crucial as it introduces students to the scientific study of how laws and policies influence health through empirical research methodologies such as policy surveillance and legal epidemiology. It fills a critical gap in the current curriculum by focusing on data-driven approaches to assess the impact of legal interventions on population health. Unlike existing courses, this course equips students with essential skills in measuring and analyzing legal determinants of health, preparing them for careers in health policy, law, and governance. By offering practical experience in legal research and global health data analysis, it addresses the growing need for expertise in evaluating the efficacy of laws as health interventions.

Regarding resource implications, it is essential to ensure that the SGH has the capacity to offer this course. I have carefully reviewed the current teaching resources of the SGH faculty. With two CLA search committees in progress—one set to begin in January 2025 and the other in July 2025—the SGH will be able to offer this course annually or every two years.

I am confident that GH 3012 3.00: Legal Epidemiology and Policy Surveillance will benefit SGH undergraduate students and further solidify our reputation as a leading institution in the training of the next generation of global health leaders.

Sincerely,

Brad Meisner, PhD
Director, School of Global Health



Memo

To: Professor Adrian Viens, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 22 October 2024
Subject: Library Statement for **Legal Epidemiology and Policy Surveillance**

Summary

York University Libraries are well positioned to support the proposed course *Legal Epidemiology and Policy Surveillance*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased and that includes areas such as global health, law, health policy, as well as government and non-governmental resources.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

- De Gruyter eBooks
- Elgar Online
- Oxford Scholarship Online
- Cambridge Core
- Taylor & Francis eBooks



- ProQuest eBook Central
- Scholars Portal Books

Subject Databases:

- Global Health Database
- Public Health Database
- Canadian Public Policy Electronic Collection
- Web of Science

Legal Resources:

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

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:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/lawfornonlawstudents> (Legal Research for Non-Law Students)

<https://researchguides.library.yorku.ca/humanrights> (Human Rights and Equity Studies)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

October 30, 2024

Dear Professor Viens,

UNIVERSITY
INFORMATION
TECHNOLOGY

Learning Technology
Services

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
EXT 30343
brennagh@yorku.ca
www.yorku.ca/lts

University Information Technology (UIT) is committed to the support of eLearning for the academic community and supports many technologies that underpin those efforts, including 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. Additionally, within UIT, Learning Technology Services (LTS) provides primary support to courses and instructors within the Faculty of Health.

With these supports in place I'm happy to confirm UIT support of "*GH 3012 - Legal Epidemiology and Policy Surveillance*". Your proposal includes the use of eClass for several purposes including student discussion, content provision, quizzes, interactive content and assignment submission and feedback. Your proposal also highlights the use of video content which can be achieved using our supported platform, Panopto. Additionally, you've indicated the use of synchronous office hours through Zoom for real-time guidance and support. These are all within the scope of the current support provided to courses by UIT.

I wish you well on your proposal for this exciting and engaging course.

Sincerely,



Helen Brennagh

Manager, Learning Technology Services
University Information Technology



- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
 - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at ydelaviz@yorku.ca or by phone at ext. 44086
 - Lisa Endersby, Educational Developer, by email at lendersb@yorku.ca or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia (eehealth@yorku.ca)
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist at Learning Technology Services (hh-help@yorku.ca).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council (ruthkg@yorku.ca & shillier@yorku.ca).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
 - [SPARK \(Student Papers & Academic Research Kit\)](#)
 - [LinkedIn Learning](#)
 - [Academic Research & Resources](#)

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Checklist of activities to be completed:

1-Oct-24	Date reviewed course proposal draft with Director/Manager of OSAS
8-Nov-24	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
YES	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at https://moodle.yorku.ca/moodle/course/view.php?id=148738 (requires passport York username and password to access).	

School/Department: School of Global Health

Course Rubric and Number: GH 3030

Credit Weight: 3.00 **Effective Session:** Fall 2025
(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.*

Health Policy and Systems Research for Global Health Equity

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

Health Policy and Systems Research

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.

Builds an understanding of health policy and systems research through an exploration of health system components and the role of multidisciplinary research to understand and improve system performance. Students will examine core health system building blocks – health workforce, medical supplies, health services, information systems, governance, and financing, and the role of research to address the complex challenges facing health systems.

List course(s) where applicable:

Prerequisites:	HH/GH 2011 3.00 Methods and Approaches in Global Health Research
Corequisites:	NA
Cross-listed to:	We are not proposing to cross-list the course.
Course Credit Exclusions*:	NA
Integration**:	NA

*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:	Third- and fourth-year students
Not open to:	First and second year students
Notes:	NA

Science Course:	YES	NO
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)?

New course has been created to fill a gap in the curriculum on the field of health policy and systems research (HPSR), particularly as it pertains to implementation research and knowledge translation.

HPSR is a relatively new field, having emerged in the early 2000s after the World Health Organization's World Health Report 2000 entitled "Health Systems: improving performance" promoted the idea that technical and disease focused interventions could not be delivered without strong underlying systems. By 2012 the World Health Organization had commissioned a report on concepts and opportunities related to research on health systems to inform WHO strategy. Coupled with the advent of Health Systems Global and a PLoS Medicine series entitled "Building the Field of Health Policy and Systems Research" around the same time, HPSR emerged as a common language and research approach to solve the interconnected and complex "hardware" (human resources, finances, medicines, infrastructure etc.) and "software" (ideas, interests, relationships, power, values, norms) challenges facing health systems, particularly health systems in low and middle income countries. Over time, the geographic focus of HPSR has broadened, and now does not limit itself to any specific countries. However, the early orientation to LMIC health systems has provided the field with a critical orientation towards comparative research as well as concern with health system history, decentralization reforms, decolonization, and global political and economic trends including global governance, trade, patents, and bilateral and multilateral funding, as well as community-based primary health care.

Currently the School of Global Health does not offer any course that teaches students "health systems thinking" and exposes them to the ethos and methodologies of HPSR.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at <https://www.yorku.ca/unsdgs/>), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

<p><i>Alignment with Unit and/or Faculty Plan</i></p>	<p>The School of Global Health seeks to train students to be comfortable using interdisciplinary approaches, theoretical lenses, and critical thinking skills to understand global health issues and actions necessary to improve health and equity globally (program outcome 1). This School of Global Health outcome is in close alignment with the Faculty of Health strategic objective on promoting social justice. This proposed course on health policy and systems research (HPSR) will support students to achieve this School of Global Health outcome and aligns with the social justice Faculty objective by focusing on health policy and systems change to promote health equity through building strong, fair, people-centred health systems. The class engages critical thinking skills and invites students to draw from interdisciplinary approaches, theoretical lenses, and lived experiences to discuss challenges within each component of the health system (workforce, information, governance and leadership, financing, health services, and medical products and vaccines).</p> <p>The School of Global Health also seeks to train students to apply the appropriate qualitative, quantitative, and normative research methodologies in the definition and assessment of the health status of populations, determinants of health and illness, and factors contributing to health promotion, disease prevention, and health equity at the individual, community, and population level (program outcome 2). This proposed course is deeply committed to program outcome 2, by teaching students how to apply health policy and systems research to critical issues facing health systems. We will focus on the multi-disciplinary "question-driven" nature of HPSR and the use of mixed methods study designs to answer-real world health systems questions.</p> <p>This proposed course on HPSR aligns closely with the School of Global Health focus on building change agents and the Faculty of Health Strategic Objective on amplifying research impact through the class's focus on stakeholder engagement and knowledge mobilization. Throughout the class, and particularly in key sessions on implementation research, knowledge mobilization and health system stakeholders.</p>
<p><i>Alignment with University Academic Plan</i></p>	<p>Alignment with the UAP Priorities: 21st Century learning, knowledge for the future, from access to success, advancing global engagement, working in partnership and living well together – rooted in local and global communities.</p>

Alignment with SDG(s) (only as applies)	Alignment with the SDGs: 3. Good health and well being 10. Reduced inequalities 11. Sustainable cities and communities
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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.

This new course complements several existing course offerings. Students will be able to apply methodological and method-related skills gained in HH/GH 2011 3.00 Methods and Approaches in Global Health Research and HH/GH 3011 3.00 Methods and Approaches in Global Health Research II to specific health policy and systems research questions. However, while GH 2011 actually teaches students how to conduct research, the HPSR course proposed here teaches students to identify health policy and systems research gaps and focuses on study design and knowledge mobilization for health systems strengthening, rather than the specific use of methods and collection of data or application of research methods in the broader public health, epidemiology or clinical arenas. Students may draw from HH/GH 2000 3.00 Global Health Policy: Power and Politics and HH/GH 4200 3.00 Global Health Governance and Leadership to understand the global context that affects all health systems. However, the HPSR course proposed here examines systems from the community to the clinic and hospital, to the policy and governance levels, with attention cutting across global, national, state/district/province, to local levels. Courses including HH/GH 3545 3.00 Promoting Global Health, HH/GH 3000 3.00 Epidemiology and Global Health, HH/GH 2200 3.00 Determinants of Global Health, HH/GH 2100 3.00 Chronic Diseases and Care, and HH/GH 3100 3.00 Communicable Diseases and Care provide valuable foundational understanding of health inequity, social determinants, and the burdens of disease. In the proposed HPSR course, students can draw from these courses to consider how we can strengthen health systems to address some of these challenges, including through human resources for health, technology and drugs, health financing, health information systems, health services and health policies and leadership. HH/GH 4100 3.00 Program Evaluation covers a type of research that often falls within the HPSR umbrella. However, while HH/GH 4100 3.00 Program Evaluation build extensive skills in this area, the HPSR course proposed here does not focus on evaluation and instead identifies program evaluation as one methodology among many that can be used to answer health systems questions.

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

This course is envisioned as a third year seminar with between 15 and 35 students. The course involves extensive discussion, small group activities, and presentations that would be impossible with a larger enrollment.

Section B - Course Structure:

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

<input checked="" type="checkbox"/>	Fully face to face
<input type="checkbox"/>	BLEN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities” (Garrison, Vaughn, 2008).
<input type="checkbox"/>	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means “no in-person component, exams and testing will be online”.
<input type="checkbox"/>	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
<input type="checkbox"/>	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.

Meet weekly (3-hour combined lecture + activities) x 12 weeks

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 - to be delivered fully in-person

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

Every year in the Fall term.

5. Can you staff this course using current teaching capacity?

YES	NO
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. Kerry Scott

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.

No

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://its.info.yorku.ca/health/>.
- Incorporating the UN SDGs facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to <https://www.yorku.ca/unsdgs/toolkit/> for options to embed any of the 17 goals in course design.
- 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
 - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
 - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
 - 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.

- An overview of health systems, including how “health systems thinking” emerged as a reaction to technical and disease focused interventions
- Overview of HPSR
- Health service delivery: measurement, monitoring and core challenges
- Formulating health policy and systems research questions
- Health workforce: availability, accessibility, acceptability and quality
- The types of evidence generated by HPSR: descriptive, exploratory, explanatory, inference, emancipatory and predictive
- Health workforce: social, economic and political forces affection human resources for health
- The design of HPSR studies using multiple disciplines, quantitative, qualitative or mixed methods, and diverse data sources
- Medical products: supply chains, procurement and the social, financial, operational and governance challenges to ensuring equitable access, assured quality and cost-effective use
- Knowledge mobilization in HPSR
- Leadership and governance: health policy-making at the global and national level, health policy implementation, health system accountability
- Research on policy and social accountability
- Health financing: understanding the population, coverage, and services “cube” of universal health coverage and considering difference financing models

- Health information systems (HIS): the production, analysis, dissemination and use of timely and reliable information; critical discussion on data ownership, labour, and benefit
- The use of HIS and system generated data in health policy and systems research
- Decision making and negotiation in health systems
- Gender, decolonization, ethics and power in health systems and health systems research

	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:

Multidisciplinary Understanding: Build a comprehensive understanding of health systems and health policy and systems research by exploring the concepts, methods, values, and structures that underpin health systems,

Critical Analysis: Develop students' ability to critically analyze health system issues, read existing research and policy related to these issues, and develop research questions to address knowledge gaps

Study design: Build student capacity to design health policy and systems research studies using appropriate methodologies to address health systems issues, such as access, equity, efficiency, and quality of care.

Effective Communication: Enhance students' communication skills, both written and oral, enabling them to articulate complex health concepts and research findings to diverse audiences.

Stakeholder Engagement: Expose students to concepts of knowledge mobilization and the role that stakeholder engagement plays in ensuring that health policy and systems research is actionable, responsive, and useful to health system actors including communities

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:

By the end of this course, students will be able to:

1. Analyze health component interactions for how they support sustainable health systems.
2. Critically evaluate current challenges facing health systems at the global, national, sub-national, institutional/facility, and community levels.
3. Critique HPSR research questions to fill knowledge gaps and address health system challenges using multi-disciplinary and "question-driven" approaches.
4. Analyze how to engage stakeholders (including policymakers, program implementors, health workers and community stakeholders) to ensure research produces actionable knowledge that seeks to address inequities, including those related to power, gender, colonization.

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:

In class discussions

Lectures

Active learning strategies (e.g., health system visualization, skits, mind maps, Power Walk)

Experiential Education (EE)- Classroom Focused Activities (e.g., guest speakers from the field, role play)

Presenting in class and engaging with one's peers' presentations

Quizzes

Written assignments (annotated bibliography, health system issue and research question, HPSR study proposal)

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.

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) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	For EE Activities Only	
			How you will engage students in reflection around this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
In class discussions	<i>Learning Outcome #1, #2, #3, #4, #5</i>	N	NA	NA
Lectures	<i>Learning Outcome #1, #2, #4, #5</i>	N	NA	NA
Active learning strategies (e.g., health system visualization, skits, mind maps, evidence scavenger hunt, case studies on HRH, Power Walk, the universal health coverage cube)	<i>Learning Outcome #1, #2, #3</i>	N	NA	NA
EE Classroom Focused Activities (e.g., guest speakers from the field (on Zoom), role play)	<i>Learning Outcome #1, #2, #4, #5</i>	N	<i>Q&A with guest speakers, in-class debrief after guest speakers and after role play</i>	1
Presenting in class and engaging with one's peers' presentations	<i>Learning Outcome #2, #3, #4</i>	Y	NA	NA

Quizzes	<i>Learning Outcome #1, #5</i>	Y	NA	NA
Written assignments (annotated bibliography, health system issue and research question, HPSR study proposal)	<i>Learning Outcome #3</i>	Y	NA	NA

5. demonstrate adherence to academic and professional skills that support long-term learning strategies.

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.

NA

	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

NA

Learning/Teaching with Technology:

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

The course will use eClass, lectures will use Zoom or Teams for guests.

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.

--

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.)

In-class quizzes will be taken in eClass. The quizzes will open at the beginning of class and close 15 to 20 minutes later.

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)
Class participation	12%	1 - 5
Quizzes	18%	1 - 5
A1. Identifying a health system issue: annotated bibliography	15%	1, 5
A2. Developing a health system research question: Problem statement & research question	15%	2, 3
A3. Presenting on a health systems issue	15%	1 - 5
A4. Proposing a health system research study: Draft paper	10%	2, 3, 4, 5
A5. Proposing a health system research study: Final paper	15%	2, 3, 4, 5
	100%	2, 3, 4, 5

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.

Discussions following all active learning activities, guest lectures, and role play. Immediate or next-class feedback for most active learning activities.

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 required readings 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.).

- Sheikh K, Josyula LK, Zhang X, et al. Governing the mixed health workforce: learning from Asian experiences. *BMJ Global Health* 2017;2: e000267. doi:10.1136/bmjgh-2016-000267
- van Olmen, J., Marchal, B., Van Damme, W., Kegels, G and Hill, P.S. (2012). Health systems frameworks in their political context: framing divergent agendas. *BMC Public Health*, 12:774. <http://www.biomedcentral.com/1471-2458/12/774>
- Mounier-Jack, S., Griffiths, U.K., Closser, S., Burchett, H. and Marchal, B. (2014). Measuring the health systems impact of disease control programmes: a critical reflection on the WHO building blocks framework. *BMC Public Health*, 14:278. <http://www.biomedcentral.com/1471-2458/14/278>
- Sheikh, K., Gilson, L. Agyepong, I.A., Hanson, K., Ssengooba, F. & Bennett, S. (2011) Building the Field of Health Policy and Systems Research: Framing the Questions. *PLoS Med* 8(8): e1001073. doi:10.1371/journal.pmed.1001073
- George, A., Scott, K. & Govender, V. editors. (2017). "About the reader." (Page 11 - 18). *A Health Policy and Systems Reader on Human Resources for Health*. Geneva: The World Health Organization. ISBN: 9789241513357 [\[link\]](#)
- George, A., Scott, K. & Govender, V. editors. (2017). "Chapter 1. Health worker profiles: boundaries, metrics and modelling." (Page 31 – 42). *A Health Policy and Systems Reader on Human Resources for Health*. Geneva: The World Health Organization. ISBN: 9789241513357 [\[link\]](#)
- Read the full text of any two articles featured in the *Health Policy and Systems Reader on Human Resources for Health*. Geneva: The World Health Organization. ISBN: 9789241513357 [\[link\]](#) → Full text PDFs of all articles are available through the link.
- IHAT. (2022). System Design Support to Deliver Quality Drugs at Public Health Facilities in Uttar Pradesh. [\[link\]](#)
- Lavtepatil, S. & Ghosh, S. (2022). Improving access to medicines by popularising generics: a study of 'India's People's Medicine' scheme in two districts of Maharashtra. *BMC Health Services Research* 22:643 [\[link\]](#)
- Prashanth NS, et al. (2014). Advancing the application of systems thinking in health: a realist evaluation of a capacity building programme for district managers in Tumkur, India. *Health Res Policy Syst.* 12(1):42
- Kwamie, A., van Dijk, H., Ansah, E. and Agyepong, I.A. (2016). The path dependence of district manager decision-space in Ghana. *Health Policy and Planning*, 31, 2016, 356–366. doi: 10.1093/heapol/czv069
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- Schaaf, M. & Dasgupta, J. (2019). "Our fear is finished," but nothing changes: efforts of marginalized women to foment state accountability for maternal health care in a context of low state capacity. *BMC Public Health* 19:732 <https://doi.org/10.1186/s12889-019-7028-2>
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- Select any one reading from the *BMJ Global Health* special supplement "Making Health Insurance Responsive to Citizens" -- December 2023 - Volume 7 - Suppl 6 [\[link\]](#)
- Lagarde, M. (2012). "How do do (or not to do)...Assessing the impact of a policy change with routine longitudinal data," *Health Policy and Planning* 27:76–83, doi:10.1093/heapol/czr00
- Bhushan H, Ram U, Scott K, et al. (2024). Making the health system work for over 25 million births annually: drivers of the notable decline in maternal and newborn mortality in India. *BMJ Glob Health*;9:e011411. doi:10.1136/bmjgh-2022-011411
- van der Waal, R., Mayra, K., Horn, A. and Chadwick, R. (2023). Obstetric Violence: An Intersectional Refraction through Abolition Feminism. *Feminist Anthropology*, 4: 91-114. <https://doi.org/10.1002/fea2.12097>
- University of Washington Department of Global Health. (2024). Conversation with Seye Abimbola. <https://www.youtube.com/watch?v=KlaFGP1mjiRM> (May 1, 2024. 55 minutes)
- Abimbola, S. (2023). When dignity meets evidence. *The Lancet*, Vol 401 [\[link\]](#)

5. Please list any suggested readings 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.)

- World Health Organization (2000). *World health report 2000: Health systems: improving performance*. Geneva: World Health Organisation.
- World Health Organization. (2010). *Monitoring the Health Systems Building Blocks*. World Health Organization, Geneva Switzerland.
- World Health Organization (2013). *World health report 2013: Research for universal health coverage*. Geneva: World Health Organisation.
- World Health Organization (2017). *World report on health policy and systems research*. Geneva: World Health Organization.
- Sri BA & Khanna R. (2014). *Dead Women Talking - A Civil Society Report on Maternal Deaths in India*. CommonHealth & Jan Swasthya Abhiyan.

- Aberese-Ako M, et al. (2014). "Your health our concern, our health whose concern?": perceptions of injustice in organizational relationships and processes and frontline health worker motivation in Ghana. *Health Policy Plan.* 29(Suppl. 2):ii15–ii28.
- Ahmed SM, et al. (2011). The health workforce crisis in Bangladesh: shortage, inappropriate skill- mix and inequitable distribution. *Hum Resour Health.* 9(1):3.
- Arah OA (2007). The metrics and correlates of physician migration from Africa. *BMC Publ Health.* 7:83.
- Bedford K (2011). Care and the 53rd Commission on the Status of Women: a transformative policy space? *Reprod Health Matters.* 19(38):197–207.
- Bertone MP, et al. (2014). A window of opportunity for reform in post-conflict settings? The case of human resources for health policies in Sierra Leone, 2002–2012. *Confl Health.* 8(1):11.
- Bradley S, et al. (2013). District health managers' perceptions of supervision in Malawi and Tanzania. *Hum Resour Health.* 11:43.
- Bradley JE, et al. (2002). Participatory evaluation of reproductive health care quality in developing countries. *Soc Sci Med.* 55(2):269–282.
- Brugha R, et al. (2010). Health workforce responses to global health initiatives funding: a comparison of Malawi and Zambia. *Hum Resour Health.* 8(1):19.
- Chandler CIR, et al. (2009). Motivation, money and respect: a mixed-method study of Tanzanian nonphysician clinicians. *Soc Sci Med.* 68(11):2078–2088.
- Choi SL, et al. (2016). Transformational leadership, empowerment, and job satisfaction: the mediating role of employee empowerment. *Hum Resour Health.* 14(1):73.
- Crettenden IF, et al. (2014). How evidence-based workforce planning in Australia is informing policy development in the retention and distribution of the health workforce. *Hum Resour Health.* 12(1):7.
- El-Jardali F, et al. (2014). The making of nursing practice law in Lebanon: a policy analysis case study. *Health Res Policy Syst.* 12:52.
- Frimpong JA, et al. (2011). Does supervision improve health worker productivity? Evidence from the Upper East Region of Ghana. *Trop Med Int Health.* 16(10):1225–1233.
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- Gladwin J, et al. (2002). Rejection of an innovation: health information management training materials in east Africa. *Health Policy Plan.* 17(4):354–361.
- Hahonou EK (2015). Juggling with the norms: informal payment and everyday governance of healthcare facilities in Niger. In: de Herdt T, Olivier de Sardan J-P, editors. *Real governance and practical norms in sub-Saharan Africa: the game of the rules.* London and New York: Routledge.
- Hernández AR, et al. (2015). Integrating views on support for mid-level health worker performance: a concept mapping study with regional health system actors in rural Guatemala. *Int J Equity Health.* 14(1):91.
- Huicho L, et al. (2015). Factors behind job preferences of Peruvian medical, nursing and midwifery students: a qualitative study focused on rural deployment. *Hum Resour Health.* 13(1):90.
- Humphries N, et al. (2015). "Emigration is a matter of self-preservation. The working conditions ... are killing us slowly": qualitative insights into health professional emigration from Ireland. *Hum Resour Health.* 13(1):35.
- Hurley EA, et al (2014). Exploring the connectedness of rural auxiliary midwives to social networks in Koutiala, Mali. *Midwifery.* 30(1):123–129.
- Jansen C, et al. (2014). Realizing universal health coverage for maternal health services in the Republic of Guinea: the use of workforce projections to design health labor market interventions. *Risk Manag Healthc Policy.* 7:219–232.
- Jayasuriya R, Jayasinghe UW, Wang Q (2014). Health worker performance in rural health organizations in low- and middle-income countries: do organizational factors predict non-task performance? *Soc Sci Med.* 113:1–4.
- Jewkes R, Abrahams N, Mvo Z (1998). Why do nurses abuse patients? Reflections from South African obstetric services. *Soc Sci Med.* 47(11):1781–1795.
- Kuhlmann E, et al. (2017). Closing the gender leadership gap: a multi-centre cross-country comparison of women in management and leadership in academic health centres in the European Union. *Hum Resour Health.* 15(2).
- Kwamie A, et al. (2015). The path dependence of district manager decision-space in Ghana. *Health Policy Plan.* 31(3):356–366.
- Lagarde M, Blaauw D, Cairns J. (2012). Cost-effectiveness analysis of human resources policy interventions to address the shortage of nurses in rural South Africa. *Soc Sci Med.* Sep;75(5):801-6.
- Lehmann U, Gilson L (2015). Action learning for health system governance: the reward and challenge of co-production. *Health Policy Plan.* 30(8):957–963.
- Leonard KL, Masatu MC (2010). Professionalism and the know-do gap: exploring intrinsic motivation among health workers in Tanzania. *Health Econ.* 19(12):1461–1477.
- Loewenson, R, Asa C Laurell, D'Ambruso Lucia., and Z Shroff. 2014. "Participatory Action Research in Health Systems: A Methods Reader." Harare: TARSC, AHPSR, WHO, IDRC Canada, EQUINET.
- Maes KC, et al. (2011). Volunteer home-based HIV/AIDS care and food crisis in Addis Ababa, Ethiopia: sustainability in the face of chronic food insecurity. *Health Policy Plan.* 26(1):43–52.
- Maini R, Hotchkiss DR, Borghi J (2017). A cross-sectional study of the income sources of primary care health workers in the Democratic Republic of Congo. *Hum Resour Health.* 15(1):17.

- Mandeville KL, et al. (2017). Specialty training for the retention of Malawian doctors: A costeffectiveness analysis. *Soc Sci Med.* Oct 16;194:87-95.
- Martineau T, et al. (2015). Coherence between health policy and human resource strategy: lessons from maternal health in Vietnam, India and China. *Health Policy Plan.* 30(1):111–120.
- McPake B, Russo G, Tseng FM (2014). How do dual practitioners divide their time? The cases of three African capital cities. *Soc Sci Med.* 122:113–121.
- McPake B, et al. (2015). Cost-effectiveness of community-based practitioner programmes in Ethiopia, Indonesia and Kenya. *Bull World Health Organ.* Sep 1;93(9):631-639A.
- Namakula J, Witter S (2014). Living through conflict and post-conflict: experiences of health workers in northern Uganda and lessons for people-centred health systems. *Health Policy Plan.* 29(Suppl. 2):ii6–ii14.
- Newman CJ, et al. (2011). Workplace violence and gender discrimination in Rwanda’s health workforce: increasing safety and gender equality. *Hum Resour Health.* 9(19):1–13.
- Nigenda G, Solorzano A (1997). Doctors and corporatist politics: the case of the Mexican medical profession. *J Health Polit Policy Law.* 22(1):73–99.
- Nyikuri M, et al. (2015). Crises and resilience at the frontline: public health facility managers under devolution in a sub-county on the Kenyan coast. *PLoS ONE.* 10(12):e0144768.
- Onyango-Ouma W, et al. (2001). An evaluation of Health Workers for Change in seven settings: a useful management and health system development tool. *Health Policy Plan.* 16(Suppl. 1):24–32.
- Prashanth NS, et al. (2014). Advancing the application of systems thinking in health: a realist evaluation of a capacity building programme for district managers in Tumkur, India. *Health Res Policy Syst.* 12(1):42.
- Purohit B, Martineau T, Sheikh K (2016). Opening the black box of transfer systems in public sector health services in a Western state in India. *BMC Health Serv Res.* 16(1):419.
- Rao KD, Bhatnagar A, Berman P (2012). So many, yet few: human resources for health in India. *Hum Resour Health.* 10(1):19.
- Razee H, et al. (2012). Listening to the rural health workers in Papua New Guinea: the social factors that influence their motivation to work. *Soc Sci Med.* 75(5):828–835.
- Rocha FLR, et al. (2014). The organizational culture of a Brazilian public hospital. *Rev Esc Enferm USP.* 48(2):308–314.
- Rowe AK, et al. (2009). A multifaceted intervention to improve health worker adherence to integrated management of childhood illness guidelines in Benin. *Am J Publ Health.* 99(5):837–846.
- Ruck NF, Darwish OA (1991). Motivating health workers through nutrition training: an example from Egypt. *Health Policy Plan.* 6(2):130–140.
- Sheikh K, George AS, and Gilson L. (2014). People-Centred Science: Strengthening the Practice of Health Policy and Systems Research. *Health Res Policy Syst* 12(1):19.
- Shen GC, et al. (2017). Incentives to change: effects of performance-based financing on health workers in Zambia. *Hum Resour Health.* 15(1):20.
- Smith R, et al. (2013). Appealing to altruism: an alternative strategy to address the health workforce crisis in developing countries? *J Publ Health.* 35(1):164–170.
- Tavrow P, et al. (2002). Measuring the quality of supervisor–provider interactions in health care facilities in Zimbabwe. *Int J Qual Health Care.* 14(Suppl. 1):57–66.
- Vujicic M, et al. (2011). Physician shortages in rural Vietnam: using a labor market approach to inform policy. *Soc Sci Med.* 73(7):2034–2070.
- Witter S, et al. (2011). Paying health workers for performance in Battagram district, Pakistan. *Hum Resour Health.* 9:23.

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)

Traditional small lecture hall / classroom

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
		X
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? 	YES	NO
		X
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO
		X
<ul style="list-style-type: none"> 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: 	YES	NO
		X
<ul style="list-style-type: none"> Is the placement intended to be domestic or international, or both? 	Domestic	
	International	
	Both	
<ul style="list-style-type: none"> If the course is blended or online, indicate whether the support of the eLearning specialist is required? 	YES	NO
		X
If yes, please specify the type of eLearning supports you need:		

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 be 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/>. Revised June 2023



October 20, 2024

To: Faculty of Health Curriculum Committee
From: Brad Meisner, School of Global Health (SGH) Director
Re: New Course Proposal – Letter of Support for GH 3030 3.00

Dear Committee Members,

As Director of the School of Global Health (SGH), I am writing to express my support for the new course proposal, **GH 3030 3.00 Health Policy and Systems Research for Global Health Equity**. This new course was unanimously supported by the SGH Council, which reflects the shared recognition of its importance in advancing our undergraduate course offerings.

This new course is essential as it provides students with a comprehensive understanding of health policy and systems research, focusing on the core components of health systems and multidisciplinary research aimed at improving system performance. Students will explore key elements such as human resources, health services, governance, and financing while examining how research addresses complex social and political challenges.

Regarding resource implications, it is essential to ensure that the SGH has the capacity to offer this course. I have carefully reviewed the current teaching resources of the SGH faculty. With two CLA search committees in progress—one set to begin in January 2025 and the other in July 2025—the SGH will be able to offer this course annually or every two years.

I am confident that GH 3030 3.00 Health Policy and Systems Research for Global Health Equity will benefit SGH undergraduate students and further solidify our reputation as a leading institution in the training of the next generation of global health leaders.

Sincerely,

Brad Meisner, PhD
Director, School of Global Health



YORK UNIVERSITY
LIBRARIES

Scott Research and
Collections

310 Scott Library
4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
Ext. 20073
Fax 416 736 5920
www.library.yorku.ca/

Memo

To: Professor Kerry Scott, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 3 October 2024
Subject: Library Statement for **Health Policy and Systems Research for Global Health Equity**

Summary

York University Libraries are well positioned to support the proposed course *Health Policy and Systems Research for Global Health Equity*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. New materials are regularly purchased on subjects such as health equity, health policy, health governance, health systems, health equity, as well as any materials related to global health.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

- De Gruyter eBooks
- Elgar Online
- Oxford Scholarship Online
- Cambridge Core



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

Subject Databases:

- Global Health Database
- Public Health Database
- Sociological Abstracts
- Social Sciences Abstracts
- JSTOR
- Web of Science
- CINAHL

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:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/humanrights> (Human Rights and Equity Studies)

<https://researchguides.library.yorku.ca/socialscience> (Social Sciences)

<https://researchguides.library.yorku.ca/psychology> (Psychology)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>

- For assistance with process and procedure for new course approval, please contact the [Faculty of Health Governance Team](#).
- For assistance with alignment with academic plans, see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design, see the eClass site "[Health Curriculum Toolkit](#)" (requires passport York username and password to access).
- For assistance with course design, and teaching and learning activities, please contact Lisa Endersby, Educational Developer, by lendersb@yorku.ca.
- For assistance with designing and developing experiential education activities, contact the EE Coordinator (eehealth@yorku.ca)
- For assistance with the application of technology-enhanced learning, please contact the Faculty of Health e-learning specialist at [Learning Technology Services](#).
- For assistance with integrating Indigenous content, please contact the Indigenous Council Ruth Koleszar-Green (ruthkg@yorku.ca) or Sean Hillier (shillier@yorku.ca).
- For assistance with questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining student resources, refer to the Library and Learning Commons resources:
 - [SPARK \(Student Papers & Academic Research Kit\)](#)
 - [LinkedIn Learning](#)
 - [Academic Research & Resources](#)

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Manager of OSAS
8-Nov-24	Date reviewed course proposal draft with Associate Dean, Learning, Teaching & Academic Programs
Reviewed information provided on the eClass course at Health Curriculum Toolkit	

School/Department: School of Global Health

Course Rubric and Number: GH 4520

Credit Weight: 3.00 **Effective Session:** Fall 2025
(e.g. 3.00, 6.00) (e.g. Fall 2021, F/W 2024-25)

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

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

Brief Course Description: *For editorial consistency, start the description with an active verb in the present tense, 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. Maximum 60 words.

Provides a critical introduction and examination of how laws interact with central topics in global health. Examining foundational, methodological, and contextual issues within global health law, the course scrutinizes the various ways law acts as a key determinant of health and health equity through its ability to impact the systems and structures that shape behaviour, social circumstances, and the environment.

List course(s) where applicable:

Prerequisites:	
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 who have earned at least 54 credits or with permission of the course instructor
Not open to:	
Notes:	

Science Course:	YES	NO
Denotes courses in GH, 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 rationale for creating this course is rooted in the increasing recognition that law plays a pivotal role in shaping global health outcomes. As global health issues continue to intersect with legal frameworks—ranging from international regulations on pandemics to national health equity policies—there is a critical need to understand how legal mechanisms influence population health. This course will equip students to critically analyze and apply legal principles to contemporary global health challenges, building on the School's established research and teaching strengths in global health law. Moreover, it responds to a growing trend among our graduates, who are pursuing careers in law or policy, where a solid foundation in law is critical for success.

2. Describe how this new course aligns with the School/Dept and/or Faculty and/or University Academic Plans, and the United Nations (UN) Sustainable Development Goals, as applies. For more information about these plans and the SDGs, contact your UPD, Department Chair, available online resources (i.e., SDGs, at <https://www.yorku.ca/unsdgs/>), and/or the Associate Dean, Learning, Teaching, & Academic Programs.

<i>Alignment with Unit and/or Faculty Plan</i>	A course in global health law aligns with the Faculty of Health's Strategic Plan (2023-2028) by advancing social justice, equity, and inclusivity through the lens of legal frameworks in global health. The course supports the Faculty's mission to positively influence health and wellness by equipping students with the knowledge to address health inequities and advocate for sustainable social change use legal mechanisms. It fosters interdisciplinary collaboration and enhances experiential learning, both of which are key strategic goals for the Faculty.
<i>Alignment with University Academic Plan</i>	A course in global health law aligns closely with York University's Academic Plan (2020-2025) by addressing key institutional priorities, such as advancing social justice, promoting health and well-being, and fostering global engagement. This course directly contributes to building a healthier and more equitable society, a central theme in the University's commitment to addressing global crises and inequalities. By equipping students with the legal knowledge and skills necessary to navigate complex global health challenges, the course supports the University's mission to offer interdisciplinary education that prepares graduates to engage meaningfully in policy-making and legal careers, areas increasingly critical to both local and global communities.
<i>Alignment with SDG(s) (only as applies)</i>	SDG 3 is central to global health law, as legal mechanisms are critical in regulating public health systems, promoting universal health coverage, and enforcing international health regulations; SDG 10 aligns with global health law in its aim to reduce health inequities; SDG 5 is supported through legal frameworks that protect reproductive rights, combat gender-based violence, and address the social determinants of health that disproportionately affect women and girls; SDG 6 connects to global health law by addressing regulations around water rights, sanitation policies, and access to clean water, all of which are fundamental for public health; SDG 16 underscores the importance of strong legal institutions in promoting justice and upholding laws that protect the right to health and enforce accountability in both domestic and global health governance.

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.

The proposed course fills a critical gap in the current global health program curriculum, as it offers a freestanding course with a substantive focus on law—a perspective not fully explored in existing offerings. While the Global Health and Human Rights (GH 4510) course touches on legal issues, the course learning outcomes can be taught without a substantive focus on law. This new course complements and aligns with the degree program learning outcomes (PLOs) by providing students with the tools to analyze how legal frameworks shape health outcomes; a critical element of understanding global health governance (PLO 5). It also enhances interdisciplinary approaches by integrating legal analysis into the broader transdisciplinary perspective of global health (PLO 4) and equips students with the skills to advocate for legal reforms that promote health equity (PLO 3). Furthermore, the course enables students to apply qualitative and normative research methodologies in assessing the legal determinants of health (PLO 2), fostering a comprehensive understanding of the structural factors that influence global health. No overlap exists amongst current School or Faculty course offerings (e.g., HH/HLST 4000 3.00 Health Care Law focuses on individual-level laws and topics primarily confined to the healthcare system, such as consent to treatment, medical negligence, medical staff privileges, and release of information). There are also no plans for the course to be cross-listed, integrated, or made a course exclusion.

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

The proposed course will fulfill two roles in the global health degree program: (i) as a possible core credit (for the BA and BSc Honours and BA and BSc Specialized Honours) and (ii) as a possible steam elective for the BA and BSc Specialized Honours. Moreover, given no other course in the Faculty of Health or York University covers population-level health law (and with minimal pre-requisites), we also expect to have a few non-global health students enrol in the course. As such, we expect course enrollments to be approximately 55 students.

Section B - Course Structure:

1. **Mode of Delivery:** Is this course (Please select one with "X"):

X	LECT (fully face to face)
	BLFN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).
	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	Other (please describe):
	Indicate if this course is designed to include Community-focused or Work-focused experiential education .

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

The course will have 12, three-hour lecture periods each week over the course of a semester.

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.)

We do envision that the course could be delivered every year. However, in the event that the envisioned course director (Dr. A.M. Viens) could not deliver the course in a particular year, e.g., program needs required him to teach another course or if he were on sabbatical, we would either offer it in alternate years or ask Dr. Steven Hoffman to teach it when he returns from secondment.

5. Can you staff this course using current teaching capacity?

YES	NO
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. A.M. Viens; Dr. Steven Hoffman

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.

No

Section C - Course Design Information:

This section requires descriptions of the course, its design, constructive alignment, teaching activities, assessment methods, and any experiential education opportunities, technology enhanced learning and universal design for learning.

- **Experiential Education (EE)** remains a top priority for York University and the Faculty of Health and facilitates opportunities for structured, critical reflection (e.g. using polling, exit card, journal entry). Course directors can integrate EE into their course where possible, but some EE activities may not be feasible in every course. Go to <https://health.yorku.ca/experiential-education/faculty/> and https://www.yorku.ca/yuexperience/wp-content/uploads/sites/42/2020/01/200110-YorkAVP_TL-EE_Booklet-r3.pdf 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 eClass, use of polling and other in class technology e.g., see <https://www.yorku.ca/uit/student-services/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://its.info.yorku.ca/health/>.
- Incorporating the **UN SDGs** facilitates inclusive and equitable quality education and promotes lifelong learning opportunities for all. Go to <https://www.yorku.ca/unsdgs/toolkit/> for options to embed any of the 17 goals in course design.
- **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, can be found at: https://www.yorku.ca/teachingcommons/wp-content/uploads/sites/38/2023/01/Food_for_Thought-03-Universal-Design-for-Learning.pdf and on the Teaching Commons website.

1. Course Topics/Theories

List the key topic areas taught in this course.

The course introduces students to the complex relationship between law and global health, focusing on key legal frameworks, institutions, and actors that shape health outcomes. The course is divided into three parts: Foundations, Methods, and Global Health Law in Context.

In the Foundations section, students explore the concept of law as a determinant of health, learning how legal systems influence public and global health both positively and negatively. They engage with the nature of law, international lawmaking, and the roles of legal institutions such as international organizations. Key questions include: What is law? How does law serve as a tool for promoting or impeding health and health equity? By examining these foundational questions, students will build a critical understanding of the global health law landscape and the role of legal interventions in shaping health policies and systems.

The Methods section focuses on developing students' legal analytical skills. They are introduced to three primary approaches: doctrinal, jurisprudential, and empirical legal analysis. Through these lenses, students learn to critically interpret and apply international legal instruments related to health. They will engage in practical exercises, such as analyzing legal sources and mapping legal frameworks to real-world health challenges, to understand how law interacts with scientific evidence and policy-making in global health.

The Global Health Law in Context section grounds legal theory and practice in specific health issues, such as climate change, infectious diseases, tobacco control, disasters, and drug regulation. Students explore how international agreements (e.g., WHO Framework Convention on Tobacco Control) and legal case studies (e.g., Philip Morris v. Uruguay) reflect the law's influence on global health outcomes. The course emphasizes the role of law in responding to health emergencies, promoting environmental health, and regulating harmful substances.

Part I. Foundations

Week 1. Introduction: Concepts, Tools, Institutions, and Actors

Week 2. What is Law?

Week 3. What is Global Health Law?

Week 4. What is Legal Research?

Part II. Methods

Week 5. Legal Analysis I: Doctrinal

Week 6. Legal Analysis II: Jurisprudential

Week 7. Legal Analysis III: Empirical

Part III: Global Health Law in Context

Week 8. Climate Change

Week 9. Infectious Diseases

Week 10. Tobacco

Week 11. Disasters and Emergencies

Week 12. Drugs

2. Indigenous Knowledge

	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 Yes to at least <i>one of the questions above</i> , provide a summary and/or list of the Indigenous (Aboriginal)* content or components you are proposing to include in your course:		
Will the course engage Indigenous (Aboriginal) communities (including reserves, territories, departments, or community organizations, etc.) on experiential education? If Yes, please comment below on how you will or might engage Indigenous (Aboriginal) communities in experiential education:		X

*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.

3. Course 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 with single, measurable, active verbs (do not use 'understand', 'appreciate', 'acquire knowledge of', etc.):

Students will be able to:

- correctly **identify** the brain's major components and gross functional areas.
- accurately **describe** the factors that impact healthy aging.
- critically **analyze** an academic journal article for 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 course learning outcomes in the section below (for a 3.00 credit course, for instance, there should be 4-6; for a 6.00 credit course, 8-12 [but less than 8 may be appropriate for some courses]):

1. Critically evaluate the role of law as a determinant of health and the impact of legal systems, policies, and international agreements on health outcomes and health equity at the individual, community, and population levels.
2. Apply international legal instruments and case law relevant to global health issues, such as climate change, infectious diseases, and tobacco control using appropriate doctrinal, jurisprudential, or empirical legal methods.
3. Analyze the influence of international organizations and legal frameworks on global health governance such as the World Health Organization and the United Nations in shaping global health law and policy.
4. Apply primary and secondary legal sources, databases, and tools to the evaluation of legal instruments that are used to address global health challenges.

5. Solve challenges in a practical legal context that address health inequities and promote global health.
6. Critically assess the intersection of law, ethics, and population health.

7. 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 identify course learning activities that will help students achieve intended learning outcomes, consider:

- 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 eClass)
- Active learning strategies (e.g. think, pair, share; structured debates)
- Wikis (contribute to and curate collaborative content)
- 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:

The course will be designed and delivered using a combination of different teaching strategies and learning activities in order to support diverse learning styles and fosters a deeper understanding of global health law's practical applications:

1. **Lectures with Interactive Components.** Course director-led lectures interspersed with polling questions, short reflection exercises, in-class discussions, and opportunities for students to ask questions or share thoughts via online tools or in-class responses will be used to help students critically evaluate the role of law as a determinant of global health.
2. **Case-Based Learning.** Students will work through case studies that highlight legal issues related to global health, engaging in small group discussions to identify key legal principles and apply them to global health concerns.
3. **Technology-Enhanced Learning.** Students will learn how to use legal research tools and legal databases to conduct comprehensive research on global health laws, treaties, and case law, through in-class instruction, guest lecture from library staff, and online resources posted on eClass. These technology-enhanced learning activities will teach students how to access primary and secondary legal sources, verify high-quality legal sources, and use legal citation tools to manage their research sources effectively.
4. **Simulations, Practical Application Exercises, and Guest Speakers.** In addition to lectures, students will be able to engage in an experiential learning environment where they can simulate real-world legal frameworks or processes. Especially in the third part of the course, students will receive expert guest lectures, participate practical application exercises (e.g., in class doctrinal reading of legal instruments), and simulations (e.g., mock international health negotiations or legal debates where they take on roles of legal professionals, policy-makers, or representatives of international organizations). All of these activities provide a better understand how legal instruments and frameworks are used within global health governance and provide an opportunity to apply legal research and analysis methods to real-world global health issues.

8. Assessment and Evaluation Strategies:

- a) How will student learning be determined? List each graded component of the proposed course including the type and percentage value of each component. Indicate which course learning outcome(s) are evaluated by which assessment

component.

Assessment/Evaluation Strategy	Percentage (%) of Final Grade	Evaluated Course Learning Outcome(s)
In-Class Quiz	15%	1, 3
Legal Research Assignment	15%	2, 4
Case Study	20%	1, 5, 6
Practical Legal Analysis Exercise	15%	2, 5
Legal Research Brief	35%	1, 4, 5, 6

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

There are no plans to make the course integrated.

9. Formative Feedback

Feedback to students during the course is not always graded. Formative feedback helps the students and instructor identify progress towards the course learning outcomes by providing ongoing, low stakes evaluation at key points in a lesson or at milestones toward completing a major assignment.

Some examples of formative feedback include:

- a pre-test or quiz (not graded) that asks students to share what they already know about a topic
- 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
- 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.

1. **Think-Pair-Share Exercises** (In-Class). After a brief introduction to a topic, students will be asked to reflect individually, then discuss their ideas with a partner, and finally share insights with the larger class. This will be used to encourage students to engage deeply with legal concepts through discussion, thereby providing further opportunities to clarify their understanding and explore different perspectives.
2. **Case Study Exit Cards** (In-Class). At the end of a class discussion on a case study, students will complete "exit cards" where they list one key takeaway and one question they still have. This will help gauge areas that need further clarification and provides students with an opportunity to reflect on their learning.
3. **Mid-Semester Feedback Survey** (Online). An anonymous survey will be given to ask students reflect on their learning so far, identify challenging topics, and suggest areas for further clarification. As Course Director, I can adjust content delivery and provide targeted support based on student feedback.

Section D - Constructive Alignment and Learning Supports

This section shows the connections between course learning outcomes (C3), teaching and learning activities (C4), and assessment/evaluation strategies (C5) that have been identified.

In the **summary table below**, for each teaching and learning activity, please i) identify the course learning outcome it will help the students achieve and ii) if it will be formally graded. 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 the student achieve?	Will this activity be formally graded? (Y/N) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	How will students reflect on this activity?	Corresponding EE Strategy 1- Classroom Focused 2- Community Focused 3- Work Focused
Lectures with Interactive Components	1, 3	N	Reflection exercises at the end of each class session (e.g., exit cards) to gauge understanding of legal concepts and frameworks	1
Case-Based Learning	1, 5, 6	Y (via Case Study)	In small groups, students will discuss the legal issues of a case, followed by class discussion to reflect on the analysis	1
Technology-Enhanced Learning	2, 4	Y (via Legal Research Assignment)	Students will critically reflect on research challenges and opportunities via completion of the Legal Research Assignment and in-class discussions	1
Simulations	3, 5, 6	N	Students will engage in post-simulation discussions to reflect on their roles and the real-world application of legal frameworks in global health governance	1
Guest Speakers	1, 3	N	Think-Pair-Share: Students will discuss key takeaways in pairs and share with the class to critically reflect on the expert's insights and application to global health law	1
Practical Application Exercises	2, 5		After completing exercises, students will reflect on how legal instruments were applied and potential implications for global health governance	1

1. EE Integration

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.

N/A

2. Learning/Teaching with Technology:

a) How are learning or teaching technologies incorporated into the course?

1. **Legal Research Databases.** Databases, such as Westlaw, HeinOnline, and LexisNexis will be used by students to access primary and secondary legal sources, treaties, and case law relevant to global health law.
2. **Learning Management System.** eClass will be used as the central hub for course materials, assignments, and resources.
3. **Polling Tools.** Polling tools (e.g., PollEverywhere) will be incorporated into lectures to stimulate engagement and assess comprehension in real-time of weekly readings and foundational concepts.
4. **Legal Research Tools.** Students will be introduced to tools, such as Law Atlas, Zotero, and MonQcle, to manage legal instruments, legal data, and legal citations to help organize and manage their legal research efficiently.
5. **Online Legal Resources.** Students will also be pointed to governmental and quasi-governmental resources, such as United Nations' *Audiovisual Library of International Law* [<https://legal.un.org/avl/lslawoftreaties.html>]

- b) 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

- c) 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

3. Bibliography:

- a) Please list the required readings 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.).

The required readings will be a combination of book chapters, peer-reviewed journal articles, and legal instruments:

1. United Nations, *International Law Handbook* (Geneva: Office of Legal Affairs, 2017)
2. Lawrence O. Gostin, *Global Health Law* (Harvard University Press, 2014)
3. Gian Luca Burci and Brigit Toebe (eds.), *Research Handbook on Global Health Law* (Edward Elgar, 2018)
4. Lawrence O. Gostin and Benjamin Mason Meier (eds.), *Global Health Law and Policy: Ensuring Justice for a Healthier World* (Oxford University Press, 2023)
5. Dru Bhattacharya, *Global Health Disputes and Disparities: A Critical Appraisal of International Law and Population Health* (Routledge, 2017)
6. Allyn L. Taylor, 'Global Health Law: International Law and Public Health Policy,' in Stella R. Quah (ed.), *International Encyclopedia of Public Health* (Elsevier, 2017), pp. 268–81.
7. Jennifer Prag Ruger, 'Normative Foundations of Global Health Law,' *Georgetown Law Journal* 96(2008): 423-443.
8. Suzanne Egan, 'The doctrinal approach in international human rights law scholarship,' in Lee McConnell and Rhona Smith (eds.), *Research Methods in Human Rights* (Routledge, 2018), pp. 24-41
9. Lee McConnell, 'Legal theory as a research methodology,' in Lee McConnell and Rhona Smith (eds.), *Research Methods in Human Rights* (Routledge, 2018), pp. 42-69.
10. Todd Landman, 'Quantitative analysis,' in Lee McConnell and Rhona Smith (eds.), *Research Methods in Human Rights* (Routledge, 2018), pp. 94-113.
11. United Nations Framework Convention on Climate Change (1992)
12. Convention on Biological Diversity (1992)
13. International Health Regulations (2005; revised version forthcoming)
14. WHO Framework Convention on Tobacco Control (2003)
15. Sendai Framework for Disaster Risk Reduction (2015)
16. United Nations Single Convention on Narcotic Drugs (1961, amended in 1972)

- b) Please list any suggested readings 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.)

Suggested and further readings will also be a combination of book chapters, peer-reviewed journal articles, and legal instruments:

1. Obijiofor Aginam, *Global Health Governance: International Law and Public Health in a Divided World* (University of Toronto Press, 2005)
2. Matiangai V. S. Sirleaf, 'White Health and International Law' in Devon Carbado, Kimberle Crenshaw, Justin Desautels-Stein, and Chantal Thomas (eds.), *Race, Racism & International Law* (Stanford University Press, 2024)
3. Sharifah Sekalala, *Soft Law and Global Health Problems: Lessons from Responses to HIV/AIDS, Malaria and Tuberculosis* (Cambridge University Press, 2018)
4. Ilja Pavone, *Global Pandemics and International Law: An Analysis in the Age of Covid-19* (Routledge 2023)
5. Margherita Melillo, *Weaponising Evidence: A History of Tobacco Control in International Law* (Cambridge University Press, 2024)
6. Philip Morris Brands Sàrl, Philip Morris Products S.A. and Abal Hermanos S.A. v. Oriental Republic of Uruguay, ICSID Case No. ARB/10/7
7. Evan J. Criddle and Evan Fox-Decent, 'Human Rights, Emergencies, and the Rule of Law,' *Human Rights Quarterly* 34(2012): 39–87.
8. Jennifer Prah Ruger, 'International and Global Health Law,' in her *Global Health Justice and Governance* (Oxford University Press, 2018), pp. 219-244.
9. David P. Fidler, *International Law and Global Public Health*, *University of Kansas Law Review* 48(1999): 1-58.
10. Nagoya Protocol on Access to Genetic Resources and the Fair and Equitable Sharing of Benefits Arising from their Utilization (2010)
11. United Nations Convention against Illicit Traffic in Narcotic Drugs and Psychotropic Substances (1988)

c) 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, provide a rationale.

N/A

Section E - Resource Requirements:

This section may require consultation with the unit 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.

All legal resources and tools used in the course are either open-access or already provided by York University

2. Classroom Space:

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

To facilitate class discussions and simulations, it would be helpful to have classroom space that facilities for such activities (i.e., avoid stadium seating lecture halls). Even if this is not possible, the Course Director has experience navigating such spaces and has back-up plans to allow such activities to still take place.

3. Teaching Support:

a) Does the course delivery require enhanced technical support? (e.g. lab technician; UIT support). If yes, specify:	YES	NO
		X

b) 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
c) Does the course require marker/grader, teaching assistant, lab demonstrator etc. support <i>above those normally allocated by the department/school</i> offering the courses? If yes, specify why and for what duties/tasks the <i>extra</i> support is needed:	YES	NO
		X
d) If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate:		
o Will the instructor need to travel to visit the off-campus community partner(s)?	YES	NO
		X
o 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:	YES	NO
		X
o Is the placement intended to be domestic or international, or both?		
<ul style="list-style-type: none"> ▪ Domestic <input type="checkbox"/> ▪ International <input type="checkbox"/> ▪ Both <input type="checkbox"/> 		
e) 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:	YES	NO
		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 be directed to Rob Finlayson (rfinlays@yorku.ca) or 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 for Health, at <http://www.library.yorku.ca/web/about-us/contact-us/liaison-librarians/>.

Revised August 2024



October 20, 2024

To: Faculty of Health Curriculum Committee
From: Brad Meisner, School of Global Health (SGH) Director
Re: New Course Proposal – Letter of Support for GH 4520 3.00

Dear Committee Members,

As Director of the School of Global Health (SGH), I am writing to express my support for the new course proposal, **GH 4520 3.00: Global Health Law**. This new course was unanimously supported by the SGH Council, which reflects the shared recognition of its importance in advancing our undergraduate course offerings.

This new course is essential as it offers a critical examination of how law interacts with and influences global health outcomes. By exploring the foundational, methodological, and contextual issues within global health law, students will learn how legal frameworks shape behavior, social circumstances, and environments that determine health and equity. The course addresses the growing recognition of law as a pivotal determinant of global health, preparing students to analyze and apply legal principles to contemporary health challenges. It also responds to the increasing demand for legal expertise in global health careers, building on the SGH's strengths in research and teaching in this area.

Regarding resource implications, it is essential to ensure that the SGH has the capacity to offer this course. I have carefully reviewed the current teaching resources of the SGH faculty. With two CLA search committees in progress—one set to begin in January 2025 and the other in July 2025—the SGH will be able to offer this course annually or every two years.

I am confident that GH 4520 3.00: Global Health Law will benefit SGH undergraduate students and further solidify our reputation as a leading institution in the training of the next generation of global health leaders.

Sincerely,

Brad Meisner, PhD
Director, School of Global Health



Memo

To: Professor Adrian Viens, School of Global Health
From: Thumeka Mgwigwi, Teaching and Learning Librarian, Scott Library
Date: 22 October 2024
Subject: Library Statement for **Global Health Law**

Summary

York University Libraries are well positioned to support the proposed course *Global Health Law*. Faculty and students can make use of an array of library resources and services to meet their research and learning needs.

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. For instance, library personnel review reading lists supplied for proposed courses to address any potential gaps. As well, tailored purchasing profiles ensure new materials are regularly purchased and that includes areas such as global health, law, government and non-governmental resources.

With the online discovery system (OMNI), researchers have access to a wide range of resources through a single interface - including books, book chapters, articles, dissertations, streaming media, etc. For example, the recently launched Automated Fulfillment Network (AFN) allows users to request materials from OMNI partner libraries. Users also have the option to browse specific online platforms directly. A selection of electronic collections of particular interest are highlighted below.

eBook Platforms:

- De Gruyter eBooks
- Elgar Online
- Oxford Scholarship Online
- Cambridge Core



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

Subject Databases:

- Global Health Database
- Public Health Database
- Canadian Public Policy Electronic Collection
- Web of Science

Legal Resources:

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

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:

<https://researchguides.library.yorku.ca/health> (Health Studies and Global Health)

<https://researchguides.library.yorku.ca/lawfornonlawstudents> (Legal Research for Non-Law Students)

<https://researchguides.library.yorku.ca/humanrights> (Human Rights and Equity Studies)

Library Class Request Form:

<https://www.library.yorku.ca/web/ask-services/facultyinstructor-support/book-a-library-class/>

Library Workshops:

<https://www.library.yorku.ca/web/research-learn/instructional-workshops/>

Research Help

Online research assistance is available in both French and English via chat, text, and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian or use the virtual drop-in service.

Accessibility Services

Located on the first floor of the Scott Library (Keele Campus), 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.

Library Accessibility Services:

<https://www.library.yorku.ca/web/ask-services/accessibility-services/>



October 30, 2024

Dear Professor Viens,

**UNIVERSITY
INFORMATION
TECHNOLOGY**

**Learning Technology
Services**

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
EXT 30343
brennagh@yorku.ca
www.yorku.ca/its

University Information Technology (UIT) is committed to the support of eLearning for the academic community and supports many technologies that underpin those efforts, including 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, 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. Related specifically to components of the proposed course the technological requirements are well supported in eClass (course materials, assignments, and resources). Through the evergreening of our classroom spaces, UIT has expanded WiFi access to support the many devices' students may have with them in class ensuring there will be no issues in using polling technology such as iClicker. Poll Everywhere is mentioned as an alternative and while it is not supported directly many other instructors have used it without issue.

With these supports in place, I'm happy to confirm UIT support of "GH 4520 - *Global Health Law*" I wish you well on your proposal for this course.

Sincerely,

A handwritten signature in cursive script that reads "H. Brennagh".

Helen Brennagh

Manager, Learning Technology Services
University Information Technology



- For assistance with process, procedure, see OSAS Director/Manager
- For assistance with alignment with academic plans see your UPD/Chair or AD Learning, Teaching, and Academic Programs
- For assistance with course design see the Moodle course “Health Curriculum Toolkit” at <https://moodle.yorku.ca/moodle/course/view.php?id=148738> (requires passport York username and password to access).
- For assistance with course design, teaching and learning activities please contact either of the following:
 - Yasaman Delaviz, Faculty of Health’s Educational/Curricular Developer Specialist by email at ydelaviz@yorku.ca or by phone at ext. 44086
 - Lisa Endersby, Educational Developer, by email at lendersb@yorku.ca or by phone at ext. 33047.
- For assistance with designing and developing experiential education activities see either one of the EE Coordinators Anda Petro or Paola Calderon-Valdivia (eehealth@yorku.ca)
- For assistance with technology-enhanced learning in the course, please contact the Faculty of Health e-learning specialist at Learning Technology Services (hh-help@yorku.ca).
- For assistance with integrating Indigenous content into your course, please contact the Indigenous Council (ruthkg@yorku.ca & shillier@yorku.ca).
- For assistance with determining responses to questions about resources, please contact the Operations Manager and the Chair/Director in the school/department offering the course.
- For assistance with determining resources for students see the Library and Learning Commons resources:
 - [SPARK \(Student Papers & Academic Research Kit\)](#)
 - [LinkedIn Learning](#)
 - [Academic Research & Resources](#)

Approval Process

- The Faculty of Health Curriculum Committee will only consider new course proposals that have been approved by the unit responsible for offering the course.
- If the proposed course is to be cross-listed, integrated, listed as a course credit exclusion with another course, or listed as a major/minor course option in an interdisciplinary program, the proposal must be accompanied by a statement from the collaborating unit signaling agreement to the proposal.

Checklist of activities to be completed:

Click or tap to enter a date.	Date reviewed course proposal draft with Director/Manager of OSAS
8-Nov-24	Date reviewed course proposal draft with Associate Dean, Learning and Teaching
Choose an item.	Attached draft course outline
Reviewed information provided on the Moodle course “Health Curriculum Toolkit” at https://moodle.yorku.ca/moodle/course/view.php?id=148738 (requires passport York username and password to access).	

School/Department: Global Health **Effective Session:** FW 2025-26
(e.g. Fall 2021, F/W 2021-22)

Course Rubric and Number: HH/GH 4700

Credit Weight: 3.00
(e.g. 3.00, 6.00)

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

Critically examine the social determinants of mental health, with a focus on protective and promotive factors, and explore the interconnectedness between mental health and broader social, cultural, and economic factors through a multidisciplinary, dynamic, hands-on, and transformative approach. Emphasizes a holistic understanding of mental well-being, and explores innovative strategies aimed at protecting and promoting mental health outcomes and achieving equitable access to quality mental health care for all.

List course(s) where applicable:

Prerequisites:	HH/GH 3500 and successfully completed 54 credits
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:	Global Health (specialized honors program) and Psychology students and other students by permission who successfully completed 54 credits
Not open to:	
Notes:	Modules vary from year to year. Consult the unit supplemental calendar for more details. Permission from the Course Director is required for all students.

Science Course:	YES	NO
Denotes courses in GH, 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)?

Since its inception in 2010, the discipline of global mental health has expanded the boundaries of mental health as a vital public good worthy of investment. The ongoing epidemiological transitions and climate-related hazards have highlighted the urgent need for serious discussions about the centrality of mental health. The tools and approaches within global mental health have undoubtedly made a significant impact, leading to increased funding, the development of effective evidence-based treatment packages, and a more favorable policy environment. These are important advances.

However, disparities in the burden of mental health conditions continue to widen globally, and the treatment gap is growing. Despite 13 years of the global mental health philosophy, the expected improvements have not fully materialized. This situation calls for a rethinking and sober reflection on current approaches. It raises the critical question: What will it take to improve mental health and achieve equitable access to quality mental health support and care?

In other words, both individually and collectively, the world needs clarity on how to effectively promote global mental health. This course, grounded in theory, adopts a systematic, collaborative, and integrative approach, offering practical applications and implementations relevant to global mental health. It provides students in global health, psychology, and allied programs with a unique learning opportunity that emphasizes critical thinking, problem-solving, and self-discovery. By ensuring students gain tangible, market-ready competencies, this course helps shape their careers in global mental health.

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.

<i>Alignment with Unit and/or Faculty Plan</i>	In keeping with the FoH's Health 2024-2028 strategic plan, this course contributes directly to 2 of the 5 strategic directions: advancement of social justice (advocacy for equity in mental health services) and creating opportunities for student engagement (facilitating discussions and interactions with indigenous scholars on 'indigenous ways of knowing and doing in health and healing education, health, and practice).
<i>Alignment with University Academic Plan</i>	The course structure focuses on York's 2020-2025 UAP priority of '21st Century Learning' through creative, flexible pedagogical approaches (e.g., transformative teaching-learning strategies) that infuse reflection, specific disciplinary knowledge, critical thinking and research in course activities and outcomes.
<i>Alignment with SDG(s) (only as applies)</i>	The course structure is inspired by at least 6 SDGs (No poverty; Good health and Well-being; Quality Education; Gender Equality; Reduced inequalities; Peace Justice and Strong Institutions), and is designed to encourage critical and innovative thinking among students on the centrality of promoting global mental health in achieving SDG targets.

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.

The Promoting Global Mental Health course will be a permanent elective course feature of the curriculum in the School of Global Health, on offer periodically, for a limited period or indefinitely, and where there could be any number of different topics or subjects addressed through it. This one clear course description would have a separate assigned course number, and would appear in the unit's course repository and university calendar. The course forms part of the new global mental health stream initiative under the School's Specialized Honors global health degree program. The courses under this 'umbrella' are strategically created to be complementary and thus there is no anticipated overlap with other courses. For example, this course will benefit from the course – 'introduction to global mental health', which provides the foundational concepts that are essential for this course.

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

Enrolment will be a minimum of 20 and a maximum of 50 students, with the possibility of extending to 60 depending on the demand.

Section B - Course Structure:

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

	Fully face to face
X	BLEN (blended) – combination of virtual, asynchronous with scheduled, in-person components (instructor will define whether virtual components are synchronous or asynchronous). Note: a blended format course is usually a restructuring of class contact hours with the goal to enhance engagement and to extend access to internet-based learning opportunities" (Garrison, Vaughn, 2008).
	ONLN (online) – virtual and normally asynchronous, may include some synchronous components (instructor will define any synchronous components). Note: The Office of the Registrar supplemented this definition on Feb 1 2022 by informing staff that ONLN means "no in-person component, exams and testing will be online".
	HYFX (hyflex) – concurrent in both in-person and virtual synchronous
	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.

36 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.

25% (9 hours)

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

The Promoting Global Mental Health course will be offered typically in the Fall term, though this may vary year to year at the discretion of the unit and on assessed student interest.

YES	NO
x	

5. Can you staff this course using current teaching capacity?

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

Yes

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

The School has hired a full-time faculty– Dr. Benedict Weobong with specific expertise in global mental health to lead the global mental health stream and teach on this course. Other faculty members with expertise to teach this course include: Dr. Oghenowede Eyawo

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.

No

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://its.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
 - multiple means of engagement (How will diverse students access and participate in the learning & teaching activities?)
 - multiple means of representation (How will course content be presented in a variety of different ways to support different learning needs and preferences?)
 - 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.

<ul style="list-style-type: none"> • Understanding the global mental health landscape • Decolonizing global mental health • Intersectionality and cultural competence • Promotion and prevention strategies – strategic paradigm shift • Evidence-based interventions and treatment approaches • Community-based mental health care • Equitable access to quality mental health care • Mental health systems strengthening ‘building blocks’ • Advocacy and social change • Student engagement in global mental health
--

	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.

Two modules/topics: intersectionality and cultural competence; and promotion and prevention strategies will examine the applications of indigenous knowledge and practices for the promotion of culturally competent mental health.

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:

1. Exposes students to various strategies for promoting mental health and preventing mental illness.
2. Facilitates discussions on current barriers, and opportunities for addressing global mental health needs.
3. Facilitates critical analyzes of guiding principles of global mental health research and practice.
4. Provides students the opportunity to develop and practice skills in problem-solving and innovative approaches to community-based mental health care.

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:

By the end of the course, the student will be able to:

1. Analyze the state of the world's mental health including progress and disparities, burden, policy, gaps, and barriers.
2. Explain strategies for promoting mental health and resilience at the individual level, including stress management techniques, coping skills training, and self-care practices.
3. Evaluate strategies for promoting culturally responsive and inclusive community mental health services, including the effects of interventions, and therapeutic approaches.
4. Critically assess ingredients of the core elements or building blocks of mental health systems, for how these building blocks shape the goals of global mental health.
5. Incorporate appropriate advocacy strategies, that reflect social change theories and principles, in an advocacy plan that addresses a specific global mental health issue.

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:

- In class student presentations of relevant case studies and discussions
- Guest lectures and Q&A sessions
- Exemplar identification of evidence-informed projects
- Online discussion forums (e.g. eClass)
- Experiential education (classroom and community)
- Think-Pair-Share

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)	How you will engage students in reflection around this activity?	Corresponding EE Strategy
		<i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>		1- Classroom Focused 2- Community Focused 3- Work Focused

<i>Student presentations of relevant case studies and discussions</i>	LO # 5	Y	<i>Students will verbally analyze current topics of interest and receive feedback from instructor and others for structured reflection</i>	1
<i>Guest lectures followed by Q&A sessions</i>	LO # 3, 4	N	<i>Through Q&A, and resulting discourse, students will expand their thinking by reflecting on what they knew, and what was discovered.</i>	1
<i>Online discussion forums</i>	LO # 1	N	<i>Students will be encouraged to peer-review submissions on the platform. In addition, the instructor will intermittently post information aimed at clarifying issues and inviting students to reflect on their posts.</i>	1
<i>Exemplar identification of evidence-informed projects</i>	LO # 1, 2, 4	Y	<i>Using a rubric, feedback will be provided to each student, with an aim to improve understanding of the learning outcomes</i>	1
<i>Experiential education</i>	LO # 3	Y	<i>For the classroom focused EE, students will complete a short online certificate course and write reflection notes on the activity For the community-focused EE, students will complete a 3-page report that must include a reflection on the exercise. In both instances, a clear rubric will be provided.</i>	1, 2

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.

n/a

	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

Where feasible, indigenous faculty in York University will be approached to facilitate access to learning community-based mental health services in indigenous communities.

Learning/Teaching with Technology:

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

Teaching and learning resources are shared through eClass.

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

- 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.)

Will rely heavily on eClass online evaluation integrity systems such as use of non-sequential questions, restricted word count, restricted time, limit number of attempts etc

Assessment and Evaluation Strategies:

- 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)
Short online course & 1-page reflection paper	20 (15% course completion and meeting minimum pass mark; 5% reflective paper)	3
EE community + 3-page report (term paper)	40 (10% community engagement/contact with facility; 30% reflective paper)	3
Oral Presentations	30 (divided i.e., 2 of 15 each)	4, 5
Short online quizzes (e.g., best 3 out of 5)	10 (divided i.e. 5 of 2 each)	1, 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.

Weekly recap/exit cards
Embedding/sign-posting typical examination questions (TEQ) and discussing in class

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

n/a

Bibliography:

- Please list the required readings 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.).

Bährer-Kohler, S. & F. J. Carod-Artal (Eds.) (2017). Global mental health: Prevention and promotion. Springer International Publishing/Springer Nature. <https://link.springer.com/book/10.1007/978-3-319-59123-0> (selected chapters)

Patel, V., Minas, H., Cohen, A. & Prince, M. J. (2014). Global Mental Health: Principles and Practice. New York: Oxford University Press. (selected chapters)

Acharya, B., & Becker, A.E. (Eds.). (2023). Global Mental Health Training and Practice: An Introductory Framework (1st ed.). Routledge. <https://doi.org/10.4324/9781315160597> (selected chapters)

5. Please list any suggested readings 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.)

World mental health reports (most recent): Geneva: World Health Organization

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)

n/a

3. Teaching Support:

<ul style="list-style-type: none"> Does the course require technical support? (e.g. lab technician; UIT support). If yes, specify: 	YES	NO
		x
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Does the course require marker/grader, teaching assistant, lab demonstrator etc. support above those normally allocated by the department/school offering the courses? 	YES	NO
		x
If yes, specify why and for what duties/tasks the extra support is needed:		
<ul style="list-style-type: none"> If the course includes off campus practicums/placements or field experiences, such as students working with a community partner, indicate: <ul style="list-style-type: none"> Will the instructor need to travel to visit the off-campus community partner(s)? 	YES	NO

	n/a	n/a
○ 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:	YES	NO
	n/a	n/a
If the course takes place at Las Nubes in Costa Rica, then travel will be required, and the International Relations Manager may be present to support the program.		
○ Is the placement intended to be domestic or international, or both?	Domestic	n/a
	International	n/a
	Both	n/a
● 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:	YES	NO
		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 be 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/>.

Tuesday, September 24, 2024 at 17:42:03 Eastern Daylight Time

Subject: NCP Consultation - GH Promoting Global Mental Health
Date: Monday, June 17, 2024 at 14:15:13 Eastern Daylight Time
From: Yasaman Delaviz
To: Benedict Weobong
CC: Lisa M Endersby

Hello Benedict,

Thank you for meeting with Lisa and I to discuss your New Course Proposal (NCP) form for *GH 4700 Promoting Global Mental Health* on May 28, 2024. We appreciate the opportunity to provide input.

Please accept this email as confirmation that I am in full support of this submission.

Best, Yasaman

Yasaman Delaviz, PhD (she/her)
Educational/Curricular Development Specialist
Faculty of Health, York University
Office: 415 HNES | ydelaviz@yorku.ca



October 20, 2024

To: Faculty of Health Curriculum Committee
From: Brad Meisner, School of Global Health (SGH) Director
Re: New Course Proposal – Letter of Support for GH 4700 3.00

Dear Committee Members,

As Director of the School of Global Health (SGH), I am writing to express my support for the new course proposal, **GH 4700 3.00: Promoting Global Mental Health**. This new course was unanimously supported by the SGH Council, which reflects the shared recognition of its importance in advancing our undergraduate course offerings.

The new course is vital as it offers students a multidisciplinary, hands-on approach to critically examine the determinants of mental health, with a focus on protective and promotive factors. It emphasizes the interconnectedness of mental health with broader social, cultural, and economic influences, promoting a holistic understanding of mental well-being. The course encourages exploration of innovative strategies to protect and promote mental health and aims to achieve equitable access to quality mental health care for all. This transformative approach equips students to address mental health challenges through a broad, equity-focused lens.

Regarding resource implications, it is essential to ensure that the SGH has the capacity to offer this course. I have carefully reviewed the current teaching resources of the SGH faculty. With two CLA search committees in progress—one set to begin in January 2025 and the other in July 2025—the SGH will be able to offer this course annually or every two years.

I am confident that GH 4700 3.00: Promoting Global Mental Health will benefit SGH undergraduate students and further solidify our reputation as a leading institution in the training of the next generation of global health leaders.

Sincerely,

Brad Meisner, PhD
Director, School of Global Health



July 2, 2024

GH4700 Promoting Global Mental Health

Required and Recommended Reading List:

I have reviewed the bibliography that you provided with the course description and have placed one item from the list on order. The others are available in our catalogue.

Placing readings on Reserve (short-term loan):

Should course instructors want to place any required readings on reserve for student use at Scott or Steacie Library, please see the following <http://www.library.yorku.ca/cms/faculty/reserves/> for information about what materials can be posted, Fair Dealing Guidelines, etc. Items to be posted can be requested by filling out the form at: <http://www.library.yorku.ca/cms/faculty/reserve-request-steacie/>. Permanent links to articles we subscribe to can be created for posting in course management systems, and instructions are available here: <https://researchguides.library.yorku.ca/permalinks>

Electronic Resources and Databases:

The primary databases and indexes of relevance include Global Health (Ovid), PsycINFO (Ovid and ProQuest), CINAHL (EBSCO), Public Health Database (ProQuest), Medline (Ovid), Embase (Ovid), Web of Science (Clarivate), Scopus (Elsevier), ProQuest Dissertations and Theses (ProQuest), and Ulrich's International Periodicals Directory, in addition to other specialized electronic resources. Numerous electronic books and other resources in Global Health, Psychology, Nursing, and other relevant subject areas are also available in the York Libraries catalogue.

Style guides:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Iverson, C., & American Medical Association. (2007). *AMA manual of style: A guide for authors and editors* (10th ed. / Cheryl Iverson (chair) ... [et al.]). Oxford; New York: Oxford University Press.

The holdings in our library currently support undergraduate and graduate-level courses in related Global Health, Psychology, Nursing, and Neuroscience courses. Should there be a need for articles not available in our holdings, interlibrary loan and document delivery options are available through OMNI for any additional information needs that may come up. There is no limit to the number of articles that a student or faculty member may order per year, and these are delivered to the desktop, free of charge. Books can also be requested through both the OMNI system free of charge. Registration and requesting is available from: <https://www.library.yorku.ca/web/ask-services/borrow-renew-return/omni-interlibrary-loan/>.

Library Research and Information Literacy Support:

Librarians provide research skills workshops to students and faculty on request, including but not limited to:

- Designing research strategies from asking a research question to searching the library catalogue, databases, and government sources.
- Using APA or another citation style.

- Classes are provided in Scott Library on managing references using Zotero bibliographic management software. As classes are scheduled in the fall, they will appear as the term approaches. Registration is through this link:
<https://yorku.libcal.com/calendar/libraryworkshops?cid=7880&t=d&d=0000-00-00&cal=7880&inc=0>

Research guides:

A Global Health Research Guide, Psychology Research Guide, Nursing Research Guide, Health Industry Management Research Guide, Systematic & Scoping Review Research Guide as well as others in related fields have been created and are maintained by subject librarians to bring together online and print resources that may be useful to students and faculty in Global Health. Resources and links will be added upon request.

Global Health Research Guide <https://researchguides.library.yorku.ca/health>
Psychology Research Guide <https://researchguides.library.yorku.ca/Psychology>
Nursing Research Guide <https://researchguides.library.yorku.ca/Nursing>
Health Industry Management Research Guide
<https://researchguides.library.yorku.ca/healthindustrymanagement>
Systematic & Scoping Review Research Guide
<https://researchguides.library.yorku.ca/c.php?g=733388>

Collection development in the library is ongoing and is based on a commitment to developing library resources that are in alignment with the University's curricular and research activities. Books in this field will be added to the library collection as they are published. Please submit your purchase request by using the form at <https://www.library.yorku.ca/web/collections/suggestion-for-purchase-form/>

In summary, I would state that we are well positioned to support this course.

Sincerely,

Ilo-Katryn Maimets, Science Librarian
102K Steacie Science and Engineering Library
E-mail: ilo@yorku.ca