

Standard Minor Modification Proposal

Faculty: Health

Department: School of Global Health (SGH)

Program: Global Health

Degree Designation: BA/BSc Specialized Honours

Type of Modification: Changing stream credit requirements, changing stream name, adding stream electives

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

Effective Date: September 1, 2025

Approval Date at Faculty Council:

1. Describe the proposed modifications to the program.

A. Changes to Specialized Honours Stream (Undergraduate) credit requirements (all streams):

Original Requirement: At least 21 concentration credits selected from...

New Requirement: At least 15 concentration credits selected from...

B. Changes to Specialized Honours (all streams) major credits:

Original Requirement: **Major credits:** a minimum of 81 major credits

New Requirement: **Major credits:** a minimum of 75 major credits

C. Changes to Specialized Honours Stream name:

Original Name: Global Health Policy, Management, and Systems

New Name: Global Health Law, Policy, and Governance

D. Changes to the Specialized Honours Stream electives:

Added the following courses to **Spec. Honours (BA) – Global Health and the Environment** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 4220 3.00, HH/GH 4500 3.00

Added the following courses to **Spec. Honours (BSc) – Global Health and the Environment** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 4220 3.00, HH/GH 4500 3.00

Added the following courses to **Spec. Honours (BA) – Global eHealth** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 3300 3.00, HH/GH 4220 3.00, HH/GH 4500 3.00

Added the following courses to **Spec. Honours (BSc) – Global eHealth** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 3300 3.00, HH/GH 4220 3.00, HH/GH 4500 3.00

Added the following courses to **Spec. Honours (BA) – Health Promotion and Disease Prevention** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 3300 3.00, HH/GH 4220 3.00, HH/GH 4500 3.00, HH/GH 4700 3.00

Added the following courses to **Spec. Honours (BSc) – Health Promotion and Disease Prevention** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 3300 3.00, HH/GH 4220 3.00, HH/GH 4500 3.00, HH/GH 4700 3.00

Added the following courses to **Spec. Honours (BA) – Global Health Law, Policy, and Governance (new name proposed)** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 3300 3.00, HH/GH 4220 3.00, HH/GH 4520 3.00

Added the following courses to **Spec. Honours (BSc) – Global Health Law, Policy, and Governance (new name proposed)** stream electives:

- HH/GH 3012 3.00, HH/GH 3030 3.00, HH/GH 3300 3.00, HH/GH 4220 3.00, HH/GH 4520 3.00

2. Provide a rationale for any proposed changes.

A. Changes to Specialized Honours Stream (Undergraduate) credit requirements:

- The BA/BSc GH Specialized Honours Stream programs currently require students to take at least 21 course credits of stream electives, which is in addition to the 60 course credits required of core courses. This results in a total of 81 major credits required to complete the specialized honours GH BA/BSc programs within the total 120 credits of their entire degree. Students have expressed difficulty in completing the stream elective requirements in a timely manner, especially in the context of the GH practicum placement. Students have also expressed their need for more accessibility in completing their degree requirements. According to the Secretariat Academic Nomenclature, an undergraduate stream requires “a minimum of 12 credits in addition to the core credits in order to advance the depth of the major within the degree program requirements.” Upon discussion, SGH Council agreed that

it is appropriate to reduce the BA/BSc specialized stream elective requirement from 21 to 15 credits that will address the reported issues and maintain the academic integrity and intention of the GH BA/BSc specialized streams. By reducing the specialized stream elective credit requirement from 21 to 15, the number of total major credits decreases from 81 to 75, which is reflected in Appendix A in yellow highlights.

B. Changes to Specialized Honours Stream name:

- The new stream name “Global Health Law, Policy, and Governance” is a more accurate representation of the existing and new proposed courses of this stream. The name change also reflects the strategic directions of this stream in the GH BA/BSc programs in the future.

C. Changes to the Specialized Honours Stream electives:

- GH 3012, GH 3030, GH 4220, GH 4520, and GH 4700 are new course proposals approved by SGH Council. As such, these new courses need to be embedded within the existing BA/BSc programs as specialized stream elective courses.
- GH 3300 and GH 4500 are existing courses that students outside the already-approved streams often request to take as part of their stream electives. Upon review, SGH has determined that these two courses contain content relevant to the specialized streams added in this minor modification. As such, SGH Council voted in favor of listing these courses as possible specialized stream electives in these additional streams. At the program level, this change is expected to support increased enrollment in these two courses as well.

3. If revisions to the Program Learning Outcomes (PLO) are proposed, please provide a description and a rationale for the changes. Confirm that changes will not substantially affect the outcomes of the program.
 - No change to PLOs for either the BA, BSc or associated streams’ outcomes.
4. Include as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate Calendar. Please indicate deletions as strikethrough text and additions as underlined text in a contrasting colour.
 - See Appendix A, changes are highlighted in yellow.
5. a) Describe how students currently enrolled in the program will be accommodated, as applies.
 - Students will have more stream-approved elective courses to choose from, allowing them to complete their degree requirements with greater accessibility.

b) Explain how changes will be communicated to students.

- Students are sent a list of approved stream electives at the beginning of every term. We also post the list on the SGH website, and it can be viewed on students' Degree Progress Reports.
6. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). 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.
 - Courses will be or are already taught by YUFA members appointed to SGH. No additional resources will be required.
 7. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.
 - Not applicable.
 8. For optional work-integrated learning elements (e.g., an optional internship course), please describe the consultation to ensure these elements are in line with best practice for experiential education and York's established other practices in this area. The [Office of the Vice Provost, Teaching and Learning](#) can provide further guidance.
 - Not applicable.

APPENDICES

Appendix A: Side-by-Side Academic Calendar Copy Comparison

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

<p>Program: Global Health</p> <p>Degree Program:</p> <p>Specialized Honours Honours Ordinary (90-credit) Double Major Major/Minor Minor</p> <p>Specifically:</p> <p>Global Health Law, Policy, Governance BA</p> <p>Global Health, Law Policy, and Governance BSc</p> <p>Global e-Health BA</p> <p>Global e-Health BSc</p> <p>Global Health and the Environment BA</p> <p>Global Health and the Environment BSc</p> <p>Health Promotion and Disease Prevention BA</p> <p>Health Promotion and Disease Prevention BSc</p> <p>The sample below is of the Health Promotion and Disease Prevention BSc</p> <p>Effective Date: Fall 2025</p>	
<p>Please note that only those fields applicable to the relevant program need to be completed.</p>	
<p>Current Calendar Copy (Strikethrough items to be removed)</p>	<p>New Calendar Copy (<u>Underline</u> items to be added in revisions to existing programs)</p>
<p>General Education – Required Credits: 12</p> <p>No Change</p>	<p>General Education – Required Credits: 12</p> <p>No Change</p>
<p>Basic Science Requirement – Required Credits: 15</p> <p>No Change</p>	<p>Basic Science Requirement – Required Credits: 15</p> <p>No Change</p>
<p>Major Requirements – Required Credits: 81</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Earned at least 3 credits from the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00) 	<p>Major Requirements – Required Credits: 75</p> <p>Complete all of the following</p> <ul style="list-style-type: none"> • Earned at least 3 credits from the following: <ul style="list-style-type: none"> ○ HH/GH1001 - Anatomy & Physiology for Human Health I (3.00) ○ HH/GH1002 - Anatomy & Physiology for Human Health II (3.00)

- Completed all courses from the following:
HH - Global Health - Core Courses (Specialized Honours)

Completed all courses from the following:

- HH/GH1010 - Foundations of Global Health I (3.00)
- HH/GH1011 - Foundations of Global Health II (3.00)
- HH/GH2000 - Global Health Policy (3.00)
- HH/GH2011 - Methods and Approaches in Global Health Research I (3.00)
- HH/GH3011 - Methods and Approaches in Global Health Research II (3.00)
- HH/GH2100 - Chronic Diseases & Care (3.00)
- HH/GH2200 - Global Perspectives on the Determinants of Health (3.00)
- HH/GH3000 - Epidemiology and Global Health (3.00)
- HH/GH3100 - Communicable Diseases and Care (3.00)
- HH/GH3545 - Promoting Global Health (3.00)
- HH/GH3740 - Health Care Planning for Communities (3.00)
- HH/GH4010 - Global Health Ethics (3.00)
- HH/GH4100 - Policy and Program Evaluation in Global Health (3.00)
- HH/GH4200 - Global Health Governance and Leadership (3.00)
- HH/GH4510 - Global Health and Human Rights (3.00)
- HH/GH4600 - Global Health Practicum Professionalization Seminar (3.00)
- HH/GH4601 - Global Health Practicum (6.00)
- HH/GH4602 - Applied Global Health Research Capstone (3.00)

Global Health Promotion and Disease Prevention

Complete all of the following

Earned at least ~~21~~ credits from the following:

- HH/GH3200 - Creating Intercultural Safety (3.00)
- HH/GH3500 - Global Mental Health Theory and Practice (3.00)
- HH/GH3550 - Global Health Architecture (3.00)
- HH/GH4000 Cr=3.00 EN - Independent Study (3.00)
- HH/GH4210 - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00)
- HH/GH4900 - Selected Topics in Global Mental Health (3.00)

- Completed all courses from the following:
HH - Global Health - Core Courses (Specialized Honours)

Completed all courses from the following:

- HH/GH1010 - Foundations of Global Health I (3.00)
- HH/GH1011 - Foundations of Global Health II (3.00)
- HH/GH2000 - Global Health Policy (3.00)
- HH/GH2011 - Methods and Approaches in Global Health Research I (3.00)
- HH/GH3011 - Methods and Approaches in Global Health Research II (3.00)
- HH/GH2100 - Chronic Diseases & Care (3.00)
- HH/GH2200 - Global Perspectives on the Determinants of Health (3.00)
- HH/GH3000 - Epidemiology and Global Health (3.00)
- HH/GH3100 - Communicable Diseases and Care (3.00)
- HH/GH3545 - Promoting Global Health (3.00)
- HH/GH3740 - Health Care Planning for Communities (3.00)
- HH/GH4010 - Global Health Ethics (3.00)
- HH/GH4100 - Policy and Program Evaluation in Global Health (3.00)
- HH/GH4200 - Global Health Governance and Leadership (3.00)
- HH/GH4510 - Global Health and Human Rights (3.00)
- HH/GH4600 - Global Health Practicum Professionalization Seminar (3.00)
- HH/GH4601 - Global Health Practicum (6.00)
- HH/GH4602 - Applied Global Health Research Capstone (3.00)

Global Health Promotion and Disease Prevention

Complete all of the following

Earned at least **15** credits from the following:

- [HH/GH 3012 3.00 - Legal Epidemiology and Policy Surveillance](#)
- [HH/GH 3030 3.00 - Health Policy and Systems Research for Global Health Equity](#)
- HH/GH3200 - Creating Intercultural Safety (3.00)
- [HH/GH 3300 3.00 - Introduction to Global Environmental Health](#)
- HH/GH3500 - Global Mental Health Theory and Practice (3.00)

<ul style="list-style-type: none"> ▪ HH/GH4910 - Selected Topics in Promoting Global Health (3.00) ▪ HH/GH4920 - Selected Topics in Social Determinants of Global Health (3.00) ▪ HH/HLST3520 - Aging: Comparative Perspectives (3.00) ▪ HH/KINE2050 - Analysis of Data in Kinesiology I (3.00) ▪ HH/KINE3100 - Health Psychology and Kinesiology (3.00) ▪ HH/KINE3340 - Growth, Maturation and Physical Activity (3.00) ▪ HH/KINE3350 - Physical Activity, Health and Aging (3.00) ▪ HH/KINE3645 - Physical Activity and Health Promotion (3.00) ▪ HH/KINE4010 - Exercise Physiology (3.00) ▪ HH/KINE4020 - Human Nutrition (3.00) ▪ HH/KINE4140 - Nutrition and Human Diseases (3.00) ▪ HH/KINE4150 - Nutrition in the Lifecycle (3.00) ▪ HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) ▪ HH/KINE4370 - Body as Light: Meditation Practices (3.00) ▪ HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) ▪ HH/KINE4518 - Molecular Link Between Obesity and Cancer (3.00) ▪ HH/KINE4565 - Epidemiology of Injury Prevention (3.00) ▪ HH/KINE4640 - Lifestyle and Current Health Issues (3.00) ▪ HH/KINE4645 - Active Living and Ageing (3.00) ▪ HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) ▪ HH/KINE4710 - Psychology of Health and Chronic Disease (3.00) ▪ HH/KINE4720 - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00) ▪ HH/KINE4900 - Exercise Therapy for Chronic Diseases (3.00) ▪ HH/PSYC2020 - Statistical Methods I and II (6.00) ▪ HH/PSYC2021 - Statistical Methods I (3.00) ▪ HH/PSYC2022 - Statistical Methods II (3.00) ▪ HH/PSYC4006 - Part I: Healthy Aging Current Trends and Issues (3.00) 	<ul style="list-style-type: none"> ▪ HH/GH3550 - Global Health Architecture (3.00) ▪ HH/GH4000 Cr=3.00 EN - Independent Study (3.00) ▪ HH/GH4210 - Global Mental Health: Eastern, Indigenous and Western Perspectives (3.00) ▪ HH/GH 4220 3.00 - World Health Assembly Simulation ▪ HH/GH 4500 3.00 - Global Health and Humanitarianism ▪ HH/GH 4700 3.00 - Promoting Global Mental Health ▪ HH/GH4900 - Selected Topics in Global Mental Health (3.00) ▪ HH/GH4910 - Selected Topics in Promoting Global Health (3.00) ▪ HH/GH4920 - Selected Topics in Social Determinants of Global Health (3.00) ▪ HH/HLST3520 - Aging: Comparative Perspectives (3.00) ▪ HH/KINE2050 - Analysis of Data in Kinesiology I (3.00) ▪ HH/KINE3100 - Health Psychology and Kinesiology (3.00) ▪ HH/KINE3340 - Growth, Maturation and Physical Activity (3.00) ▪ HH/KINE3350 - Physical Activity, Health and Aging (3.00) ▪ HH/KINE3645 - Physical Activity and Health Promotion (3.00) ▪ HH/KINE4010 - Exercise Physiology (3.00) ▪ HH/KINE4020 - Human Nutrition (3.00) ▪ HH/KINE4140 - Nutrition and Human Diseases (3.00) ▪ HH/KINE4150 - Nutrition in the Lifecycle (3.00) ▪ HH/KINE4340 - Sport, "Race" and Popular Culture in Canada (3.00) ▪ HH/KINE4370 - Body as Light: Meditation Practices (3.00) ▪ HH/KINE4485 - Social Determinants of Physical Activity and Health in Canada (3.00) ▪ HH/KINE4518 - Molecular Link Between Obesity and Cancer (3.00) ▪ HH/KINE4565 - Epidemiology of Injury Prevention (3.00) ▪ HH/KINE4640 - Lifestyle and Current Health Issues (3.00) ▪ HH/KINE4645 - Active Living and Ageing (3.00) ▪ HH/KINE4646 - Delivering Exercise to the Aging: Knowledge to Action (3.00) ▪ HH/KINE4710 - Psychology of Health and Chronic Disease (3.00)
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<ul style="list-style-type: none"> ▪ HH/KINE4006 - Part I: Healthy Aging Current Trends and Issues (3.00) ▪ HH/PSYC4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00) ▪ HH/KINE4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00) ▪ SC/MATH1131 - Introduction to Statistics I (3.00) • Note: Students may choose HH/KINE 2050 3.00 or HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00 or SC/MATH 1131 3.00. • Note: HH/PSYC 4006 3.00 (cross-listed to: HH/KINE 4006 3.00) • Note: HH/PSYC 4007 3.00 (cross-listed to: HH/KINE 4007 3.00) 	<ul style="list-style-type: none"> ▪ HH/KINE4720 - Secondary Prevention of Heart Disease: Cardiac Rehabilitation in a Global Context (3.00) ▪ HH/KINE4900 - Exercise Therapy for Chronic Diseases (3.00) ▪ HH/PSYC2020 - Statistical Methods I and II (6.00) ▪ HH/PSYC2021 - Statistical Methods I (3.00) ▪ HH/PSYC2022 - Statistical Methods II (3.00) ▪ HH/PSYC4006 - Part I: Healthy Aging Current Trends and Issues (3.00) ▪ HH/KINE4006 - Part I: Healthy Aging Current Trends and Issues (3.00) ▪ HH/PSYC4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00) ▪ HH/KINE4007 - Part II: Healthy Aging Community-Service Learning (CSL) Project (3.00) ▪ SC/MATH1131 - Introduction to Statistics I (3.00) • Note: Students may choose HH/KINE 2050 3.00 or HH/PSYC 2020 6.00 or HH/PSYC 2021 3.00 and HH/PSYC 2022 3.00 or SC/MATH 1131 3.00. • Note: HH/PSYC 4006 3.00 (cross-listed to: HH/KINE 4006 3.00) • Note: HH/PSYC 4007 3.00 (cross-listed to: HH/KINE 4007 3.00)
<p>Upper-Level Requirement</p> <p>No Change</p>	<p>Upper-Level Requirement</p> <p>No Change</p>
<p>Required Science Credits Outside the Major – Required Credits: 9</p> <p>No Change</p>	<p>Required Science Credits Outside the Major– Required Credits: 9</p> <p>No Change</p>
<p>Electives – Required Credits: 9</p> <p>No Change</p>	<p>Electives – Required Credits: 9</p> <p>No Change</p>
<p>Grand Total Credit Count - 120</p>	<p>Grand Total Credit Count - 120</p>

School/Department:

Course Rubric and Number:

Credit Weight: **Effective Session:**
(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.*

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

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? ▪ 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
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EXT 30343
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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



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
--	---

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.

			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) <i>A detailed description of assessment and evaluation strategies will be provided in the next section.</i>	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	Learning Outcome #1, #2, #3, #4, #5	N	NA	NA
Lectures	Learning Outcome #1, #2, #4, #5	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)	Learning Outcome #1, #2, #3	N	NA	NA
EE Classroom Focused Activities (e.g., guest speakers from the field (on Zoom), role play)	Learning Outcome #1, #2, #4, #5	N	Q&A with guest speakers, in-class debrief after guest speakers and after role play	1
Presenting in class and engaging with one's peers' presentations	Learning Outcome #2, #3, #4	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:

- 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

- 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 pre-test or quiz 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.

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

- 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.).

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- 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. [\[link\]](#)
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- 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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- Tangcharoensathien, V., Witthayapipopsakul W., Panichkriangkrai W., Patcharanarumol W., and Mills, A. (2018). Health systems development in Thailand: a solid platform for successful implementation of universal health coverage. *The Lancet* 391(10126): 1205-1223.
- 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=KlaFGP1mjRM> (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.
- Gilson L, Palmer N, Schneider H (2005). Trust and health worker performance: exploring a conceptual framework using South African evidence. *Soc Sci Med.* 61(7):1418–1429.
- 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'Ambruoso Lucia., and Z Shroff. 2014. "Participatory Action Research in Health Systems: A Methods Reader." Harare: TARSC, AHPSP, 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.
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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/>

School/Department: School of Global Health

Course Rubric and Number: GH 4520

Credit Weight: 3.00 (e.g. 3.00, 6.00) **Effective Session:** Fall 2025 (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:

Denotes courses in GH, KINE or PSYC to count as science credit for BSc degree programs	YES	NO
		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 <u>SDG(s)</u> (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)
	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):
	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/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. 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

