Faculty of Human and Social Development | School of Health Information Science  
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| **HINF 140 (A01 & A02) Introduction to the Canadian Health Care System**  **CRN 21779 & 21780** | |
| **Term** | **Spring 2023** |
| **Class Times** | **Mondays & Thursdays, 1:00pm – 2:20pm PT** |
| **Class Location** | **MacLaurin Building D207** |
| **Instructor** | **Trudy Pauluth-Penner** |
| **teaching assistant** | **amr farghali** (Email: [afarghali@uvic.ca](mailto:afarghali@uvic.ca)) |
| **Office Hours** | By appointment (email to arrange) |
| **Telephone** | 250-385-7260 (H); 250-580-0142 (cell, text message) |
| **E-mail** | [troods@uvic.ca](mailto:troods@uvic.ca) |
| **Learning Technical Support** | [UVic Computer Help Desk](https://www.uvic.ca/systems/about/clientservices/servicecentre/index.php)  Email [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca) for zoom, brightspace, and other technologies  telephone: 250-721-7687 or Toll-Free 1-844-721-7687   * 8am to 11pm (Pacific) on Monday-Friday * 10am to 10pm (Pacific) on Saturday & Sunday * 10am to 6pm (Pacific) on Statutory Holidays   For other issues contact [ltsisupport@uvic.ca](mailto:ltsisupport@uvic.ca) |
| **Online Learning Tools** | [**Learn AnyWhere**](https://onlineacademiccommunity.uvic.ca/LearnAnywhere/)  [**Online Resources**](https://onlineacademiccommunity.uvic.ca/LearnAnywhere/online-tools/)  [**Get to Know your Online tools**](https://bright.uvic.ca/d2l/home/67176)  [**Zoom Orientation Guide**](https://bright.uvic.ca/d2l/le/lessons/67176/units/354960) |
| **Territory Aknowledgement** | |
| [First Peoples House](https://www.uvic.ca/services/indigenous/house/index.php)  We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day. | |
| **Overview** | |
| Introduces students to the historical, political, current structures, processes, role and responsibilities of the Canadian healthcare system with a view to identifying the challenges, issues and potential solutions. | |
| **Course Description** | |
| Provides a comprehensive and critical understanding of the Canadian healthcare systems, their development and current problems and challenges. Introduces students to the origins, structures, values, political and key issues of the provincial, territorial, and federal roles in healthcare; and provides students with an integrated orientation regarding its major components. | |
| **Course and Learning Objectives** | |
| After successful completion of this course, students will be able to:  Specific Subject  SS1. Define and describe the nature of health and its determinants  SS2. Describe the historical and political development of healthcare systems within the federal, provincial, territorial and regional contexts  SS3. Identify the extra-institutional elements that influence the determinants of health, such as environmental, occupational and complementary healthcare services  SS4. Explain the structure, process and funding aspects of the healthcare system  SS5. Identify and explain the traditional components of the healthcare system; acute care, continuing care, home care and public health with a view to appreciating how they are being transformed  SS6. Explain the nature of individual health and human participation in the healthcare system and the complex dynamics that this creates  SS7. Explain the role of practitioners as well as the ethical and legal issues in Canadian healthcare  SS8. Explain and describe the contemporary challenges in Indigenous health and healthcare delivery  SS9. Identify and explain the current problems and issues confronting the Canadian healthcare system and identify solutions to them  Cognitive Intellectual  CI1. Critically assess and interpret health data, information, values and knowledge about health and the Canadian healthcare system  Transferable Skills  TS1. Present, articulate and defend ideas effectively  TS2. Demonstrate effective participation through reflections in the discussion forum  TS3. Demonstrate effective writing and organization skills in assignments and exams | |
| **Prerequisites and Corequisites** | |
| None | |
| **Readings** | |
| Thompson, V. D. (2020). *Health and health care delivery in Canada* (3rd ed.). Toronto: Mosby. ISBN: 978-1-77172-169-1 (Required Text) | |
| **Format** | |
| I will supplement traditional lecture methods with shared student learning through reflections, in-class exercises and discussions. I will post PowerPoint slides ahead of class sessions via Brightspace. In order to make the most of our time together it is most effective if you attend each class on time and have read the assigned material before class. Successful students in the past have also taken notes on the readings and generated their own study questions from the material. The textbook will provide the main concepts or the “content” of the class. Our class time will give us the opportunity to discuss and apply these concepts. This is a collaborative learning experience. If you have questions about the course material, I am happy to meet with you by appointment. Questions of clarification may be raised during class or answered via email. The campus also offers The Centre for Academic Communication which has consultants to help students: <http://ltc.uvic.ca/servicesprograms/twc.php>). All students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (<http://www.rcsd.uvic.ca>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. For your major written assignment and reflections you are expected to use a structured, logical narrative style of writing demonstrating excellent skills in grammar and spelling. | |
| **Assignments and Mark Breakdown** | |
| All major tests and assignments must be completed to pass the course.  This course is designed to encourage reflection, creativity, critical thinking and most significantly to develop collaborative teamwork and citizenship. Therefore you are encouraged to attend and participate wholeheartedly in the classes. The class will integrate individual, small-group and paired activities to enrich the course content.  **Assignments:**  Before you submit your assignment, please scan all electronic assignments for computer viruses using the current detection software provided in the HSD Computing Facility. Given your experience in the use of information technology and software, you should recognize the value of backing up important computer files (such as your assignments). See the class schedule for assignment due dates. Please submit your assignments electronically via Brightspace before 11:59 pm on the due date along with a printed hard-copy handed in class on the due date. I will try my best to return written feedback on the assignment within a week.  Reflection Paper #1 Due January 19 10% of Grade  Research Paper Due March 16 30% of Grade  Reflection Paper #2 Due April 3 10% of Grade  **Exams:**  Exams are an opportunity to express your knowledge of the key course concepts. Exams are based on readings, lectures, assignments and class discussion. The final exam is cumulative and will cover ***all*** course material.  Mid-Term Exam February 2 20% of Grade  Final Exam Between April 11-26 30% of Grade  (specific date to be determined)  ***I reserve the right to use plagiarism detection software or other platforms to assess the integrity of student work.*** | |
| **Schedule at a Glance** | |
| This course is structured with two areas of focus. Each Monday class focuses primarily on lectures and readings from the Thompson (2020) textbook chapters. Thursday classes focus on creative participatory activities and reflection questions designed to promote small-group discussion. You are not expected to write responses to the questions; rather, you are encouraged to keep a journal with your thoughts, questions, and comments to stimulate class discussion. In addition, guest speakers may be integrated into classes depending on availability.  WEEK Topic; Chapter in text (Thompson); Reflection questions; Additional reading    JAN 9 Introduction; History and politics of healthcare in Canada (Chapter 1)  JAN 12 Reflection Question: Review the criteria of the *Canada Health Act*. Which criteria  mean the most to you? Do an Internet search for articles criticizing the  principles and conditions of the *Canada Health Act* as it now stands, and validate  your opinion of its effectiveness in today’s society. Do you feel that the criteria  meet the needs of Canadians today? Where do they fall short?    JAN 16 The role of the federal government and public policy (Ch. 2)  JAN 19 Reflection: Find the Canadian Minister of Health’s mandate letter on  the Internet. What primary responsibilities has the Minister been requested to  deliver on? What is the mandate of the Canadian Minister for Seniors?  **Reflection Paper #1 Due**  JAN 23 The role of provincial and territorial governments (Ch. 3)  JAN 26 Reflection: Review the organizational structure of the Ministry or Department  of Health in your province or territory. If an organizational description is  available, use it as a guide. Briefly explain the function of each of the elements.  JAN 30 Fiscal capacity and sustainability (Ch. 4)  FEB 2 Reflection: Research the types of long-term accommodation available in your  community. How many types of long-term care facilities are there? How does  one access these services? How much does private, semiprivate, and standard  accommodation cost? How much does the client pay?  **Mid-Term Exam**    FEB 6 Practitioners and workplace settings (Ch. 5)  FEB 9 Reflection: Identify three practitioners that work in acute care, long term care,  rehabilitation care, and home care. Summarize their scope of practice and the  services they offer to the public. Discuss how these three professions might  work collaboratively to benefit a client. Summarize how your own choice of  profession can work collaboratively with the professions chosen.  WEEK Topic; Chapter in text (Thompson); Reflection questions; Additional reading  FEB 13 Social determinants of health, population health, & Canadians’ health (Ch. 6)  FEB 16 Additional Reading: Raphael & Bryant (2015): Power, intersectionality and the  life course: Identifying the political and economic structures of welfare states  that support or threaten health. *Social Theory & Health*, *13*(3/4), 245-266.  <https://link-springer-com.ezproxy.library.uvic.ca/content/pdf/10.1057/sth.2015.18.pdf>  Reflection: Using information from the Population Health Approach website,  compare and contrast the concepts of population health and public health.  Summarize what the two concepts mean to you and describe the public health  and population health initiatives you see within your own community. Where  are they successful, where are they weak?  **Reading Break: Feb. 20-24**  FEB 27 Health, the individual and health promotion (Ch. 7)  MAR 2 Additional Reading: Fancourt & Finn (2019). *What is the evidence on the role*  *of the arts in improving health and well-being? A coping review*. Health Evidence  Network Synthesis Report, No. 67, Copenhagen: World Health Organization.  [9789289054553-eng.pdf](file:///C:\Users\Ron%20&%20Trudy\Downloads\9789289054553-eng.pdf)  Critique: Clift (2020): *Nordic Journal of Arts, Culture and Health*, *2*(1), 77-83.  <https://www.idunn.no/doi/epdf/10.18261/issn.2535-7913-2020-01-08>  Reflection: Review the WHO Health Evidence Network Synthesis Report  referenced above. Reflect on the findings. Prepare for small-group debates.  Argue for or against arts-in-health initiatives. If pro: How could these be  integrated into health care practices?    MAR 6 The law and healthcare (Ch. 8)  MAR 9 Reflection: Should the government or insurance companies offer financial  incentives to promote healthy behaviours? Why? Do they work? Explore  privacy legislation in your own jurisdiction, comparing it with the regulations  in the Personal Information Protection and Electronic Documents ACT  (PIPEDA). Summarize the responsibilities of the health information custodian  with respect to the acquisition, use, and storage of health information.    MAR 13 Ethics and healthcare (Ch. 9)  MAR 16 Reflection: Review the eligibility criteria for Medical Assistance in Dying  (MAID). Do you agree with the current eligibility criteria? If not, what changes  would you make?  **Research Paper Due**  MAR 20 Indigenous health and healthcare (Ch. 10, pp. 293-299)  MAR 23 Reflection: If you were a provincial or territorial minister of health, what  strategies, policies and practices would you put in place to improve the health  of the Indigenous population in your jurisdiction?  WEEK Topic; Chapter in text (Thompson); Reflection questions; Additional reading  MAR 27 Lessons from COVID-19 for Canadian healthcare  MAR 30 Additional Reading:  Tam, T. (2020). Preparing for uncertainty during public health emergencies:  What Canadian health leaders can do now to optimize future emergency  response. *Healthcare Management Forum*, *33*(4), 174-177.  <https://journals.sagepub.com/doi/pdf/10.1177/0840470420917172>  Tam, T. (2020). From risk to resilience: An equity approach to COVID-19, The  Chief Public Health Officer of Canada’s Report on the State of Public Health in  Canada 2020. October 2020.  [cpho-covid-report-eng.pdf (canada.ca)](https://www.canada.ca/content/dam/phac-aspc/documents/corporate/publications/chief-public-health-officer-reports-state-public-health-canada/from-risk-resilience-equity-approach-covid-19/cpho-covid-report-eng.pdf)  Reflection: Covid-19 has shone a glaring light on the poor state of health  informatics in Canada. What are the weaknesses? What information should be  collected and who should it be shared with? Who should own the information?  What do you see as being the benefits and drawbacks of healthcare providers  obtaining and storing your information electronically?    APR 3 Current issues and future trends in healthcare in Canada (Ch. 10)  **Reflection Paper #2 Due**  APR 6 Last class: Closing review activities  Note: Final Exam date and location to be confirmed. | |
| **Major Paper Assignments & Marking Rubric** | |
| **Reflection Papers**  These reflection papers are intended for you to express your views and opinions. They are subjective in nature and cannot be quantified; therefore, you will receive a grade based on completing the components. This is an opportunity to reflect and express your own understanding or perceptions of what health and well-being means to you personally along with your views of how our Canadian healthcare systems are functioning, and raise questions for further inquiry. You are encouraged to speak freely and openly without concern for judgment or grades. This is an opportunity to trace if or how your understanding has shifted from the class beginning to the end. Creativity is encouraged. Note: The reflection papers are separate and different from the Thursday class reflection questions intended to stimulate discussions.  ***Reflection Paper #1*** DUE: January 19  Total: 10 marks; 10% of Class Grade  This paper requires the following components (total pages: minimum 2, maximum 5)  COMPONENT MARKS  1) Title Page: Title of paper, course, date, student name and number. 1  2) Introduction: State the topic of the paper, what will be covered. 2  3) Health Definitions: In your own words, define and describe what health 2  and well-being mean to you; What is important and why?  4) Healthcare Systems: What is your understanding of the Canadian 3  healthcare systems? In your view, what are the strengths and  weaknesses? Do Canadians have equitable access to care across  populations and contexts? Elaborate.  5) Conclusion: Restate your key points or thesis. Feel free to raise 2  questions or make recommendations.  ***Reflection Paper #2*** DUE: April 3  Total: 10 marks; 10% of Class Grade  This paper requires the following components (total pages: minimum 2, maximum 5)  COMPONENT MARKS  1) Title Page: Title of paper, course, date, student name and number. 1  2) Introduction: Clearly state your topic and thesis, what you will cover 2  and how you will present the material.  3) Discussion: Health, well-being and healthcare. Now that you have 5  experienced HINF 140 course content, first reflect back to the beginning  of the class, to Reflection Paper #1 where you expressed your  understanding of health and healthcare. Secondly, describe your current  understanding, addressing the following questions (compare and contrast):  Have your views on healthcare or systems changed from the beginning of  the class to now? If so, elaborate. Were you surprised by any of the content?  In your opinion, what aspects of our healthcare systems are working well?  Which are most concerning to you?  4) Conclusion: Restate your thesis statement. Conclude by selecting 1 priority 2  area in health. Imagine yourself as the health minister. What is the first  service, policy or practice you would implement immediately, and why?  **Research Paper** DUE: March 16  Total: 100 marks; 30% of Class Grade  The major paper assignment in this course provides you with an opportunity to identify, describe and critically analyze a current issue or challenge in the Canadian healthcare system that you would like to gain a greater understanding of. Below are examples of topics that are currently significant.  This paper should consist of the following headings:   1. Title page: Title of paper, course, date, student name and number. 2. Introduction: What is the paper about? Introduce the topic and define the issue. Describe your approach and scope of the paper. What do you want the reader to learn? (10 marks) 3. Description of the challenge or issue: what is the issue you are addressing? Who or what does it impact? (10 marks) 4. Historical context: How did the issue arise? What are the political, policy, social, value, economic, ethical and/or practice conditions? What are the consequences of the issue not being resolved? (10 marks) 5. Current status of the challenge or issue: What forces, phenomena and/or conditions are influencing the issue? What is your critical assessment of those? How strong or weak is the evidence surrounding the issue? (20 marks) 6. Discussion of the appropriate and/or necessary steps in resolving the issue: What should be done? What does the future hold? (20 marks) 7. Concluding remarks: Summarize your paper. (10 marks) 8. Style and grammar. (10 marks) 9. Readability and logic (10 marks)   Length: 20 double-spaced pages (that includes title page, body, and references).  References: Please use APA style <https://www.uvic.ca/library/research/citation/documents/apa.pdf>  If you have any questions about the topic, scope, feasibility or approach, please contact me. This major paper is due on March 16, 2023. There will be a 5-point penalty for each day the paper is late.  Topics for this paper:  Below are topics from which you may choose. Note: You are not restricted to these topics; if you have a topic you would like to explore, please contact me to discuss.   1. Review the criteria of the *Canada Health Act*. Which criteria mean the most to you? Conduct a search for articles addressing and/or criticizing the principles and conditions of the *Canada Health Act* as it now stands. Express your opinion of its effectiveness in today’s society. Do you feel that the criteria of universality, accessibility, comprehensiveness, portability and public administration meet the needs of Canadians today? How might improvements be made in the future? 2. Review and analyze the Truth and Reconciliation Commission of Canada report and its recommendations. Identify the recommendations that are a high priority for addressing the health status of indigenous Canadians. How have the government of Canada and province of British Columbia, healthcare providers and indigenous communities responded to the recommendations? What are some of the successes? What are some of the failures? What are the opportunities to be grasped? 3. What do we know about the healing practices of indigenous Canadians pre-contact? What health, social, ethical, economic and political challenges and issues did contact create? What have been the consequences of the settler colonization for indigenous peoples? What actions are essential in Canadian public policy and healthcare delivery to improve the health status of indigenous Canadians? 4. The COVID-19 pandemic has created a major crisis for the health of Canadians. The federal government, provinces and territories have respective roles and responsibilities in relation to the response to the pandemic. Identify and explain the respective roles and responsibilities. Assess how well the federal, provincial and territorial governments performed their duties. What were the strengths in the responses and what were the weaknesses? What opportunities were forfeited? What would you recommend for improving future pandemic responses? 5. Healthcare reform in Canada has been under way for several decades. Each of the provinces has undertaken a different path in respect to the governance, structure, and timing of the reforms. Select two provinces that have taken different approaches to their health reforms with a view to comparing and contrasting them. What was the rationale for the approaches taken? What have been the results of the reforms? Did they achieve their objectives? What remains to be done in the future? 6. The first two waves of the COVID-19 pandemic had a preponderantly significant impact on the lives of elderly Canadian residents in long term care facilities. Over 18,000 Canadians passed during the first two waves of the pandemic. Why did such an inordinately high proportion of elderly Canadians in care lose their lives during this period compared to peer group OECD (Organization for Economic Co-operation and Development) comparisons? What were the causes of this tragedy? How could it have been prevented? What changes are necessary to avoid this tragedy in the future? 7. The B.C. Supreme Court dismissed a court challenge of the Cambie Surgery Centre in Vancouver that claimed that the province’s healthcare system deprived the rights of patients to access to timely care. Review the Supreme Court decision and the evidence put before it with a view to analyzing the question of whether Canadians should have the right to spend their own money to jump the queue and have medical or surgical interventions in their home province in a timely manner. There is no barrier to patients accessing these services outside of Canada. What are the pros and cons to the arguments on both sides? Defend your stand on the issue. 8. Many Canadians do not have access to their own family physician or primary healthcare provider. What is the magnitude of the problem of access to a primary healthcare provider in Canada and in your province? What are the consequences of this? What are the barriers to access? What is being done to address those issues and challenges? 9. The pandemic has exacerbated the issues and challenges of providing safe and accessible care and support to those who are addicted to fentanyl and other opioids. What has been the toll in your province or opioid-related deaths? What steps are being taken to remedy this situation? Are they successful? What are the barriers? What steps should be taken in the future to ameliorate these deaths? 10. Healthcare providers are increasingly accessing and using electronic health records. The implementation of electronic health records in Canada has been problematic and challenging. What is that? Citizens feel as if they ought to have unfettered access to their electronic healthcare record. Do they? Why or why not? In an ideal scenario, describe how electronic health records should be utilized. What are some of the barriers to achieving this? What information should be collected and who should it be shared with? Who owns the data? What do you see as being the benefits and drawbacks of healthcare providers obtaining and storing your information electronically? 11. The cost of healthcare delivery is absorbing an ever-increasing portion of a province’s revenues. Examine the expenditures on healthcare and identify ways in which care delivery and funding could be reformed in making it more sustainable in the long term. What are the barriers and challenges? How might they be addressed? What recommendations would you make to your Minister of Health for a way forward? 12. The Patented Medicine Prices Review Board is introducing a new approach to the pricing of drugs to ensure that Canadians receive fair value for the drugs. The pharmaceutical industry has been critical of the approach being proposed. Describe and analyze what led to the need for improvements, the changes being proposed and how they were arrived at. Assess their appropriateness and effectiveness for achieving the objective of fair pricing of drugs for Canadians. 13. Digital technologies in the form of telehealth for consultations, remote monitoring, results reporting and virtual visiting were diffused extremely rapidly in the last three years that we have experienced the pandemic. This experience has demonstrated that if society needs to respond to an emergent situation it can find clever ways to cross the digital divide if necessary. What were the barriers that slowed diffusion? What are the strengths and weaknesses in using digital technologies to extend healthcare into the community? What opportunities have yet to be exploited? How can digital technologies be used in the future to improve the effectiveness and sustainability of the Canadian healthcare systems? 14. Compare and contrast Canadian political platforms on health. How are the major political parties positioning themselves on the matter of “health”; how are they presenting their perspectives and policy agendas on health and healthcare in Canada? Choose two of the major parties – the Liberals, the Conservatives, the New Democratic Party, or the Green Party – and explain: How do the “talk about” health (e.g., is their focus on healthcare? On health and the environment? Or the broader determinants of health?) How is this consistent with other policy areas they seem to feel are important? What is different in the way each of these two parties understands or “talk about” health and present their priorities on the health file? Who do you think they are appealing to and why? The party’s Website, it’s “Issues”, “Platform”, or “Policy” section is a good place to start. Public media – newspapers/news Websites, TV, radio – will be good sources of information. You can listen to the debates and leader interviews that have occurred, or read the commentary on these to see if there is anything there.   **Grading Scheme**  Letter: A+ A A- B+ B B- C+ C D  Numerical: 90-100 85-89 80-84 77-79 73-76 70-72 65-67 60-64 50-59  GPA: 9 8 7 6 5 4 3 2 1  **Grade Description**  A+, A, A- This is earned by work which is technically superior, shows mastery of the  subject matter, and is the case of an A+ offers original insight and/or goes  beyond course expectations.  B+, B, B- This is earned by work that indicates a good comprehension of the course  material, a good command of the skills needed to work with the course  material, and the student’s full engagement with the course requirements and  activities. A B+ represents a more complex understanding and/or application  of the course material.  C+, D This is earned by work that indicates an adequate comprehension of the  course material and the skills needed to work with the course material and  that indicates the student has met the basic requirements for completing  assigned work and/or participating in class activities.  D This is earned by work that indicates minimal command of the course  materials and/or minimal participation in class activities that is worthy of  course credit toward the degree. | |
| **Course Experience Survey** | |
| I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to your CES dashboard at [ces.uvic.ca](http://ces.uvic.ca/). You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course.  1.  What strengths did your **instructor** demonstrate that helped you learn in this course?  2.  Please provide specific suggestions as to how the **instructor** could have helped you learn more effectively.  3.  Please provide specific suggestions as to how this **course** could be improved. | |
| **Resources** | |
| 1. [Academic Year Important Dates](https://web.uvic.ca/calendar/general/dates.html) 2. [Computer Help Desk](https://www.uvic.ca/systems/services/contact/index.php) 3. [Equity and Human Rights Office](https://www.uvic.ca/equity/) 4. [HINF Library](https://libguides.uvic.ca/hinfo) 5. [HSD Indigenous Student Support](https://www.uvic.ca/hsd/undergraduate/indigenous/issc/index.php) 6. [Indigenous Academic & Community Engagement](https://www.uvic.ca/services/indigenous/) 7. [Learning and Teaching Support and Innovation](https://www.uvic.ca/learningandteaching/students/index.php) 8. [Math and Stats Assistance Centre](https://www.uvic.ca/science/math-statistics/current-students/undergraduate/msac/index.php) 9. [Office of the Ombudsperson](https://uvicombudsperson.ca/) 10. [Office of Student Life](https://www.uvic.ca/services/studentlife/) 11. [Sexualized Violence Prevention & Awareness](https://www.uvic.ca/services/studentlife/initiatives/sexualized-violence/index.php) 12. [Student Mental Health](https://www.uvic.ca/student-wellness/wellness-resources/mental-health/) 13. [UVic Libraries](http://www.uvic.ca/library/index.php) 14. [Well-being](https://onlineacademiccommunity.uvic.ca/LearnAnywhere/home-page/well-being/) | |
| **Online Learning Technologies** | |
| Instructors use a variety of educational technology in courses including internet-based technologies or web-based applications, cloud services and social media.  The use of technology is part of your engagement at the University. Some of these learning tools may collect, use and/or disclose your personal information and store or access that information outside of Canada.  UVic cannot require students to disclose personal information to technologies or organizations which may store information on servers located outside of Canada because disclosure of personal information to vendors, systems or services storing or accessing that personal information outside of Canada is restricted by section 30.1 of BC's *Freedom of Information and Protection of Privacy Act* (FIPPA). Personal information is information about an identifiable individual; for example, your name or your email address.  As of the creation of this course, the following educational technologies, which stores or accesses your personal information outside Canada, are required for this course:   * Zoom * Echo 360   I will make you aware if this list changes.  With respect to the technologies listed above, if you are not comfortable with your personal information being stored outside of Canada, please speak to me within the first week of class. Otherwise, by continuing in this course, you agree to the use of the educational technology in the course and the storage of personal information outside of Canada. | |
| [**Wellness Supports for Students**](https://www.uvic.ca/student-wellness/index.php) | |
| A note to remind you to take care of yourself. Diminished mental health can interfere with optimal academic performance. Do your best to engage in self-care and maintain a healthy lifestyle this semester. This will help you achieve your goals and cope with stress. All of us benefit from support. The [UVic Student Wellness Centre](https://www.uvic.ca/student-wellness/index.php) provides cost-free and confidential mental health services to help you manage personal challenges that impact your emotional or academic well-being. | |
| **Health Information Science (HINF) and Faculty of Human & Social Development (HSD) Policies** | |
| 1. [HINF Undergraduate Academic Policies](http://www.uvic.ca/hsd/hinf/undergraduate/policies/index.php) 2. HINF Academic Regulations 3. [HSD Guidelines for Professional Conduct](https://www.uvic.ca/calendar/undergrad/index.php#/experiences/HJ_APiH6N?bc=true&bcCurrent=%20Faculty%20of%20Human%20and%20Social%20Development%3A%20Requirements&bcGroup=Faculty%20of%20Human%20and%20Social%20Development&bcItemType=experiences) | |
| **University Academic Policies** | |
| 1. [Academic Concessions](https://www.uvic.ca/calendar/undergrad/index.php#/policy/HJjAxiGO4?bc=true&bcCurrent=11%20-%20Academic%20Concessions&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies) 2. [Academic Integrity including Unauthorized Use of an Editor](https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies) - Academic Integrity Violations include, but are not limited to: plagiarism (e.g., submitting someone else’s work as your own, not citing your sources), unauthorized use of an editor, submitting the same work more than once, falsifying materials, cheating (e.g., having unauthorized materials such as a phone or notes during a test), and helping others cheat. We encourage you to review the [University’s Policy on Academic Integrity](https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies) and we expect you to adhere to this policy in its entirety. 3. [Privacy and Access to Information Office](https://www.uvic.ca/vpfo/departments/privacy/) 4. [Accessible Learning](https://www.uvic.ca/services/cal/) **–** The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the Centre for Accessible Learning (CAL) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability or chronic health condition, or think you may have a disability, you may also want to meet with an advisor at the Centre for Accessible Learning <https://www.uvic.ca/services/cal/> 5. [Integrity Matters](https://bright.uvic.ca/d2l/le/discovery/view/course/132610) 6. [UVic Grading Scale & Review Process](https://www.uvic.ca/calendar/undergrad/index.php#/policy/S1AAgoGuV?bc=true&bcCurrent=14%20-%20Grading&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies) | |
| **Centre for Academic Communication** | |
| At the [Centre for Academic Communication (CAC)](https://www.uvic.ca/learningandteaching/cac/), we offer online one-on-one tutorials, workshops, and more. Our free services are available to all University of Victoria students. We are here to support you with reading, writing, speaking, understanding academic expectations, and other aspects of academic communication. For details see: <https://onlineacademiccommunity.uvic.ca/writingresources/> | |
| **Discrimination and Harassment** | |
| Discrimination and Harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study and participate in activities at the university in an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying or harassment as it is defined by regulations pursuant to the British Columbia Workers’ Compensation Act. Please refer to University of Victoria discrimination and harassment policy at: <https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf> and WSBC bullying and harassment policies at: <https://www.uvic.ca/ohse/assets/docs/BH_policies_Nov1_2013.pdf> | |
| **Sexualized Violence Prevention and Response at UVic** | |
| UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out: Where: Sexualized violence resource office in EQHR, Sedgewick C119 Phone: 250.721.8021 Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca) Web: [www.uvic.ca/svp](http://www.uvic.ca/svp) | |
| **University of Victoria Students’ Society (UVSS)** | |
| The [UVSS](https://uvss.ca/) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca! | |
| **Fair Dealing Statement** | |
| This copy was made pursuant to the [Fair Dealing Guidelines](https://www.uvic.ca/universitysecretary/assets/docs/policies/IM7310.pdf) of the University, library database licenses, and other university licenses and policies. The copy may only be used for the purpose of research, private study, criticism, review, news reporting, education, satire or parody. If the copy is used for the purpose of review, criticism or news reporting, the source and the name of the author must be mentioned. The use of this copy for any other purpose may require the permission of the copyright owner. | |
| **Copyright Statement** | |
| All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. **Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act**. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy (AC1300)](https://www.uvic.ca/universitysecretary/assets/docs/policies/AC1300.pdf). | |
| **Captioning Statement** | |
| Auto-generated captioning is enabled in this course. Please be aware that automated captioning is at best 70-90% accurate and by nature will include error. This depends on the subject matter, speaker, audio quality etc. Words prone to error include specialized terminology and proper names.  Students are asked to refer to the audio feed for clarification of any errors. If you find **captioning that is offensive**, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact[***CAL***](mailto:infocal@uvic.ca)*.* | |
| **Online Conduct Statement** | |
| The University of Victoria is committed to promoting critical academic discourse while providing a respectful and supportive learning environment. All members of the university community have the right to this experience, and the responsibility to help create, such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying or harassment. Please be advised that by logging into UVic’s learning systems and interacting with online resources you are engaging in a university activity. All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct, may be reviewed and responded to in accordance with the appropriate university policy. To report concerns about online student conduct: [onlineconduct@uvic.ca](mailto:onlineconduct@uvic.ca). | |
| **Class recording (Echo360)** | |
| Be aware that sessions in this course may be recorded to allow students who are not able to attend to watch later. The recording will be posted in Brightspace. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording and privacy please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca). | |
| **Disclaimer** | |
| The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances. | |