INTERDISCIPLINARY STUDIES (IDIS)

IDIS 173 The History and Philosophy of Health and Healthcare Units: 3.00
Multidisciplinary course organized around five major fields of scientific endeavour: anatomy, physiology, pathology, pharmacology, and population and global health.
LEARNING HOURS may vary 120(48O;72P)
Requirements: Exclusion PHIL 201/3.0 Equivalency BMED 173/3.0
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Describe and analyze important people, events and trends that have influenced the development of five core subjects in the BHSc program (anatomy, physiology, pathology, pharmacology, population and global health) in order to understand what role technological developments and social values play in the construction and application of science.
2. Identify relevant sources and carry out research using traditional and web-based resources
3. Understand different perspectives on controversial issues in contemporary health science fields in order to critically assess them.

IDIS 199 The Science of Mental Health, Well-being, & Resiliency Units: 3.00
A course designed for undergraduate students across all programs. Topics include an overview of conceptual approaches to defining and measuring mental health, mental health problems and mental illness, the impact of sleep habits, distress tolerance and self-regulation on well-being, and an introduction to effective coping choices.
LEARNING HOURS 120(48O;72P)
Requirements: Prerequisite None. Exclusion HLTH 102.
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Consolidate evidence across disciplines to describe the determinants of mental health, well-being, and resiliency in emergent adults, as well as factors associated with a successful transition to university and the realization of personal goals.
2. Describe common stressors and risks encountered by emergent adults and the implications of mental health, well-being, and resiliency on success.
3. Explain the early signs and symptoms of common mental health concerns, preventative strategies, available resources, and potential barriers to accessing supports in emergent adult populations.
4. Reflect on the information covered in this course and how the information can be used to implement healthy choices that support well-being and resilience in students' own lives.

IDIS 280 Interprofessional Approaches in Healthcare Units: 3.00
This course aims to prepare learners with the knowledge and capabilities for working within complex interprofessional environments common in the healthcare sector. The course introduces the basics of collaborative practice in healthcare and the related six interprofessional competencies.
NOTE Only offered online. Consult Bachelor of Health Sciences program office.
Learning Hours: 120 (96 Online Activity, 24 Private Study)
Requirements: Minimum 2nd year (Level 2) standing or permission of the Instructor.
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Define collaborative practice and explain the importance of collaborative client-centred practices from the perspectives of safe, quality, and effective care.
2. Describe and define the six Canadian competencies associated with effective interprofessional collaborative practice in order to recognize and apply them in team-based interactions.
3. Describe the basic components of effective teams and stages of team development to contribute to effective team development.
4. Explain the relevance of good communication skills, competent conflict strategies, and of creating and supporting a culture of compassion in productive teamwork for successful client interactions and outcomes. Apply these in team-based learning situations.
5. Identify your personal areas of strength and limitations, based on self-reflection and peer-feedback with a view to developing plans for future professional development.

IDIS 302 Race and Racism Units: 3.00
Historical and contemporary racism and anti-racism; critical 'race' theories; experiences of people of colour; case studies of 'sites of struggle' around which racism is constructed and resisted, including communities, institutions, the nation state; Canadian focus and international examples.
NOTE Administered by the Department of Geography and Planning.
Learning Hours: 120 (36 Lecture, 12 Tutorial, 72 Private Study)
Requirements: Prerequisite Level 2 or above.
Offering Faculty: Faculty of Arts and Science

IDIS 373 Health Ethics, Law, and Policy Units: 3.00
An introduction to ethical, legal and regulatory requirements for people working in the health professions.
LEARNING HOURS may vary 120(48O;72P)
Requirements: Minimum 3rd year (Level 3) standing. Equivalency BMED 373.
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Access, analyze, and consolidate relevant health legislation and case law, professional codes of ethics and practice standards, institutional policies, and scholarship in order to facilitate decision-making
2. Build on skills developed in IDIS 173 in order to demonstrate increased awareness and understanding of the ethical and legal dimensions of healthcare provision and administration
3. Use critical thinking skills, tools, and resources in order to clarify what issues are at stake; bring together stakeholder perspectives, evidence, and other contextual features; generate a wide range of options in alignment with law, values, and duties; and make reasoned decisions about what is right, just, or fair in particular situations

IDIS 383 Designing Life After Queen's Units: 3.00
This upper-year course uses design thinking to help students plan their life and career after university. The course places special emphasis on exploring how education and career choices can contribute to positive social change. It also addresses the realities of engaging with contemporary workplaces.
NOTE Due to the personalized nature of the assignments, this course uses a pass/fail grading system.
NOTE Also offered online. Consult the Bachelor of Health Sciences program office.
Learning Hours: 120 (60 Online Activity, 60 Private Study)
Requirements: Prerequisite Level 3 or above. Equivalency IDIS 473/3.0*.
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Articulate coherent philosophies of life and work to guide their future education and career choices.
2. Understand the impact of sociocultural factors on their professional identity and career.
3. Use design theory and a framework to evaluate options and create plans to achieve their educational and career goals.
4. Employ career development methods to position their education, work experience and background in an educational setting or job field of their choice.
5. Present a post-graduation education or career vision and next steps for moving forward.

IDIS 480 Advanced Interprofessional Approaches in Healthcare Units: 3.00
This course, the second of two, presents philosophies and methodologies crucial for safe and excellent teamwork in healthcare. It aims to prepare learners with additional knowledge and advanced capabilities to work within complex interprofessional environments, common in diverse workplaces, and indispensable in the healthcare sector. These capabilities, referred to as the `interprofessional competencies' in The National Interprofessional Competency Framework 1 were introduced previously in IDIS 280. They will be expanded and applied in greater detail for the advanced learner. In-depth knowledge and complex skill development will be examined in the following areas: theoretical and global frameworks for collaborative practice and health equity; intercultural communication; teamwork processes; communication tools for safe work in healthcare; philosophies of health, wellness and well-being; and collaborative leadership. Models for effective healthcare teams, via the utilization of knowledge and skills from all stakeholders including patient/client, family, and community partnerships, will be introduced on a community and system levels and applied in authentic scenarios. The course is designed as a series of modules that will address these advanced collaborative teamwork competencies. A significant portion of the course assessments will be application-based, leading students to apply the principles of team-based learning and collaborative practice in group situations.
Learning Hours: 120 (72 Online Activity, 48 Private Study)
Requirements: Minimum 4th year (Level 4) standing and IDIS 280/3.0 or permission from the instructor.
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Define collaborative practice from the perspective of international frameworks and describe the importance of collaborative patient-centred practice for safe, quality, and effective care. (PLO 6, 7; Assignments 2-5)
2. Explain intercultural communication and recognize how to apply principles of communication that respect varied cultures in the workplace. (PLO 6; Assignments 1-5)
3. Identify teamwork communication tools used in healthcare contexts and principles for facilitating challenging communications, such as with debriefing and disclosure of adverse patient events. (PLO 6, 7; Assignments 1-5)
4. Summarize the principles of collaborative leadership and demonstrate leadership within a team environment. (PLO 6; Assignments 1-5)
5. Summarize the principles of health equity associated with the determinants of health. Apply these, in collaboration with peer learners, to teamwork case scenarios at organizational and community levels. (PLO 6,

IDIS 483 Applied Health Ethics: Clinical, Organizational, and Research Perspectives Units: 3.00
Individual and collaborative work prepares students to navigate the complex ethical challenges they will face as they enter diverse professional roles in the health system. Course assessment will be based on a combination of active engagement in course discussion, performance in case-based active learning opportunities, and short written case analyses.
Learning Hours: 120 (24 Lecture, 36 Group Learning, 60 Private Study)
Requirements: Prerequisite (Level 4 or above and IDIS 373/3.0) or permission of the instructor. Note Priority access will be given to students registered in the Bachelor of Health Sciences program.
Offering Faculty: Faculty of Health Sciences
Course Learning Outcomes:

1. Apply knowledge and skills from course content to generate and defend responses to ethically challenging cases.
2. Critically analyze and discuss ways in which contextual health-system factors interact with professional healthcare roles to generate a variety of ethical issues in health care.
3. Identify and describe key concepts and principles in health ethics, as well as contextual health-system factors relevant to contemporary clinical, organizational, and research ethics in Canada.