

# Four Year Report (2022) Health Sciences Undergraduate Programs (reviewed 2017/18)

## A. Summary of Review

This review was conducted under the terms and conditions of the IQAP approved by Senate on May 25, 2016.

1. The academic programs offered by the Department of Health Sciences which were examined as part of the review were:

- BA (Honours) Child Health
- BPH Bachelor (Honours) of Public Health
- BPH Bachelor (Honours) of Public Health Co-op
- BSc (Honours) Medical Sciences
- BA (Pass) Community Health

2. The Review Committee consisted of one\* external reviewer: John Spence (University of Alberta) and an internal reviewer, Dolana Mogadime (Brock University).  
*\*The Office of the Vice-Provost was informed shortly before the site visit that the second external reviewer Phil Chilibeck (University of Saskatchewan) was unable to attend due to a family emergency. John Spence agreed to act as the sole external reviewer and was given extra time to complete the Reviewers' Report.*
3. The site visit occurred on March 14-16, 2018.
4. The Final Assessment Report was approved by Senate on November 14, 2018.
5. The reviewers assigned the programs' outcome categories as follows:

Program(s)	Excellent Quality	Good Quality	Good Quality with Concerns	Non-Viable
BA (Honours) Child Health			X	
BPH Bachelor (Honours) of Public Health		X		
BPH Bachelor (Honours) of Public Health Co-op				X
BSc (Honours) Medical Sciences		X		
BA (Pass) Community Health			X	

6. The next review of the undergraduate programs in the Department of Health Sciences will be in 2025/26.

## B. Recommendations

### Recommendation #1

The Bachelor of Public Health Co-op be restructured so that the co-op is offered in the fall and/or winter terms too.

#### ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted as an alternative to closing the program, given that the reviewers categorized it as non-viable. The Committee recognizes that a program in the health and well-being disciplines with a strong experiential component fits very well into the priorities of Brock's Strategic Mandate Agreement (SMA) with the province, both in terms of areas of program strength and expansion and societal need in the Niagara Region. ARC expects that the Department will proceed through normal channels of advocacy for any necessary new faculty resources.

#### Implementation Plan (2<sup>nd</sup> Priority)

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Meet with CCEE office to agree on rescheduling of co-op terms and adjust the curriculum to a 3-term program.	Y1	Y1, Y4
Action #2 Review of the BPH program by HLSC curriculum committee to facilitate students' progression through the 3-term program.	Y1	Y1, Y2
Action #3 Request two additional full-time tenure-stream faculty members to offer more courses during the Spring and Summer terms.	Y1	Delayed
Action # 4 Request one FT staff: Public Health Programs Coordinator.	Y1	Delayed

#### Explanation of Actions Taken, Status and Results:

On January 24, 2019, the Chair met with representatives of Co-op, Career & Experiential Education (CCEE). The consensus is that having a program that spans three terms would be ideal to allow the students to take courses throughout the year and work terms at different times. The chart below represents the most efficient agreed upon sequence.

Time	Fall	Winter	Spring/Summer
Year 1	Academic Term	Academic Term	Off
Year 2	Academic Term & Co-op Professional Preparation Course (HLSC 0N90)	Academic Term	Academic Term & Co-op Job Search Term
Year 3	<b>Work Term 1</b>	Academic Term & Co-op Job Search Term	<b>Work Term 2</b>
Year 4	Academic Term & Co-op Job Search Term	<b>Work Term 3</b>	Academic Term (last semester - students will convocate in October)

The Curriculum Committee commissioned a subcommittee to review the BPH Co-op program, with a focus on flexibility of course offerings. In addition to the suggestion to offer required and elective courses across all terms (which is currently on hold until further resources become available), the Departmental Committee approved the removal of full year required and elective courses in the BPH Co-op program beyond Y1. As such, the following changes have been made:

- i. Split the required course HLSC 3F20 “*Program Planning and Evaluation*” into 3Q20 “*Constructing Health Campaigns*” and 3Q21 “*Health Campaigns in Action*”. 3Q20 is offered in D2 of Y3 and 3Q21 is offered over 3 terms.
- ii. HLSC 4F44 is no longer offered.

Based on the above actions, the 4-year, 3-term sequence did not align with changes in course offerings to provide flexibility, specifically D2 of Y3 in which a required course (HLSC 3Q20) is offered during a work term. As HLSC 3Q20 is a prerequisite to the capstone course (HLSC 4P40) for both BPH and BPH Co-op majors, it is essential to be offered in D2 of Y3 to ensure student flow through the program. To address this conflict, on November 24, 2021, the Chair once again met with representatives of CCEE in hopes of agreeing to a modified sequence. The updated chart below represents an agreed upon revised sequence that both addresses the conflict and allows students opportunity for work terms in Fall and Winter.

Time	Fall	Winter	Spring/Summer
Year 1	Academic Term	Academic Term	Off
Year 2	Academic Term & Co-op Professional Preparation Course (HLSC 0N90)	Academic Term & Co-op Job Search Term	<b>Work Term 1</b>
Year 3	Academic Term & Co-op Job Search Term	<b>Work Term 2</b>	Academic Term & Co-op Job Search Term
Year 4	<b>Work Term 3</b>	Academic Term	Academic Term (last semester - students will convocate in October)

The faculty position in Health and Diverse Populations (JR-1002165) was filled in 2019. However, the additional faculty position and a staff member were deferred after Y1 due to the pandemic and budgetary challenges. Despite the significant changes made to the BPH Co-op program, which ARC indicated was a “program in the health and well-being disciplines with a strong experiential component” that “fits very well into the priorities of Brock’s Strategic Mandate Agreement (SMA) with the province, both in terms of areas of program strength and expansion and societal need in the Niagara Region”, HLSC feels that it cannot formalize these changes without the necessary resources (i.e., additional faculty member and staff member).

**Recommendation #2**

The HLSC department explore changing the BA Child Health to either a Bachelor of Child Health or a BSc.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted and under consideration.

**Implementation Plan (2<sup>nd</sup> Priority)**

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2019/20

Actions Taken	Year Action Started	Year Action Completed
Action #1 Consult with the Vice-Provost & Associate Vice-President, Academic for clarifications on process to be followed.	Y1	Y1
Action #2 Consult with Department of Child and Youth Studies.	Y1	Y1
Action #3 Submit name change proposal to UPC.	Y1	Y1

**Explanation of Actions Taken, Status and Results:**

In consultation with the Vice-Provost & Associate Vice-President, Academic it was decided to apply for a name change from BA Child Health to Bachelor of Child Health. After informing the Department of Child and Youth Studies of the change on October 24, 2018, as the Child Health program crosses departments, BA Child Health officially became Bachelor of Child Health and appeared in the 2019-2020 Undergraduate Calendar. The impact of this change was immediate, as applications to the program increased from an average of 177 between 2017-2019 to 231 in 2020.

**Recommendation #3**

The FAHS should establish a new strategic plan as soon as possible.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be outside the scope of the review and the mandate of the reviewers and therefore it is not accepted.

**Implementation Plan**

Recommendation not accepted.

**Recommendation #4**

The HLSC should revisit the terminology used by instructors for the Course Level Learning Outcomes and ensure they are consistent with and/or map on to the program level outcomes.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted and in the process of implementation. The Department is encouraged to undertake an ongoing process of curriculum review and revision, utilizing the curriculum map which was prepared for the cyclical review.

**Implementation Plan (1st Priority)**

Responsible for approving: Department  
 Responsible for resources: Department  
 Responsible for implementation: Department  
 Timeline: Dean of Applied Health Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Curriculum Committee to examine the Medical Sciences degree program plan.	Y1	Y2
Action #2 Curriculum Committee to examine the Public Health degree program plan.	Y1	Y2
Action #3 Curriculum Committee to examine the Community Health degree program plan.	Y1	Y2
Action #4 Curriculum Committee to examine the Child Health degree program plan.	Y3	Y3
Action #5 Curriculum Committee to create a guideline document to help instructors in reviewing their course learning outcomes.	Y3	Y3
Action #6 Instructors review their own course outline to ensure that they align with the program learning outcomes.	Y3	Y3

**Explanation of Actions Taken, Status and Results:**

Before revisiting the Course Level Learning Outcomes for HLSC courses, the Curriculum Committee completed its examination of all 4 programs, Medical Sciences, Public Health and Community Health in 2020 and Child Health in 2021 (Child Health delayed due to COVID-19). The Curriculum Committee, with support from CPI, created a guideline document to help instructors understand the pedagogical terminology utilized for designing Course Level Learning Outcomes. On June 10, 2021, the guideline document was circulated to all instructors and CPI was invited to a departmental mini retreat on June 22, 2021 to go through the exercise of updating individual course outlines so Course Level Learning Outcomes would be in line with Program Learning Outcomes. Instructors were informed that CPI will continue to provide support if needed.

**Recommendation #5**

The HLSC should explore options for increasing elective course offerings (e.g., changes to curriculum, online courses or modules).

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted and in the process of implementation.

**Implementation Plan (1st Priority)**

Responsible for approving: Department  
 Responsible for resources: Department  
 Responsible for implementation: Department  
 Timeline: Dean of Applied Health Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action #1 Encourage faculty members to create elective courses.	Y1	Ongoing
Action #2 Submit new courses to UPC.	Y1	Ongoing

**Explanation of Actions Taken, Status and Results:**

The following new elective courses were created, approved by UPC, and are currently in the UG Calendar:

- #HLSC 2P00 Writing in Health Sciences
- #HLSC 3Q90 Geospatial Analytics for Public Health
- HLSC 3Q91 Special Topics in Medical Sciences (Directed Study)
- HLSC 3Q92 Special Topics in Public Health (Directed Study)
- HLSC 3Q93 Special Topics in Child Health (Directed Study)
- \*HLSC 3Q96 Childhood Obesity
- #HLSC 3Q97 Global Health
- \*HLSC 3Q98 Laboratory Techniques for Biomedical Research
- †HLSC 4F93 Field Experience from Local to Global Health
- #HLSC 4P04 Environmental Health
- \*HLSC 4P17 Logistic Regression in Health Sciences
- \*HLSC 4P89 Current Topics in Infection and Immunity
- HLSC 4P98 Biomarkers and Disease Processes

# taught by ILTA OR Sessional instructor

\* has not yet been offered because the faculty member that has proposed the course is on teaching remission OR has a full teaching load

† not offered due to COVID-19 travel restrictions

Department Chair continues to advocate for more full time permanent Faculty positions and resources so that all new courses can be offered consistently.

**Recommendation #6**

The HLSC, and perhaps the Faculty, should develop a strategy to better track and evaluate student success both within the program (e.g., scholarly output, awards) and after graduation (e.g., employment, postgraduate study).

**ARC Disposition of the Recommendation**

ARC considers the recommendation to track student success within the program to be consistent with current practice. The Committee considers the recommendation to track and evaluate student success after graduation to be accepted and in the process of implementation. It is understood that existing efforts by the Department may be further enhanced and supported by resources such as the Office of Institutional Analysis and Office of Alumni Relations.

**Implementation Plan (3<sup>rd</sup> Priority)**

Responsible for approving: Department  
 Responsible for resources: Department  
 Responsible for implementation: Department  
 Timeline: Dean of Applied Health Sciences to report by the end of academic year 2020/21

Actions Taken	Year Action Started	Year Action Completed
Action #1 All HLSC courses will implement online course evaluations (Primary and secondary course components).	Y1	Y4
Action #2 Create, implement, and update evaluations for the placement component of courses with integrated experiential learning.	Y1	Y4
Action #3 Expand current HLSC alumni database.	Y1	Ongoing

**Explanation of Actions Taken, Status and Results:**

By the 2019/20 academic term (Y2), all HLSC courses had implemented online evaluations for their primary component through the Course Experience Survey platform integrated into Sakai. Due to the COVID-19 pandemic, there was a delay in implementing online evaluations for secondary components. During the 2021 Spring/Summer term, HLSC piloted the use of the Course Experience Survey platform for secondary components, and effective with the Fall of the 2021/2022 academic term, 92% (12 of 13) of HSLC courses with secondary components have implemented secondary component surveys with the support of the HLSC Administrative Assistant and CPI. The Experiential Education Coordinator continues to assist instructors in adding experiential education questions to the secondary surveys.



HLSC Experiential Education Coordinator created a Student Performance Evaluation to be completed by placement supervisors as a means to gather feedback from community partners to ensure HLSC students are satisfying learning outcomes and expectations. The Student Performance Evaluation is now used in various courses with practicum components with the assistance of the Experiential Education Coordinator. The Experiential Education Coordinator also liaised with the Goodman School of Business as a means to assess the utility of several established surveys that allow students an opportunity to evaluate their placements. In discussions with the Goodman School of Business, the Experiential Education Coordinator concluded that there is value in assessing student satisfaction through these various tools, however there have been no concrete assessment of their respective utility. We will continue to evaluate current and alternative tools so students have a means to evaluate their placements, thus improving their experiential education experience.

On March 9, 2020, Health Sciences held its inaugural Alumni Day to be held biennially. The day brought attention to HLSC faculty, staff, undergraduate and graduate students, alumni and Alumni Relations as many attended and took part in the day’s events. As a result, HLSC, particularly the Experiential Education Coordinator, in collaboration with Alumni Relations, begun the process of building an HLSC Alumni database so as to track student success after graduation. The 2022 HLSC Alumni Day will be delayed due to uncertainty surrounding COVID-19 but the plans are to reinstate this event once restrictions are lifted.

**Recommendation #7**

An examination should be made of the first-year retention rate and the six-year graduation rate of students in HLSC.

**ARC Disposition of the Recommendation**

ARC considers the recommendation to be accepted and in the process of implementation.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Department
Responsible for resources:	Department
Responsible for implementation:	Department
Timeline:	Dean of Applied Health Sciences to report by the end of academic year 2018/19

Actions Taken	Year Action Started	Year Action Completed
Action # 1 Review first year courses, specifically HLSC 1F90 and the Math requirement.	Y1	Y1

Action # 2 Increase course offering in Spring and Summer terms.	Y1	Y1
Action # 3 Creating online courses.	Y1	Y3
Action #4 Enhance student engagement.	Y1	Y4
Action #5 Create a 3-year BSc and submit to UPC.	Y1	Y4
Action #6 Obtain data and analyze six-year graduation rate of HLSC students.	Y1	Ongoing

### Explanation of Actions Taken, Status and Results:

Changes were made to HLSC 1F90 to provide more content consistency and streamline evaluation of students. We now have two instructors and fewer guest speakers, to provide better continuity in the class and enhance retention rates. HLSC also supported the creation of MATH 1P99, designed specifically for Health Sciences students. In addition, HLSC 1F90 is consistently offered in the Spring term (6-week period) to provide an opportunity for students who, during the regular term, did not achieve the minimum grade requirement to remain in HLSC programs. Finally, although not HLSC courses but part of first year requirements for HLSC majors, MATH 1P98, BIOL 1P91, BIOL 1P92, and CHEM 1P92 are also offered during the Spring/Summer, maximizing opportunities for retention. Implementation of these changes resulted in an improvement in the retention of students continuing to second year (increase of 2.9%) and more importantly in those students continuing in an HLSC program (increase of 10.3%) (as per the [Retention and Graduation Report](#) issued by Brock University's Office of Institutional Analysis and Planning, April 2021).

In 2019, HLSC 2P07 (Biostatistics I) and HLSC 4P50 (Research Methods in Epidemiology) were developed to be offered online. In response to COVID-19, HLSC accelerated its online course offerings, including:

- HLSC 1F90 - Introduction to Health Sciences
- HLSC 2P00 - Writing in Health Sciences
- HLSC 2P02 - Infection Control & Safety
- HLSC 2P09 - Principles of Human Physiology
- HSLC 2P21 - The Health of Canadian Society
- HLSC 2P27 - Research Methods in Health
- HLSC 2P40 - Gerontology: Approaches to Well-Being
- HSLC 2P49 - Health & Behaviour
- HLSC 2P50 - Introduction to Human Sexuality
- HLSC 2P60 - Introduction to the History of Medicine
- HLSC 2P65 - Health Economics
- HLSC 2P90 - Advanced Human Sexuality
- HLSC 2P91 - Nutrition
- HLSC 2P92 - Nutrition in Health Care
- HLSC 2P95 - Human Systems Anatomy
- HLSC 2P96 - Human Musculoskeletal Anatomy
- HLSC 2P98 - Public Health & Society
- HLSC 3P02 - Human Immunology
- HLSC 3P07 - Biostatistics II
- HLSC 3P09 - Human Endocrinology
- HLSC 3P19 - Principles of Pharmacology
- HLSC 3P21 - Issues in Canadian Health Policy

HLSC 3P25 - Mental Health & Addictions  
 HLSC 3P37 - Qualitative Research in Health Sciences  
 HLSC 3P50 - Health Promotion  
 HLSC 3P80 - The Health of Children  
 HLSC 3P90 - Cardiac Pathophysiology  
 HSLC 3P92 - Processes of Health & Wellness  
 HSLC 3P93 - Nutrition in Health & Disease  
 HLSC 3P94 - Health Administration  
 HLSC 3P95 - Cardiac Rehabilitation Practicum  
 HLSC 3P96 - The Development of Healthy Communities  
 HSLC 3P97 - Medical Microbiology  
 HLSC 3P99 - Pharmacology & the Nervous System  
 HLSC 3Q20 - Constructing Health Campaigns  
 HLSC 3Q21 - Health Campaigns in Action  
 HLSC 3Q97 - Global Health  
 HLSC 4P03 - Global Issues in Infectious Diseases  
 HLSC 4P04 - Environmental Health  
 HLSC 4P15 - Critical Health: Challenging Ideas in Health Care  
 HLSC 4P19 - Integrated Cardiovascular Pharmacology  
 HLSC 4P40 - Policy & Practice: Synthesis in Program Planning  
 HLSC 4P51 - Pandemics & Their Impact on Society  
 HSLC 4P59 - Diversity & Health  
 HLSC 4P69 - Child Mental Health  
 HLSC 4P80 - Physical Activity in Child Health and Disease  
 HLSC 4P95 - Human Pathology  
 HLSC 4P96 - Pathophysiology of Metabolic Syndrome  
 HSLC 4P97 - Tropical Parasites of Humans & Animals  
 HLSC 4P98 - Biomarkers & Disease Processes  
 HLSC 4P99 - Clinical Epidemiology

Given the context of the need to offer online courses due to COVID-19, HLSC continues to evaluate the efficacy of these offerings in an online format and determine which are best suited moving forward to the benefit of the students.

The following represent HLSC initiatives aimed at engaging HLSC students:

- Sakai info-site which informs HLSC students through weekly “Friday News” emails about events, registration deadlines, placement and job opportunities, and volunteer and co-curricular opportunities.
- Event (“**TheEdge**”) tailored to each year of study as a means to provide relevant information to guide students on their next step in their academic journey.
- Enhanced protocol for HLSC student practicums for academic credit in which the student must engage with the Experiential Education Coordinator to determine interests and goals as a means to establish a sense of belonging and support.
- Year-specific e-mails sent out to students by the HLSC Academic Advisor regarding a range of issues, from registration to graduation.
- Organizing and participating in the HLSC Annual Alumni Day.
- Use of social media, specifically Twitter and Instagram.

HLSC supported the formation of a 3-year BSc in Human Health Sciences and subsequently submitted a Statement of Intent to the Vice-Provost and Associate Vice-President, Academic on March 13, 2020, which was approved by the Academic Review Committee on April 21, 2020. There had been some delay with the progression of the full program proposal due to COVID-19 but the

proposal was successfully submitted to the Vice-Provost and Associate Vice-President, Academic on December 9, 2021.

6-year graduation rates for HLSC programs are available in the [Retention and Graduation Report](#) (Brock University's Office of Institutional Analysis and Planning, April 2021), however this available data only reflects up to the 2014 cohort year, which is prior to this program review. HLSC will continue to monitor these numbers as they become available to see the true impact of the above-mentioned changes and if the data demonstrates an issue, HLSC will address it within the limits of their influence.

### **Recommendation #8- Confidential**

As per the IQAP Section 2.10 regarding "confidential recommendations and/or comments relating to personnel issues or other matters specifically involving individuals. These will be treated as confidential to the Dean(s), the academic unit and ARC."

## **C. Unit Summative Analysis and Evaluation**

### **1. To what extent has the Unit achieved the improvements suggested by the reviewers?**

HLSC believes significant improvements have been made regarding the suggested recommendations despite some of the action items being delayed due to the COVID-19 pandemic. The top priority items that have significant impact on all HLSC programs, specifically clarity on Course Level Learning Outcomes (Recommendation #4), increased elective course offerings (Recommendation #5), and improved 1<sup>st</sup> year retention specifically in HLSC programs (Recommendation #7) have all been fully addressed. Second and third priority items were also successfully addressed early in the process. Only two improvements, specifically 6<sup>th</sup> year graduation rates and a BPH Co-op program with Fall and Winter work terms, are being delayed due to the availability of metrics and resources, respectively. Time will help demonstrate how the suggested improvements will translate into graduation rates. However, despite the clear and collaborative efforts to transform the BPH Co-op into a viable program that could be successfully accredited, the unit feels this cannot be realized without the necessary resources. HLSC will continue to advocate for resources to support the BPH Co-op program.

### **2. What overall impact has it had on the Unit's programs?**

HLSC believes that it has seen an immediate impact on most of the programs, as evident by improved retention rates, specifically those continuing in HLSC programs, and application rates, specifically in the renamed Bachelor of Child Health program. The successfully implemented improvements will elevate all programs and HLSC looks forward to the continued benefits of these changes. One significant negative impact will be the inability to fully operationalize the revised BPH Co-op without appropriate resources. Reaching a peak in both applications, admissions, and registration in the BPH Co-op program in 2019, HLSC has seen a significant decline in these metrics in 2020 (difficult to ascertain the impact of the absence of Fall and Winter work terms in the BPH Co-op program on the backdrop of a global pandemic). It is feared that not addressing this deficiency, the BPH Co-op program would still be considered non-viable, as indicated by the program review, resulting in HLSC having to consider closing the program. HLSC remains hopeful that these resources can become available so as to retain such a valued program.

### 3. Is the Unit adopting a process of continuous quality improvement for its programs?

As evidence from HLSC's response to the external reviewer's recommendations, we have taken a proactive approach to improve the quality of our programs, as most of the recommendations were on HLSC's radar and, at the time, being addressed. This is the result of current and past HLSC Chairs meeting with staff (Academic Advisor, Experiential Education Coordinator, Administrative Assistant) on a regular basis, listening to concerns raised by students, and strategizing how to improve program delivery and, in turn, the student experience. These ideas are taken to the HLSC Curriculum Committee, which meets once a month, to assess impact on quality improvements for some or all programs. These ideas are subsequently taken to the Departmental Committee for discussion and approval. This process has served HLSC well, with plans to continue with this strategy moving forward.

### 4. How well do the programs now align with Brock University strategic priorities?

Prior to Brock University's recent Institutional Strategic Plan (2018-2025), the unit has been delivering programs that speak to Brock's previous Strategic Plan, specifically enhanced academic excellence and delivering an outstanding student experience. Despite the results and recommendations of HLSC's program review taking place before the release of Brock's current institutional strategic plan, HLSC continues to offer programs that speak to specific strategic priorities and the implementation of program review recommendations improve this alignment. Through changes to the Bachelor of Child Health program name (Recommendation #2), improvements in terminology for Course-Level Learning Outcomes (Recommendation #4) and increases in elective and online course offerings along with expanding and improving experiential education opportunities (Recommendations #5-7), HLSC feels the programs now offer a heightened ***transformational and accessible academic and university experience*** that will, in turn, translate into ***enhancing the life and vitality of our local region and beyond*** as graduating HLSC majors continue to be global ambassadors of health. Finally, HLSC has benefited from one of the two recommended full-time tenure-stream faculty members (Recommendation #1) as this member has been instrumental in helping to elevate course offerings and departmental activities through a lens of cultural sensitivity and inclusivity, initiating partnerships with Aboriginal Student Services, and being involved in various anti-racism working groups that ***foster a culture of inclusivity, accessibility, reconciliation, and decolonization***.

### 5. How does this review and its results position the programs as the Unit moves into the next review cycle?

HLSC believes the actions taken in response to the recommendations elevate all programs. HLSC remains committed to securing the necessary resources to ensure we can adequately operationalize the improved the BPH Co-op program structure to offer work terms in the Fall and Winter terms to the benefit of the students. The recent COVID-19 pandemic has presented unique challenges to all of Brock University, including HLSC program delivery. It has also demonstrated HLSC's ability to be nimble, resilient, and creative to ensure student success. Overall, the actions taken as a result of this review will continue to benefit and improve HLSC programs, positioning us well for the next review cycle.

## D. ARC Final Summary

In final summary of the 2017/18 cyclical academic review of the programs offered by the Department of Health Sciences, ARC will determine the following:

1. Have the Reviewers' Recommendations have been addressed satisfactorily?  
YES
2. Has the Unit established a direction for next steps as it prepares for the next review cycle?  
YES
3. Has the Unit achieved a broad-based, reflective and forward-looking self-assessment?  
YES