INT D 100 - Your Future in Health: Pathways and Possibilities

Fall 2025

Course Weight: 3

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Office Hours: By appointment

Course Description

This course provides you with a comprehensive introduction to health from a systems-thinking perspective, equipping you with foundational knowledge and skills to navigate the dynamic health landscape. Through this course, you will explore essential health concepts, social determinants, and pressing challenges like health inequalities, climate change, and mental health. You will also develop durable and research skills, such as communication and collaboration, while investigating the transformative role of health technology and AI. The Shaping Health podcast offers a unique opportunity for you to learn about diverse health careers, inspiring you to reflect on your own potential pathways in the health field.

Required readings and fees

Posted as needed in various weeks in Canvas.There is no print textbook for this course. All content will be provided on the Canvas course pages.

Course Learning Outcomes

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

1. Define and apply foundational health concepts and models to analyze health issues.
2. Critically assess social determinants of health and their impact on different populations.
3. Examine how the health system can be supported through technology, ethics, health data science and other innovations.

4. Explore the impact of major health challenges, including health misinformation, climate change, and mental health.
5. Reflect on health career pathways through professional insights.
6. Self-assess your knowledge and application of various durable and research skills.

Course Schedule

Lecture location: Online (Asynchronous)

Title	Dates	Some Topic(s)
Module 1 Understanding Health	Jan 6 - Jan 26	Definitions and Models of Health; Colonialism; Health and Wellness
Module 2 Broadening Health	Jan 27 - Feb 16	Determinants of Health; Inequality; EDI; Health System Science
Feb 17-Feb 23 Reading Week		
Module 3 Supporting Health	Feb 24 - Mar 16	Health Ethics and Law; Health Technology and Informatics; Health System Improvement
Module 4 Challenges in Health	Mar 17 - Apr 6	Mental Health; Climate Health; Health Misinformation
Final Exam	Date TBD	

Note: The course schedule is subject to change.

Assessments and Grading

Title	Weight	Date(s)/Week	Type
Quizzes	30% (10% each)	W3, W6, W9	Quizzes
Podcast Reflections	10% (1% x10)	Every Week, W2-W11	Reflections
Group Assignments	30% (5%, 10%, 15%)	W5, W8, W13	Group Assignment
Final Exam	30%	TBD	Exam

Additional Information about Assessments

Quizzes (30%)

Format: Multiple choice.

Students will complete 3 check your understanding (CYU) quizzes throughout the term.
Quiz #1: End of Module 1 or W3 (10% of final grade).
Quiz #2: End of Module 2 or W6 (10% of final grade).
Quiz #3: End of Module 3 or W9 (10% of final grade).

Check Canvas for final dates.

Podcast Reflections (10%)

Format: Can submit in multiple formats.

You will reflect on health career pathways based on insights from professionals through the shaping health podcast.

Group Assignment (30%)

For the group assignment, there are three parts (see Canvas for full assignment details).

Part 1 (5%): Your group will choose a health issue and specify a problem related to the topic. You will then begin analyzing the health issue using course concepts and explore some of the professions connected to addressing the issue.

Part 2 (10%): Your group will deepen your understanding of your health topic and problem by analyzing how it is portrayed on social media and presenting your findings through an infographic.

Part 3 (15%): Your group will research and present potential interventions to the health problem using systems thinking.

Final Exam (30%)

Format: Multiple choice.

Once the course starts, the exam date will be communicated based on the university's exam calendar. The exam is cumulative and will encompass the topics discussed throughout the course, but most of the exam will be focused on module 4 since there was not a quiz associated with this module.

Letter Grading

Evaluation will be completed and expressed in raw marks that reflect student achievement on unique term weighted assessments completed throughout the course. Final Grades in the course (using the letter grading system) will be assigned only to the final distribution of mark totals for all assignments and examinations, including the final exam, that have been completed by the student in the course.

The University's grading system is not a stanine system. Final Course Grading is also performed separately from marking of assignments and examinations. Final grades reflect judgements of student achievement made by course instructors, based upon a combination of absolute achievement and relative performance in this class and remain unofficial until approved by Faculty Council or its designate (e.g., Associate Dean, Undergraduate Programs).

The University of Alberta Assessment Policy and accompanying Grading Procedure can be found at the [University of Alberta Policies and Principles Online (UAPPOL) website.](#)

Additional Teaching Information

Statement of Expectation for AI Use

In some instances you will be asked to use Generative AI tools in this course. AI use will, however, be dependent on assignment and assessment requirements. Please follow all assessment task-specific directions and guidance as provided. If you have any questions or concerns, please do not hesitate to reach out to me.

Learning to use AI tools well will take time and practice, so be proactive and set aside some time to 'play' with the AI tools used in this class. Since AI Literacy is an emerging skill (for instructor and student), we will experiment together to discover how best to use them for our academic work and learning.

Familiarize yourself with their strengths and weaknesses. Since many of these tools are prone to fabrication (factual inaccuracies), don't trust its outputs. Assume they may contain errors unless you either know the answer or can confirm it using another source. You will be responsible for any errors or omissions provided by the tool that you fail to identify and resolve.

Important: AI is a tool, but one that you need to transparently and honestly acknowledge using. In addition to standard reference and citation expectations (APA, MLA, etc.), please always include a reflective paragraph at the end of any assignment that uses AI. Explain what you used the AI for and what prompts you used to get the results. Failure to do so may be considered an act of cheating and a violation as outlined in the relevant sections of University of Alberta (September 2024) [Student Academic Integrity Policy](#).

Words of advice: Be thoughtful about when and how you use AI tools for your learning. Don't use them if it isn't appropriate for the use case or circumstance. Don't use them to shortcut the work you need to do to achieve your learning goals.

Policy

University Policy

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at https://www.ualberta.ca/governance/) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about course outlines can be found in Course Requirements, Evaluation Procedures and Grading of the University Calendar.