



**DALHOUSIE
UNIVERSITY**

Faculty of Health

SCHOOL OF HEALTH ADMINISTRATION

Undergraduate Handbook
2024/2025

Bachelor of Health Sciences- Emergency Medical Services Management
(BHSc.EMS)

Diploma in Health Services Administration (DHSA)

Diploma in Emergency Health Services Management (DEHSM)

Certificate in Emergency Health Services System Planning (CEHSSP)

Certificate in Emergency Health Services Management (CEHSM)

Table of Contents

Section 1: Welcome to our School and our Undergraduate Program	2
Section 2: Important Dates	2
Section 3: Aims of Undergraduate Education at Dalhousie University	2
Section 4: Undergraduate Academic Calendar	2
Section 5: About the School of Health Administration	2
Section 6: Meet our Staff and Faculty.....	4
Section 7: About Brightspace: Learning Online and Helpful Resources.....	4
Section 8: BSc.EMS Management Course Descriptions	6
Section 9: DHSA Course Descriptions.....	6
Section 10: DEHSM Course Descriptions	6
Section 11: CEHSP Course Descriptions	7
Section 12: CEHSM Course Descriptions	7
Section 13: Grading Scheme	7
Section 14: Academic Support at Dalhousie.....	7
Section 15: The Library	8
Section 16: Guidelines for Writing Papers, APA Style, The Writing Centre	10
Section 17: Intellectual Honesty.....	14
Section 18: Use of Artificial Intelligence (AI) tools.....	16
Section 19: Professionalism	16
Section 20: Policy on Affirmative Action.....	20
Section 21: Human Rights and Equity Services.....	21
Section 22: Further Your Education with Us: the MHA Graduate Program	22
Section 23: Connect with Us.....	22

NOTE: *Where information for the respective section in this handbook is available online, a url (or a hyperlink if the url is too long) for the online content is provided to ensure currency, to avoid duplication and to reflect the online learning environment of our undergraduate program.*

Section 1: Welcome to our School and our Undergraduate Program

Message from our Director, Dr. Lori Weeks



Our Director, Dr. Lori Weeks, leads a team of outstanding Healthcare professionals and academics, all of whom are both experts in their fields, and are dedicated to instruction of the highest quality. They in turn are supported by a highly experienced, knowledgeable and welcoming administrative staff. You are joining an eclectic, international and inclusive community united by a shared commitment to the research-led, evidence-based transformation of healthcare, whether here in Canada, or around the world.

Section 2: Important Dates

Refer to https://www.dal.ca/academics/important_dates.html

Section 3: Aims of Undergraduate Education at Dalhousie University

Dalhousie offers undergraduate education enriched by a longstanding institutional commitment to research and to graduate and professional education. Read more about our [AIMS](#).

Section 4: Undergraduate Academic Calendar

Familiarize yourself with the university's [undergraduate academic calendar](#), in particular, the General Information, University Regulations, and Academic Regulations sections.

Section 5: About the School of Health Administration

Our website is dal.ca/sha

School's online undergraduate program is comprised of one degree program, two diplomas and two certificates:

Bachelor of Health Science- Emergency Medical Services Management
([BHSc.EMS](#))

Diploma in Health Services Administration ([DHSA](#))

Diploma in Emergency Health Services Management ([DEHSM](#))

Certificate in Emergency Health Services System Planning ([CEHSP](#))

Certificate in Emergency Health Systems Management ([CEHSM](#))

The School of Health Administration is located within the [Faculty of Health](#).

Other units in the Faculty of Health are:

- School of Health and Human Performance
- School of Communication Sciences and Disorders
- School of Nursing
- School of Physiotherapy
- School of Occupational Therapy
- School of Social Work
- College of Pharmacy
- QEII/Dalhousie School of Health Sciences
- Clinical Vision Science

The emphasis in the School is on an academic, multidisciplinary and professional education. It is academic in that it emphasizes knowledge of current research findings and treats the practice of health administration as essential to the delivery of health and health-related services. It is multidisciplinary in that faculty are drawn from traditional social and administrative sciences. It is a professional program in the sense that it attempts to broaden the social perspective of the student, emphasizing professional responsibility to society, and individuals and, adherence to the highest ethical standards in health administration.

The Health Administration student is self-motivated and capable of considerable self-direction; in short, a self starter. A major function of the faculty of the School is to promote and foster the development of these attitudes, skills and characteristics. Student organization and participation in program governance is encouraged.

Mission

To prepare highly qualified and motivated health administrators with

knowledge, skills, and values acquired using a competency-based model of learning.

To conduct research that enriches the body of knowledge in healthcare.

To engage in strategic collaboration to improve health and wellbeing through innovative and effective administrative practice.

Vision

To inspire tomorrow's healthcare leaders through the integration of research, practice and lifelong learning.

Section 6: Meet our Staff and Faculty

Message from your Undergraduate Coordinator, Heather Mackenzie-Carey:



We look forward to working with you through your academic journey with our School. If you have any questions about your program of study please contact me directly at Heather.MacKenzie-Carey@dal.ca I am happy to chat about your academic progress, challenges and successes.

Visit <https://www.dal.ca/faculty/health/health-administration/faculty-staff.html> to learn about our staff and faculty.

Section 7: About Brightspace: Learning Online and Helpful Resources



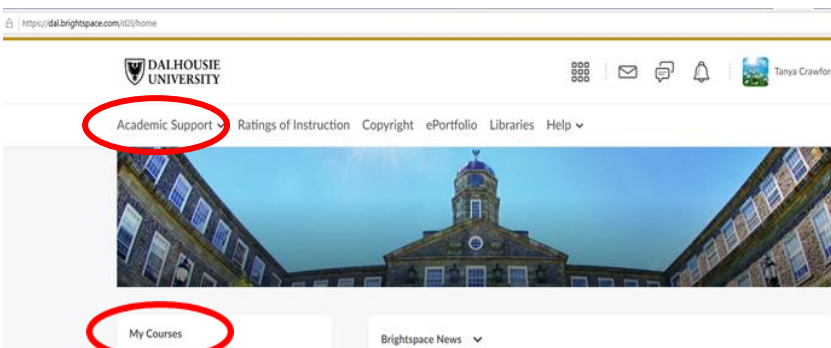
Teaching and learning in our undergraduate program occurs exclusively online, via [Brightspace](#), an asynchronous learning management system. There are no on campus classes.

A variety of student-oriented videos (all less than 3 minutes each) about Brightspace can be viewed on [YouTube](#).

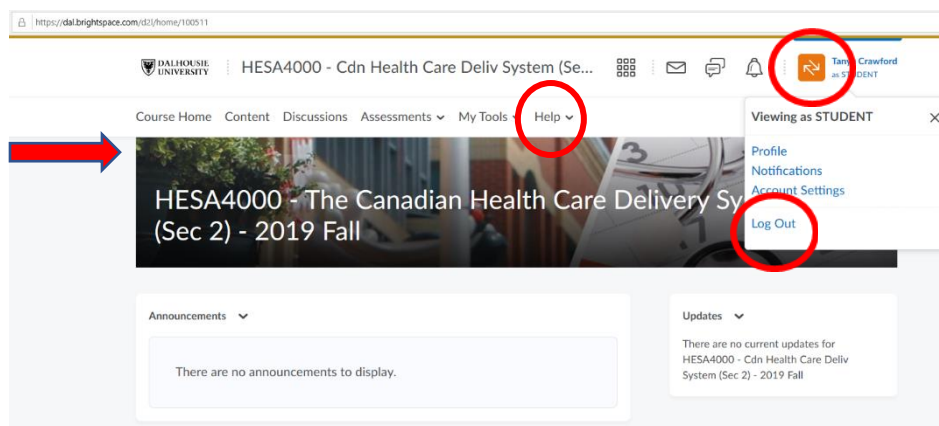
Brightspace can be accessed via the link in the upper right of the [dal.ca](#) homepage:

You will need your [NetID](#) and password to log into Brightspace.

After logging in, the course(s) in which you are enrolled will appear under My Courses. *You will not be able to access Brightspace courses until the first day of classes* Review the resources in the Academic Support drop-down menu:



After you click the course title link in My Courses, the course site homepage will appear. Navigate the site content by clicking the menu bar titles. Further resources to help you succeed with Brightspace can be found in the Help drop-down menu:



To log out of Brightspace, left click your profile icon, click Log Out (top right).

Support for Brightspace is provided by the IT Help Desk, (902) 494-2376, toll free 1-800-869-3931 or email helpdesk@dal.ca Support hours may vary throughout the academic year, consult the IT Help Desk [website](#).

Section 8: BSc.EMS Management Course Descriptions

Starting in January 2024, this degree program is created for those with Advanced Care Paramedic (ACP) and/or Critical Care Paramedic designation looking for a flexible, broad-based academic degree that will work around shift patterns, and facilitate professional development. The program an extension of the Post-Diploma program. Your ACP qualification provides two years of credit (60 credit hours) towards the full Health Science degree, and you are completing the remaining 2 years (a further 60 credits, or 20 courses). Course content is not related to paramedic practice, although students can draw upon their experience within the program.

Read the descriptions of the required and elective [courses](#)

Section 9: DHSA Course Descriptions

The Diploma in Health Services Administration (DHSA) is designed to prepare students for a career in healthcare at the managerial level. It meets the needs of students interested in health services administration and of those currently employed in the healthcare sector in a managerial capacity, particularly, middle managers in medium and large institutions, administrators in small facilities, and employees in community health, long-term care, primary care, multi-service centres, and community health boards.

The one-year full time, **Part time option also available*, program requires completion of two semesters of half-credit courses plus one half-credit elective as approved by the School. Read the descriptions of the required and elective [courses](#).

Section 10: DEHSM Course Descriptions

The Diploma in Emergency Health Services Management (DEHSM) is designed to prepare students interested in emergency health services management and for mid-career managers working in the Emergency Health Services system in Canada. The one-year full time, ** Part time option also available*, program requires completion of three semesters of half-credit courses. Read the descriptions of the required [courses](#).

Section 11: CEHSP Course Descriptions

The Certificate in Emergency Health Services System Planning (CEHSP) enables managers to design health systems to meet the needs of any given community, integrating planning cycles with the unique traits of an EMS structure. Designed by and for EMS professionals and suitable for current managers as well as those considering career progression, the program also teaches participants to design efficient pre-hospital care systems through an emergency health need assessment.

The one-year certificate features both theory and project-based curriculum and requires completion of one half-credit course in each of three semesters. Read the descriptions of the required [courses](#).

Section 12: CEHSM Course Descriptions

The Certificate in Emergency Health Services Management is designed for professionals seeking to develop the management skills essential for work in this sector. It is geared towards those who are leading, or who aspire to lead, in EMS, and it is a great way for professionals to demonstrate their commitment to career progression.

The one-year certificate features both theory and a project-based curriculum and requires completion of three half-credit courses, one in each of three semesters.

Read the descriptions of the required [courses](#).

Section 13: Grading Scheme

The School uses Dalhousie's letter grade system which is used to calculate your GPA (Grade Point Average). This [webpage](#) explains and defines the university's grading system and the corresponding GPA for each letter grade. Other important grade-related information, e.g., GPA calculator, academic standing, appealing a grade, etc., can be read on this webpage.

Section 14: Academic Support at Dalhousie

Dalhousie offers numerous support services to help you succeed. These include, for example, academic advising, academic accommodation, study skills, tutoring, writing, etc. The Student Success [Checklist](#) and [Student](#)

[Success Guide](#) are additional resources. For more information, visit the Academic Support [website](#).

You may be interested to read the [Accommodation Policy for Students](#) which was approved by Dalhousie's Board of Governors at its June 24, 2014 meeting.

IT Help Desk

Dalhousie Libraries' [IT Help Desk](#) provides information and assistance with computing questions and problems, including:

- general computer troubleshooting
- application/software support
- assistance with Dalhousie Software downloads
- NetID assistance
- network connectivity (WiFi, Ethernet)
- Brightspace student support
- printing support (including web printing)
- [Book a study room or computer](#)

Contact IT:

The Dalhousie Libraries' IT Help Desks are here to assist you with any computer-related difficulties you may encounter.

While our in-person support is currently not available, you can reach us at support@dal.ca, 902-494-HELP (4357), toll free at 1-800-869-3931.

Hours of Service

Monday to Friday: 8 a.m.–9 p.m.
Saturday & Sunday: 10 a.m.–6 p.m.

Section 15: The Library

Getting started with the [Dalhousie Library](#):

View the library [hours and locations](https://hours.library.dal.ca/). Library hours can vary throughout the academic year, especially during the exams' schedule.

You will need your NetID and password to access all the online resources available through the library.

Register your DalCard with the library via this [form](#). This will enable you to check out books or use the free Document Delivery and is generally delivered to you via email. (If you are on campus, you can also register your DalCard in person at any of the Dal libraries).

General Questions about the Library Resources or Services:

For general questions regarding Library resources or services, email kellogg.library@dal.ca or phone: (902) 494-2482. You can also visit during reference hours: Monday to Friday 9 am to 5 pm. *Saturday/Sunday 1 to 4 pm service is available from September to April.

Your Subject Specialist & Subject Guide:

Melissa Helwig is the Subject Specialist for our School. Her contact info is: melissa.helwig@dal.ca or (902) 494-1338. Melissa's office is located in the W.K. Kellogg Library (same building as our School). A good starting point for your research would be the Library Subject Guides; see the [Health Administration Guide](#).

Online Library Tutorials:

The Library provides [online video tutorials](#) (<2 mins each) to introduce you to the library and the library resources. Also see [Tips for new library users](#).

Tutorials that may be of interest to you are the [Welcome to the Dal Libraries](#) and [Anatomy of an APA Citation](#).

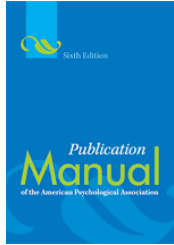
Electronic Resources

You can search the libraries' online databases via [novanet](#) using the search box. If you are using library resources from off campus, you will be asked for your NetID and password. See the tutorials above for more information or contact the library.

[Citation Management](#): is a web-based citation manager that enables you to compile, edit and format bibliographies by importing references directly from online databases or by entering them manually and inserting them into your finished paper in the citation style of your choice, for example, APA.

You may also decide to use a free open source tool like [Zotero](#) or a subscription-based tool like [Endnote](#).

Section 16: Guidelines for Writing Papers, APA Style, The Writing Centre



The 7th edition of the American Psychological Association publication [manual](#) is to be used for all written assignments. If APA is new to you, review this free [tutorial](#), *The Basics of APA Style*. This Dal Library [webpage](#) is another resource about APA Style. Some conventions which differ from or go beyond the APA manual, but are accepted practice in the School, are specified below.

1. General Format

- 1.1 The title page can be prepared on the basis of personal preference.
- 1.2 For longer papers (i.e., greater than 5 pages), include an abstract and a Table of Contents.
- 1.3 Margins may be set at one inch (1") on all sides. **Note:** This is the 'default' setting for Word/ Word Perfect.
- 1.4 The use of 'I' or 'we' is discouraged.
- 1.5 Avoid emotional statements; concentrate on an analysis of facts.
- 1.6 Avoid using italics, underlining, boldfacing, or capitals in the text for emphasizing points. This tends to stop the reader and thus the flow of the ideas which you are trying to convey. Use headings and sub-headings to guide the reader and emphasize your key points.
- 1.7 Avoid using one sentence paragraphs. This form of writing is difficult to read. Also, avoid paragraphs which are longer than half a page. Readers tend to lose your line of reasoning in long paragraphs.

2. References

- 2.1 The reference list may be typed single spaced, with a space between references. The second and subsequent lines of the reference need not be indented.

- 2.2 In the body of the paper, when references are at the end of a sentence, place the period at the end of the citation: (Smith, 1989).
- 2.3 Interviews (personal communication) should be included in the reference list. You may choose to incorporate them directly into the list or compile them separately. You should include the name, position, agency and city of the interviewee as well as the date of the interview. Reference to the interview should follow the standard format: (Smith, 1989).
- 2.4 Underlining the volume numbers of journals is optional; however, remain consistent in the style you use.
- 2.5 Page numbers should be cited in the text, e.g., (Smith, 1989, p. 10), if the reader might have trouble locating the reference. For example, generally the page number would be important to include when referencing books, government reports or other longer documents.

3. Government References

- 3.1 Citation of an internal government document:

Document Title (date) Unpublished manuscript received from [name, agency, address]

- 3.2 Guidelines for the referencing of Canadian Legislation (i.e. books, journals, statutes and case reports) can be found in the Legal Writing and Research Manual (Christie & Yogis). It is on reference at the Dalhousie Law Library.

4. Web Site References

Refer to the 7th edition of the [APA manual](#).

5. Non-sexist Language

The School has become quite conscious of avoiding the use of sexist language in papers and presentations. However, while working on her Senior Seminar presentation entitled, “The Evolution of Health Administration: Women’s Influence on Plurality in Education and Practice,” Anne McGuire noted that, unfortunately, sexist language still occurs in less formal discussions in the School, in some teaching materials, and in the Healthcare institutions which students visit.

Hopefully, students and faculty in the School will continue to play a leadership role in the use of non-sexist language in all communication.

The School advocates the use of non-sexist language as recommended in "Her and His: Language of Equal Value" by Drs Toni Laidlaw and Wendy Katz. Dr Laidlaw is associated with Women's Studies at Dalhousie University. Here are adaptations of their paper for use in the School:

- 5.1 The word 'man' is ambiguous. It can mean either human being or male human being. As a generic term, it has led to the misrepresentation and exclusion of women. The following alternatives are recommended:

<u>Examples</u>	<u>Alternatives</u>
man	individual, persons, humankind, men and women
man hours	hours, working hours
manpower	workforce
chairman	chair, chairperson
workman	worker
businessman	business executive

Do not use derivative terms for women by adding 'ess', or 'ette'.

If a term that is now deemed sexist is included in a direct quote which you wish to use, consider paraphrasing the quote and acknowledge the original source of the idea.

- 5.2 Avoid the use of 'he', 'his' and 'him' as generic pronouns. Alternatives include: (1) omitting the singular pronoun if it is redundant, (2) recasting the text into the plural form using 'they', 'their', or 'them', (3) substituting 'he and she', 'his/hers', etc, (4) using indefinite pronouns such as anybody, somebody, nobody, or (5) using alternative wording, e.g. administrators and wives" can be changed to "administrator and spouse".
- 5.3 Words that are in theory semantically free of bias like nurse and doctor, are not contextually free of it. For many people, these are automatically assumed to be 'she' and 'he', respectively. As a result, some persons use terms such as 'women doctor' and 'male nurse', a practice which infers that the person in question is somewhat deviant. Edit your work to eliminate contextual bias such as this.

- 5.4 Avoid expressions which are patronizing. For example, replace 'Administrators have wives and children to support' with 'Administrators have family responsibilities'.
- 5.5 Avoid using the word "lady" since it has been used to imply a condescension or trivialization of women. Avoid the use of stereotypical terms, e.g., 'fair sex', 'weaker sex', 'acts like suffering from PMS'.
- 5.6 Use 'Ms' rather than 'Miss' or 'Mrs'. In this way, men and women are treated in a similar manner; neither are identified in terms of marital status. Do not automatically assume that a woman is without a title such as 'Dr'.
- 5.7 Men have traditionally preceded women in expressions such as 'men and women', 'his and hers', and 'doctors and nurses'. Try using 'women and men, and 'nurses and doctors'.

6. Preliminary Steps

- 6.1 Carefully read the instructions that you are given. Make sure that you understand exactly what to do. If you have any questions, ask your instructor.
- 6.2 Refer to some key references to get an overview of the subject area that you selected. Attempt to narrow your focus and develop a well-defined topic/problem, one that you can handle in the time and space allowed.
- 6.3 Develop a preliminary outline of your paper, using appropriate headings and sub-headings. Provide a brief outline of what you plan to report in each section.
- 6.4 Develop a time frame for the work that you have to do.

The [Dalhousie Writing Centre](#) is a free resource to help you improve your writing skills.

Writing is like a muscle which must be developed through exercise. Many people find it difficult to write clearly, concisely and logically. Write, rewrite, revise, edit, rework; your paper can always be improved.

Section 17: Intellectual Honesty

The university policy states that a University should epitomize the quest for intellectual honesty. Failure to measure up to the quest for such a standard can result in an academic offence. The seniority of the student concerned, the presence of a dishonest intent, and other circumstances may all be relevant to the seriousness with which the matter is viewed.

Plagiarism or Self-Plagiarism

Dalhousie University defines plagiarism as the presentation of the work of another author in such a way as to give one's reader reason to think it to be one's own. Plagiarism is a form of academic fraud. Plagiarism is considered a serious academic offence which may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. The University attaches great importance to the contribution of original thought to scholarship. It attaches equal importance to the correct attribution of authorities from which facts and opinions have been derived.

In its grossest form, plagiarism includes the use of a paper purchased from commercial research cooperation, or prepared by any person other than the individual claiming to be the author. Plagiarism using material from web sites, including inadequate citations, is a major concern. Therefore, instructors are being made aware of ways to detect fraud of this type.

Self-plagiarism is the submission of work by a person which is the same or substantially the same as work for which he or she has already received academic credit. You can build on work of your own and others in other courses, but this work must be referenced using the standards for referencing published papers.

[Academic Integrity](#): In an effort to bring important information on this subject together in one place, the Libraries' website on plagiarism has been revamped and added to by the Senate Ad Hoc Committee on Plagiarism. It has also been linked from the Dal web pages for Students and Faculty and moved to a more visible and accessible web address.

Watch this [video](#) (8mins, 20 secs) about Academic Integrity from the Dal Libraries.

Plagiarism and Cheating: From this website, you will find important and useful information about plagiarism, how to avoid it, how to detect and prevent it, what policies exist as well as the penalties and discipline process. In addition, there is information about the Committee including members and terms of reference.

The Committee would especially like to draw your attention to an interactive multimedia presentation “Research Ethically” which was developed by the Libraries. It covers what plagiarism is, the Dalhousie discipline process and strategies for avoiding plagiarism including citing and paraphrasing.

If you have any doubt about the proper forms of citation and attribution of authorities and sources, please discuss this in advance with your faculty. Failure to abide by the attribution standards of the School in the preparation of assignments, reports, term papers, and theses might constitute plagiarism.

In our School, ethical standards of scholarly writing are expected. Plagiarism has occasionally been a concern. Therefore, during the term, you could be asked by your faculty to provide your rough notes, drafts, etc. When people write good quality, original papers, their working notes will contain evidence of literature reviews, numerous drafts that have been edited, and documentation of sources of information. You should be able to show evidence of how sections of your paper evolved. Therefore, do not destroy any of your work in progress material.

You are expected to work co-operatively, discuss ideas, and debate differences in interpretations of information. Reviewing and critiquing papers and assignments of past and present students also aids in learning.

However, no past or present student should make available his or her own, or any other person's, work in hard copy or electronic form by email, on USB Drive, or otherwise unless 1) the students involved are working together on a group project, or 2) the work is made available through an open disclosure process that is known and available to all students and faculty, e.g., permission has been granted by the student(s) for a professor to provide the work as example(s) for all others to review, the work is catalogued and available in the School, other Dalhousie library, or elsewhere such as at the Provincial Health Council library. Standard referencing practices should then be used to cite the work of past and present students.

If an allegation of plagiarism is submitted to the Dalhousie Senate Disciplinary Committee, and the material that is alleged to have been the source is not publicly available, the author(s) of the original work as well as any provider(s) of the material can be expected to be called to appear at a Senate Hearing to explain how their work might have been the source of the alleged plagiarized material, and the extent to which they assisted in the alleged academic offence. Notations are made on the transcripts of persons found to have committed academic offences on the basis of these Senate Hearings.

[Urkund](#): Plagiarism prevention and detection software

You may be asked by your faculty to submit your written papers to Urkund (or a similar program). Urkund is a tool that helps prevent plagiarism and enables institutions to protect the originality of student work. Urkund will automatically examine your paper against the source materials in its comprehensive databases. Your instructor can review the paper along with the originality report to see if you referenced the matching parts properly. You will receive an originality report once you submit your paper through the respective Brightspace course site.

Section 18: Use of Artificial Intelligence (AI) tools

You are expected to be accountable for the work you produce and acknowledge tools used to produce your work to be assessed. Unless otherwise directed in your course syllabus or by your professor, feel free to use AI-driven tool to assist you in learning but remember that the objective is for you to acquire these competencies and outcomes in this course.

You are responsible for all work that you produce, whether assisted by an AI-driven tool or not. You must acknowledge all tools used to assist you. If applicable, you must provide links to chat logs.

If the work that you produce is suspected to misrepresent your own competencies, you may be asked to complete a supplemental assessment to evaluate your mastery of course outcomes.

Section 19: Professionalism

The Health Administration student is highly motivated and capable of considerable self-direction – in short, a self-starter. A major function of the

faculty is to promote and further these attitudes, skills and characteristics. The program is demanding, challenging and rewarding. We expect students to be committed to serious study, as well as exhibit professional behavior.

The purpose of this section of the handbook is to assist you in creating a professional image, maintaining a positive attitude, manage your time and priorities, communicate efficiently and effectively, and improve cooperation.

Student Responsibilities

It is your responsibility to read this handbook, review the [undergraduate academic calendar](#), and to be familiar with the policies and procedures of the School and the University. Be mindful of all relevant deadlines for registration, withdraw dates, intent to graduate, etc. All students are to meaningfully contribute to group work; failure to “pull one’s own weight” is unprofessional and unacceptable.

Throughout your studies, you may be in contact with senior members of the Healthcare community. We expect all our students to exercise professionalism and to be respectful of their peers, faculty and staff.

FUNDAMENTAL PRINCIPLES OF PROFESSIONALISM

Altruism

Altruism is the essence of professionalism and asks that the best interest of others, including colleagues, classmates, instructors, mentors and trainees be placed before self-interest.

For example:

A professor stays after their normal hours of work to help a student who is having difficulty with a course.

A student will give up a practicum spot in metro to another student in need of a local placement.

Accountability

Professionals are accountable to their colleagues, classmates, instructors, society as a whole and to their profession for adhering to ethical principles.

For example:

- *Professors describe and follow explicit policies and procedures for student evaluation.*
- *Professors come prepared to scheduled meetings with students and vice versa.*
- *Students give appropriate attribution for individual effort made to team projects.*
- *Professors send out reports to appropriate agencies in a timely fashion.*
- *We (professors, students) do not accept major gifts from people known in a work context.*
- *We take RESPONSIBILITY for mistakes we make without seeking to place the blame elsewhere.*

Excellence and a personal commitment to life-long learning

Professionals make a conscientious effort to exceed expectations and a commitment to life-long learning. This commitment to excellence should begin on the first day of school and then be maintained throughout one's professional life.

For example:

- *Students ask questions in class and seek information when they don't understand.*
- *Professors revise class assignments by updating them and responding to student feedback.*
- *Professors regularly attend professional conferences, workshops, or seminars.*
- *We (professors, students) seek out information beyond that required for performance of an assigned task and recognize that learning may be acquired in many ways (through personal communication, observation, reading, etc.).*

Duty

Duty involves the free acceptance of a commitment to service. It entails being available and responsive when needed for the betterment of individuals and

of the professions and includes participation in professional organizations, community programs and committees.

For example:

- *We (professors, students) join relevant professional associations (e.g., Canadian College of Health Leaders)*
- *We become involved in community programs or activities.*

Honour and integrity

Professionals maintain a consistent regard for the highest standards of behaviour. Such behaviour involves being fair and truthful, keeping one's word and meeting commitments. It also requires that we recognize possible conflicts of interest and avoid relationships that supersede the best interest of the professions.

For example:

- *We (professors, students) communicate in a constructive way about difficulties encountered and do not incite anger and dissatisfaction behind the scenes.*
- *We are open, honest, and direct, recognizing that honour and integrity in interpersonal relations goes beyond mere civility.*

Respect for others

Professionals demonstrate respect for others including (but not limited to) colleagues, classmates, instructors and other professionals. Adherence to this principle is the essence of humanism and is central to cooperation.

For example:

- *We (students, professors) attempt to understand the other person's perspective especially when their stated views differ from our own.*
- *We come to class and meetings on time.*
- *We maintain confidentiality about professional matters.*
- *We show respect for cultural diversity.*
- *We follow appropriate channels when seeking help.*

Adapted from:

Purkerson Hammer, D. (Winter, 2000). [Professional attitudes and behaviors: The “A’s and B’s” of professionalism.](#) *American Journal of Pharmaceutical Education* 64, 455-464.

“Project Professionalism” - ABIM Committee on Evaluation of Clinical Competence and Communications Programs, Fifth printing 1999 (c) American Board of Internal Medicine, Walnut Street, Suite 170, Philadelphia, Pennsylvania, 19106-3699

The “Dean’s Advisory Group on Professionalism”, The University of Kansas School of Medicine, July 2000.

The American Board of Pediatrics, [“Teaching, Promoting and Assessing Professionalism Across the continuum: A Medical Educator’s Guide”.](#)

Approved: School Council, October 24, 2003 (in principle with revisions to be made to reflect HSA) Ratified: School Council, January 30, 2004

Revised: February 2010

Approved: School Council, April 20, 2010

Further information about ethics and professionalism can be read on the Canadian College of Health Leaders [website](#).

Section 20: Policy on Affirmative Action

The School of Health Administration recognizes that deliberate Equitable Admissions processes are required to increase the support and admission, and graduation of students who self-identify as belonging to historically underrepresented groups: persons of Aboriginal/Indigenous ancestry (especially Mi’kmaq), members of racialized groups, persons of African descent (especially African Nova Scotians), Acadians, persons with dis/Abilities, and persons belonging to minority sexual orientation and/or gender identity (SOGI) groups and women.

The School of Health Administration will develop and implement Equitable Admissions policies and processes consistent with the NS Human Rights Act. It will develop and implement strategies to identify and create recruitment and support systems, plus complementary policies and practices that create an inclusive, equitable learning and working environment, to attract and

support members of under-represented groups to enter and succeed in the School of Health Administration programs.

* Source: Nova Scotia Department of Human Resources
Approved: HSA School Council, February 1, 2001
FHP Faculty Council, March 8, 2001
SHA School Council, April 20, 2010
Revised Version, June 2019

Section 21: Human Rights and Equity Services

Human Rights & Equity Services (HRES) provides confidential Advisory service to members of the Dalhousie Community seeking advice and support.

Discrimination & Accommodation

The [Statement on Prohibited Discrimination](#) sets out Dalhousie University's commitment to safeguarding its students and employees against all forms of prohibited discrimination in the course of work, study or participation in University sponsored organizations, activities and programs.

What is discrimination?

“For the purpose of this Act, a person discriminates where the person makes a distinction, whether intentional or not, based on a characteristic, or perceived characteristic...that has the effect of imposing burdens, obligations or disadvantages on an individual or a class of individuals not imposed upon others or which withholds or limits access to opportunities, benefits and advantages available to other individuals or classes of individuals in society.” (Section 4 of the [Nova Scotia Human Rights Act.](#))

For further information on Discrimination & Accommodation, Sexual Violence, Equity & Inclusions, Harassment & Conflict, refer to the HRES [website](#).

Section 22: Further Your Education with Us: the MHA Graduate Program

Interested in continuing your Health Administration academic career after completing your undergraduate studies? Consider the Master of Health Administration (MHA) degree. For more information, visit the MHA [website](#).

Section 23: Connect with Us

We invite you to contact us anytime during your undergraduate studies.

We can be reached: Online: <http://dal.ca/sha>



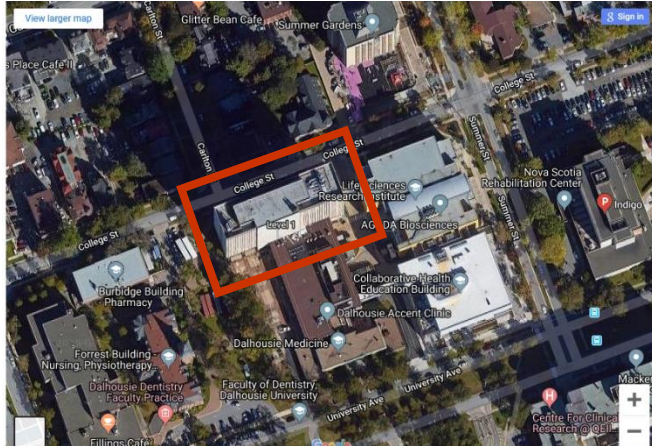
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Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty People.