

Fundamentals of Health

HLTH 1000 (Fall 2026)

Course Instructors:

Dr. Edana Cassol (she/her/hers)
Email:

Dr. Joerg Overhage (he/him/his)
Email:

Class Location:**Class Times:**

Department/Unit: Health Sciences

Course TAs:**Office Location :****Student Hours:**

While this course doesn't have general student office hours, you'll be paired with a Teaching Assistant (TA) dedicated to supporting you throughout the course. Your TA will reach out directly to your group with details on how to schedule meetings and get help along the way. Keep an eye out for their message!

Welcome to HLTH1000!

This introductory course examines the complexity of human health, using current, real-world examples to show how health and well-being are shaped by environmental and social forces. We will discuss what comprises a healthy body and mind, and what leads to illness and disease. We will also explore emerging technologies transforming how we understand and address health challenges.

Each week combines foundational lectures and case studies on emerging topics with interactive activities and guest lectures, offering a balanced approach to both conceptual understanding and applied learning.

Land Acknowledgement

We, the people of the Faculty of Science at Carleton University, acknowledge that our campus is located on the traditional, unceded territories of the Algonquin Anishinaabe people. Miigwetch for your hospitality and stewardship of this territory and the teachings that come from it. We are grateful for this land, the air that we

breathe, and the water that sustains us all as well as for the animals, plants and other living beings: these enable us to research, teach, mentor, support, study, and learn. We recognize our responsibility to our natural environment and to reconciliation with Indigenous peoples.

Community Guidelines

The following values are fundamental to academic integrity and are adapted from the International Center for Academic Integrity*. In our course, we will seek to behave with these values in mind:

	As students, we will...	As a teaching team, we will...
Honesty	- Honestly demonstrate our knowledge and abilities on assignments and exams - Communicate openly without using deception, including citing appropriate sources	- Give you honest feedback on your demonstration of knowledge and abilities on assignments and exams - Communicate openly and honestly about the expectations and standards of the course through the syllabus, and with respect to assignments and exams
Responsibility	- Complete assignments on time and in full preparation for class - Show up to class on time, and be mentally/physically present - Participate fully and contribute to team learning and activities	- Give you timely feedback on your assignments and exams - Show up to class on time, and be mentally & physically present - Create relevant assessments and class activities
Respect	- Speak openly with one another, while respecting diverse viewpoints and perspectives - Provide sufficient space for others to voice their ideas	- Respect your perspectives even while we challenge you to think more deeply and critically - Help facilitate respectful exchange of ideas
Fairness	- Contribute fully and equally to collaborative work, so that we are not freeloading off of others - Not seek unfair advantage over fellow students in the course	- Create fair assignments and exams, and grade them in a fair, and timely manner - Treat all students equitably

Trust	• Not engage in personal affairs while on class time • Be open and transparent about what we are doing in class • Not distribute course materials to others without authorization	• Be available to all students when we say we will be • Follow through on our promises • Not modify the expectations or standards without communicating with everyone in the course
Courage	• Say or do something when we see actions that undermine any of the above values • Accept a lower or failing grade or other consequences of upholding and protecting the above values	• Say or do something when we see actions that undermine any of the above values • Accept the consequences (e.g., lower teaching evaluations) of upholding and protecting the above values

* This class statement of values is adapted from Tricia Bertram Gallant, Ph.D.

Learning Material(s) and Other Course/Lab-Related Resources

Textbook: *Students are not required to purchase textbooks or other learning materials for this course.* All reading materials will be made available on Brightspace or are available through the library.

Technology Checklist:

- ☐ An internet-enabled computer (laptop/desktop)
- ☐ Access to reliable internet

PLEASE NOTE: Students who do not have access to these resources can receive financial aid from Carleton, and access inexpensive options for technology (Best Buy refurbished products, Kijiji). There are also several single workspaces available for student use on campus.

Course Communication

The syllabus and assignment guidelines include everything you need to know about the course and its deliverables. Any additional announcements and/or course information/materials will be posted on Brightspace.

In this class, your TA should be your first point of contact. Before emailing them with any questions, **please review the course syllabus and assignment guidelines.** Make sure your email correspondence is professional and as specific as possible. During the week (Monday-Friday), they will try their best to respond within **24-48 hours**. They will NOT respond to emails over the weekend. Please use your official Carleton email address for all correspondence. Please note they will NOT respond to emails sent from other accounts (e.g., gmail), so please send all emails from

Course Level Learning Objectives

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

1. Identify some of the complex factors that impact health and disease, and explain how interdisciplinary perspectives (e.g., biological, social, and clinical) shape our understanding of them.
2. Describe examples of emerging health technologies and their role in addressing health challenges.
3. Apply foundational soft skills such as time management, communication, and collaboration to academic and group-based tasks.

Course Content (tentative schedule)

This course is organized into 4 blocks: 1) the fundamentals (green), 2) diseases (blue), 3) environmental influences (orange), and 4) changes throughout the life course (purple).

Date	Topic	Friday Class - Activity	Instructor
Week 1: Sept 9 & Sept 11	Syllabus Review and One Health	Current Viral Outbreaks	JO/EC
Week 2: Sept 16 & Sept 18	From molecules and cells to tissues and organ systems	Tissue Structure	EC
Week 3: Sept 23 & Sept 25	The microorganisms in the world around us	Human Microbiome	JO
Week 4: Sept 30 & Oct 2	Types of Disease – Infectious Disease I - Bacteria	Nosocomial infections	JO
Week 5: Oct 7 & Oct 9	MIDTERM 1	Types of Disease – Infectious Disease II - Viruses	JO/EC
Week 6: Oct 14 & Oct 16	Immunology	Genetics of Disease - Guest Lecture 1	EC
Week 7: Oct 21 & Oct 23	Types of Disease – Non-communicable Disease	Types of Disease – Non-communicable Disease	EC
Week 8:	READING WEEK		
Week 9: Nov 4 & Nov 6	Climate Change and Health	One Health	JO
Week 10: Nov 11 & Nov 13	Social and Environmental Influence on Health – Guest Lecture 2	Social and Environmental Influence on Health – Guest Lecture 3	
Week 11: Nov 18 & Nov 20	MIDTERM 2	Life course 1	JO/EC
Week 12: Nov 25 & Nov 27	Life course 2	Life course 3	EC

Week 13: Dec 2 & Dec 4	Pharmacology / Toxicology	Personalized Medicine	JO/EC
Week 14: Dec 9	Review session		JO/EC
Exam period	Final Exam		

Assessment in this Course

Research about learning strongly suggests that the most important factor in learning is doing the work of reading, writing, recalling, practicing, synthesizing, and analyzing. Learning happens best when people actively engage in material consistently, and that is why we have high standards in this course. We are confident that, with appropriate effort, you all can meet those standards.

We will reduce unintentional bias in grading by using methods such as grading assignments one question at a time (i.e., grading all of question 1 before grading any of question 2), grading anonymously, and using rubrics.

Grade Breakdown

COMPONENT	GRADE VALUE	DEADLINE
PARTICIPATION	10%	
<i>IN CLASS ACTIVITIES</i>	8%	Throughout the term (In class)
<i>INCENTIVE PROGRAM</i>	2%	September 25 (Online)
ASSIGNMENT	15%	See Assignment Guidelines
MIDTERM EXAM 1	20%	October 7 (During regularly scheduled class)
MIDTERM EXAM 2	20%	November 18 (During regularly scheduled class)
FINAL EXAM	35%	Exam period
BONUS - CCSES STUDY	1%	TBD

Participation

Your participation mark will be based on your completion of in-class activities and of the required modules from the Incentive program.

In-class activities: These are typically short written activities or questions that we will give you during class time. We'll do 9-10 activities across the term; your grade is based on your best 6 (or top scores after dropping the lowest 2-3). Please note, they will not only be marked for accuracy. Your responses should show effort and advanced thinking about the topic or question discussed during class. For each activity, you will be given a mark out of 3.

Attendance Expectations

Regular attendance and full participation for the entire class period are expected of all students. This course relies heavily on in-class activities, discussion, and collaborative work that cannot be replicated outside of class time. Your presence contributes directly to the learning environment for your peers as well as your own understanding. If you have to miss class due to illness, emergency, or another legitimate reason, please contact your TA in advance to discuss accommodations.

Incentive Program:

This course is registered in the **Incentive Program** offered through the [Centre for Student Academic Support](#) (CSAS). The program is fully online, and all [Learning and Writing Support Workshops](#) are available on Brightspace. To access the workshops, you must self-enrol through the [Online Resources](#) page.

Workshop Requirements

Students must complete **4 workshops by September 25 at midnight** to earn **2% of your overall course grade**. These workshops are:

1. Active Learning Strategies
2. Managing Procrastination
3. Test and Exam Preparation
4. Working in Groups

Attendance & Credit

To receive credit, students must:

- Complete all required workshop components.
- Achieve a score of 100% on the final assessment.
- Complete all required workshops by the course-specific deadline.

Student participation and completion will be verified through participation reports provided by the Centre for Student Academic Support (CSAS). Students are encouraged to download and retain their Record of Completion (ROC) for their records.

For **more Information** on the Incentive Workshops

- Review the [FAQ page](#) for full details
- A full list of workshops is available on the [Learning and Writing Support Workshops](#) page.
- For questions, contact CSAS at csas@carleton.ca.

Exams

Students are responsible for all the materials discussed during the in-person lectures as well as any readings and videos uploaded onto Brightspace. The first midterm will evaluate your understanding of the material presented in weeks 1-5 (midterm 1) and the second midterm will be based on material from weeks 5-10 (midterm 2). The final exam will evaluate your cumulative understanding of the entire course. The format of each exam will be discussed during class.

PLEASE DO NOT ASK TO SEE PREVIOUS EXAMS.

The midterms will take place during the regularly scheduled class times in the assigned classroom (unless otherwise stated). The final exam will take place in person and be scheduled during the final exam period.

Academic Integrity During Exams

Exams in this course must be completed independently and honestly, reflecting your own knowledge and preparation. Any suspected instance of cheating will be reported in accordance with Carleton's academic integrity policy (see below) and may result in a failing grade on the exam, a failing grade in the course, and/or further disciplinary action through the Faculty of Science.

If you are unclear about what is or is not permitted during a given exam, please ask before the exam begins. **IT IS YOUR RESPONSIBILITY TO UNDERSTAND AND FOLLOW THE EXAM RULES.**

Missed Exams

If you are going to miss a **midterm exam** for a legitimate reason, you must let [BOTH instructors \(Dr. Cassol and Dr. Overhage\) and your assigned TA](#) know **no later than 24 hours** after the scheduled time of the midterm. We may then ask you to fill out the web-based form for academic accommodations <https://carleton.ca/registrar/academic-consideration-coursework-form/>. Please note that if you miss an exam, you are not guaranteed to write the deferral, and we reserve the right to give a **zero** for the midterm if timely notification of your absence or adequate justification is not provided.

Deferred Exams

The deferred midterms for students who **DO NOT** have accommodations through the PMC will take place on the following Wednesday during the regularly scheduled class time (i.e., Midterm 1 Deferred Exam – October

14 @ 1:05 pm; Midterm 2 Deferred Exam – November 25 @ 1:05 pm). The location of this exam will be communicated to individuals who have been approved to write the deferred exam.

For students with PMC accommodations, the time and place of the deferred midterm exam will be organized through the McIntyre Exam Centre (MEC) and communicated to you via the Ventus Portal.

If you are going to miss the **final exam** for a legitimate reason, a deferral application must be made using the Online Deferral Application (<https://sarms.carleton.ca/registrar/deferral>) no more than three business days after the original final examination. Deferrals are NOT guaranteed.

PLEASE NOTE THAT YOU MUST WRITE BOTH MIDTERMS AND THE FINAL EXAM TO PASS THE COURSE.

Bonus Mark

This course is participating in a study led by the Canadian Consortium of Science Equity Scholars (CCSES) here at Carleton University. The CCSES is a nationwide organization committed to advancing equity in post-secondary science education. This study involves students responding to 2 surveys over the course of the term, that are designed to collect data on student demographics, disciplinary belonging, self-efficacy, inclusive classroom climate, and course learning activities. You will receive a **bonus of 1% on your overall mark** if you participate in both surveys (one at the beginning (0.5%) and one at the end of the term (0.5%)). These surveys will be administered on Brightspace. Deadlines to complete these surveys will also be announced in Brightspace.

Integrated use of Artificial Intelligence (AI) as a Learning Partner

AI tools can be used to assist in initiating tasks, troubleshooting errors, and collaborating to advance your knowledge and build skills. If you choose to use an AI tool, you must acknowledge its use and what/how you used it.

Use of AI Tools for In-Class Activities

AI tools **may not** be used for in-class activities unless the professor explicitly permits it for a specific activity. These activities assess your own in-the-moment thinking, so AI-generated or AI-assisted responses will not be considered to meet the effort and reasoning standard they're graded on.

When AI use is permitted for a given activity, you must note that you used it, briefly describe how, and ensure your response still reflects your own thinking. If you're unsure whether AI is allowed for a specific activity, ask before starting.

Information on how AI can and cannot be used for the group assignments is provided in the Assignment Guidelines. The TAs are happy to meet and help you with these tools after class or by appointment.

AI Glasses Policy

The use of AI-enabled glasses (or any similar wearable AI/smart-glasses technology) is not permitted during class sessions or exams. This includes any device capable of recording, transcribing, analyzing, or providing real-time information or assistance.

The only exception to this policy is use as part of an approved accommodation. This must discuss this with the instructor in advance and reach a mutual agreement on the terms of use before the device may be worn or used in class.

Any use of AI glasses in violation of this policy will be treated as a violation of academic integrity and/or classroom conduct standards.

OTHER IMPORTANT INFORMATION

Feeling Sick? If you feel very sick (e.g., fever, chills, stomach upset) do not come to class or campus.

Mental Health If you are struggling, please do not hesitate to reach out. I am happy to listen, and/or direct you to resources that might help. In terms of class, if you need extra help or miss a lesson, don't stress! Email me and we will set a time to meet. I'll work with you, I promise. Remember that Carleton also offers an array of mental health and well-being resources, which can be found here (<https://wellness.carleton.ca/>).

University Policies

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A- = 80-84	B- = 70-72	C- = 60-62	D- = 50-52
F = <50			

WDN = Withdrawn from the course

DEF = Deferred

Academic Accommodations, Regulations, Plagiarism, Etc.

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes are outlined on the Academic Accommodations website (<https://students.carleton.ca/course-outline/>). University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can

be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

1. **Academic Consideration Policy**

Deferred/missed term work for short-term accommodation (5 days or less): Carleton recognizes that students may experience unexpected, temporary incapacitation (i.e., illness, injury, or extraordinary circumstances outside of a student's control and which could not have reasonably been prevented). As a result, Carleton has put into place a protocol for students to apply for academic accommodations using a web-based form in the event of missed work. The form can be found at:

<https://carleton.ca/registrar/academic-consideration-coursework-form/>

For this course, you must:

In case of missed course work (short-term academic accommodation):

Send an email to both course instructors (cc'ing TA) no later than 24 hours after the submission deadline. You will be notified by us of decided upon accommodation. We then may ask you to fill out the web-form for academic accommodation.

Deferred/missed term work for longer-term incapacitation (5 days or longer): If you require accommodations for this course that are longer than the 5-day (short-term) period, please email us to discuss how/whether accommodation needs could be met for this course. Please also visit [longer-term accommodation](#).

Academic Integrity

Academic Integrity is upholding the values of honesty, trust, respect, fairness, responsibility, and courage that are fundamental to the educational experience. Carleton University provides supports such as academic integrity workshops to ensure, as far as possible, that all students understand the norms and standards of academic integrity that we expect you to uphold. Your teaching team has a responsibility to ensure that their application of the Academic Integrity Policy upholds the university's collective commitments to fairness, equity, and integrity. (Adapted from [Carleton University's Academic Integrity Policy](#), 2021).

Examples of actions that do not adhere to Carleton's Academic Integrity Policy include:

- Plagiarism
- Accessing unauthorized sites for assignments or tests
- Unauthorized collaboration on assignment and exams
- Using artificial intelligence tools such as ChatGPT when your assessment instructions say that it is not permitted

Please review the checklist [linked here](#) to ensure you understand your responsibilities as a student with respect to academic integrity and this course.

Misconduct in scholarly activity will not be tolerated and will result in consequences as outlined in [Carleton University's Academic Integrity Policy](#). A list of standard sanctions in the Faculty of Science can be found [here](#). Additional details about this process can be found on [the Faculty of Science Academic Integrity website](#). Students are expected to familiarize themselves with and abide by [Carleton University's Academic Integrity Policy](#).

Sanctions for Not Abiding by Carleton's Academic Integrity Policy

A student who has not upheld their responsibilities under Carleton's Academic Integrity Policy may be subject to one of several sanctions. A list of standard sanctions in science can be found [here](#).

Additional details about this process can be found on the [Faculty of Science Academic Integrity website](#). Students are expected to familiarize themselves with and follow the Carleton University [Student Academic Integrity Policy](#). The Policy is strictly enforced and is binding on all students.

Student Rights & Responsibilities

Students are expected to act responsibly and engage respectfully with other students and members of the Carleton and the broader community. See the [7 Rights and Responsibilities Policy](#) for details regarding the expectations of non-academic behaviour of students. Those who participate with another student in the commission of an infraction of this Policy will also be held liable for their actions.

Student Concerns

If a concern arises regarding this course, **your first point of contact is me**: Email or drop in during student hours and I will do my best to address your concern. If I am unable to address your concern, the next points of contact are (in this order):



Note: You can also bring your concerns to [Ombuds services](#).

Other Support for Students

Academic and Career Development Services: <http://carleton.ca/sacds/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Science Student Success Centre: <https://sssc.carleton.ca/>

For more information, please refer to the course Brightspace page.