The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Spring 2020 Term. The duration of employment will be January 6 to April 30, 2020 inclusive. All courses will be located on Burnaby campus.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>LECTURE/SEMINAR TIME</th>
<th>CLOSING DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 160-3</td>
<td>Global Perspectives on Health</td>
<td>Tuesdays: 2:30 p.m. – 5:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>HSCI 306-3</td>
<td>Principles of Health Economics</td>
<td>Wednesdays: 5:30 p.m. – 8:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>HSCI 412-3</td>
<td>Health Communication</td>
<td>Thursdays: 11:30 a.m. – 2:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>*HSCI 449-3</td>
<td>Community and Health Service</td>
<td>Fridays: 9:30 a.m. – 12:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>**HSCI 472-3/ HSCI 846-3</td>
<td>Environmental Health Exposure and Assessment Analysis</td>
<td>Tuesdays: 2:30 p.m. – 5:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>**HSCI 476-3/ HSCI 776-3</td>
<td>Seminar in Molecular Basis of Drug Action and Environmental Exposure</td>
<td>Fridays: 9:30 a.m. – 12:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>HSCI 485-3</td>
<td>Senior Seminar in Mental Health and Addiction</td>
<td>Tuesdays: 11:30 a.m. – 2:20 p.m.</td>
<td>October 18, 2019</td>
</tr>
<tr>
<td>HSCI 825-3</td>
<td>Advocacy and Communication</td>
<td>Thursdays: 2:30 p.m. – 5:20 p.m.</td>
<td>October 18, 2019</td>
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</table>

**Recommended Qualifications:**

- Doctoral degree

**Minimum Qualifications:**

- Graduate degree in a related field with demonstrated expertise in the content areas covered by the course, as identified in the Calendar description and sample course outline
- Experience teaching university-level courses
- Evidence of teaching ability commensurate with the responsibility of teaching the assigned credit course and of carrying out the duties to the effective conduct of that course.

*Added Requirement for HSCI 449: Applicants must include the name of the proposed community-based partner and indicate that a preliminary agreement has been made by the time of their application, in preparation for the possibility of being offered the position.

** This is a combined class with both undergraduate and graduate students and needs to have different expectations and grading structures that need to be specified in the course syllabus pending approval by the Associate Dean of Education before the beginning of classes.
Course Calendar descriptions are located at http://www.sfu.ca/students/calendar/2018/summer/courses/hsci.html.

Sample course outlines are shown on the pages following this ad.

**Application Instructions:**

Interested applicants should send, by the closing date shown above, one PDF document containing (1) a cover letter addressing the minimum qualifications for this posting and (2) a CV to:

Sessional Applications  
c/o Dr. Nicole Berry, Associate Dean, Education  
Faculty of Health Sciences, Simon Fraser University  
Blusson Hall 11320, 8888 University Drive  
Burnaby, BC V5A 1S6  
Email: fhs_sessional@sfu.ca.

In the body of your email, copy and paste the following questions and send with your response:

1. Do you currently work for, or have you worked in the past for, Simon Fraser University? (Respond yes or no. If yes, please provide your SFU ID, student/employee number if known.
2. Are you legally entitled to work in Canada? (Respond yes or no).
3. If you are currently on a work or study permit, please indicate expiry date and all conditions associated with your permit, if applicable.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Simon Fraser University is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people, persons with disabilities, and LGBTQ-identified persons.

Salary and conditions are determined by the [TSSU Collective Bargaining Agreement](http://www.sfu.ca/).  

*Course offerings are subject to budgetary approval and enrolment figures.*

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The information submitted with your application is collected under the authority of the University Act (R.S.B.C. 1996, c.468, s. 27(4)(a)), applicable federal and provincial employment regulations and requirements, the University's non-academic employment policies and applicable collective agreements.

The information is related directly to and needed by the University to initiate the employment application process. The information will be used to contact references supplied by you, evaluate your qualifications and complete the employment process by making a hiring decision.

If you have any questions about the collection and use of this information please contact the Executive Director, Human Resources, Simon Fraser University, Burnaby, BC V5A 1S6. Telephone 778-782-3237.
FACULTY OF HEALTH SCIENCES

HSCI 160-3: Global Perspectives on Health

CALENDAR DESCRIPTION:
An introduction to the differences in health and health services among the nations of the globe. Vulnerable sub-populations worldwide and their special health needs. Mechanisms whereby events in one country can impact health in another. Future worldwide health risks, their economic and health consequences. SARS, avian 'flu,' West Nile virus, 'mad cow disease,' antibiotic resistant malaria or tuberculosis. Dangers to rich and poor nations from ignoring health problems in developing world. Breadth-Social Sciences.

COURSE DETAILS:
The primary aim of this course is to engage and inspire students about the opportunities and challenges of global health. It provides an overview of key issues in global health from many different viewpoints and communicates the general understanding of factors/dynamics that affect the health of human populations around the world and efforts to improve it. What is the difference between the health of an individual and the health of a population - the global population? What is the burden of disease and who shoulders the greatest proportion of it? This course will attempt to answer these questions. The measures we have developed over centuries to improve the public's health depend on our beliefs about health, our culture and lifestyle, environmental factors, the health services and the resources at our disposal. This course will present some outstanding success stories in global health practice. It will also look at the changing pattern of diseases in the world and will discuss major challenges and emerging issues.

COURSE-LEVEL EDUCATIONAL GOALS:
By the end of the course, students will be able to demonstrate an understanding of:

- Key public health concepts such as: demographic and epidemiological transitions, burden of disease, impact of key health conditions on individuals and communities, and critical issues in cost-effective health services delivery.
- The determinants of health and risk factors for diseases and conditions from the global perspective
- The burden of disease in various regions of the world and how it varies both within and across countries
- Health disparities.
- The multi-directional links between health and social, economic and political factors
- The role and collaboration of the key actors and organizations in global health

GRADING:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Group Project</td>
<td>40%</td>
</tr>
<tr>
<td>Peer Assessment/Group Project Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Attendance and Participation</td>
<td>5%</td>
</tr>
</tbody>
</table>

TEACHING FORMAT:
The course will meet once a week for a two-hour lecture session followed by an interactive one-hour session (discussions, videos, games, case studies, group project work, other in-class activities). Students are expected to come prepared for each session and participate in all in-class activities.

REQUIRED READING:
ISBN 9781284050547
Plus instructor hand outs and items posted on Canvas
Sample course outline: HSCI 306-3

FACULTY OF HEALTH SCIENCES

HSCI 306-3: Principles of Health Economics

CALENDAR DESCRIPTION:
Students will gain an introductory understanding of the theories and concepts that underpin economics, and be able to demonstrate how these can be applied to provide insights for health policy, health care decision making and health technology assessment.

COURSE DETAILS:
COURSE DESCRIPTION: Health care systems throughout the world are faced with rising costs and increasing demands. It is perhaps inevitable that there is a consequent tendency to turn to the discipline of economics for help. Much of the interest in this discipline arises from a belief that economics is about economizing, about saving money. This is inaccurate. Economics is about the use of scarce resources in an efficient and equitable way. This course is designed to provide students with a comprehensive but accessible introduction to economic principles and applications.

OVERALL GOAL: The aim of this course is to provide students with an understanding of the theories and concepts that underpin economics and demonstrate how these can be applied to provide insights for health policy and health care decision-making.

TEACHING FORMAT: Over the course of the semester, the three hours of weekly class time will include combinations of conventional seminar presentations, class discussions and group activities. Seminar presentations will be used to introduce key themes and represent a starting point for students to engage in self-directed study.

COURSE-LEVEL EDUCATIONAL GOALS:
CORE COMPETENCIES IN FHS CURRICULA: The study of economics as applied to health and health care is likely to be new to all FHS students. This does not make the course a ‘bad fit’ for the faculty – quite the opposite. The application of simple economic principles provides very useful insight for decision-making in all areas of health care (such as clinical practice, public health, commissioning health services, etc.).

EXPECTED OUTCOMES: No prior knowledge of economics is necessary. On completion of the course, students should be able to demonstrate how the application of economic principles in the context of health and health care can help to address inefficiencies in health service delivery. Students will demonstrate their competency with the course material through two midterm assessments and a final assignment, as well as during class participation.

GRADING:
Midterm #1 (take home assignment) 20%
Midterm #2 (take home assignment) 40%
Final Exam 40%

REQUIRED READING:
Throughout the course, links to online peer-reviewed articles will be provided through Canvas. There is no single required textbook for the entire course; for weeks 1-8, material will draw from the following text: Hurley JE. Health Economics. 2018

FACULTY OF HEALTH SCIENCES

HSCI 412-3: Health Communication

CALENDAR DESCRIPTION:
Theory and strategies for health communication in health systems and in particular cultural contexts. Interpersonal communication in health care, the relationship between belief and the construction of clinical realities, and communication for promoting public health. Social marketing and other strategies for health promotion targeting communities and persons of diverse cultural backgrounds. Communication about environmental and health risks. Students with credit for HSCI 301 may not take this course for further credit.

REQUIREMENTS: HSCI 312 and two HSCI 200-level courses. Students with credit for HSCI 301 may not take this course for further credit

COURSE DETAILS:
The course will help you understand how communication shapes our understanding of health, and how perceptions are shaped by and in turn influence health communication. The course examines these concepts from the personal up to the societal and intercultural level. The class will direct group work to developing a health communication product or campaign that helps address a real-world health communication problem, provided to the group from representatives from Health Canada, and the BC Lung Association. Students will create a program and an evaluation protocol that they present to these groups during the final weeks of the term.

COURSE-LEVEL EDUCATIONAL GOALS:
At the end of the course you will be able to:
- Describe key concepts and theories about the communication of public and environmental health risks
- Critically assess approaches to health communication
- Demonstrate understanding of health literacy/numeracy and its relevance to health and health communication
- Understand the important role of risk perception in the communication process
- Undertake an oral presentation with confidence and clarity
- Demonstrate enhanced ability to develop health communication materials

GRADING:
- Participation 10%
- In-class presentation – Individual - Health Communication Product 15%
- Paper – Individual Health Communication program/product 10%
- Late term exam 20%
- Final paper - group 20%
- Final presentation – group 10%
- Reading Log 15%

TEACHING FORMAT:
This course is delivered 3 hours per week. There is a TA for this course. Office hours are provided by the instructor, on a date that is agreeable to the class and professor’s schedule. If no date is possible, then office hours will be arranged between students and the professor via phone or Skype.

REQUIRED READING:
Sample course outline: HSCI 449-3

FACULTY OF HEALTH SCIENCES

HSCI 449-3: Community and Health Service

CALENDAR DESCRIPTION:
Multi-week service learning project with a community-based partner organization or school arranged each semester. Related class work addresses community partnerships, health promotion, reciprocity, local control, sustainability, participatory research, and skills. Students with credit for HSCI 349 may not complete this course for credit.

COURSE DETAILS:
This course involves a multi-week service learning project in partnership with the City of Surrey. Class work will address issues related to health promotion practice, community engagement, participatory action research, reflective practice and skill development in the area of health promotion and social innovation. The primary goal of this experiential course is to provide students with a service learning opportunity whereby they are exposed to real-world environment and thus will begin under supervision and with coaching to apply conceptual materials acquired in an academic setting. This experience will assist students to make the transition from academic environment to the real world and thus provide an opportunity for individual reflection on skills, professionalism and person contribution.

COURSE-LEVEL EDUCATIONAL GOALS:
By the end of this course, students who participate and fulfill the course requirements will be prepared to: Distinguish between different approaches to health promotion including community-based approaches, individual behaviour change approaches and settings-based approaches. Explain the concepts of community-based participatory research, community capacity building and community engagement. Describe how theoretical underpinnings of health promotion can be used within higher education and other settings. Explain several specific community engagement techniques and distinguish some of the strengths and weaknesses of each. Reflect upon personal and professional skills (e.g. self awareness, collaboration, team building professional confidence, reflection)
FACULTY OF HEALTH SCIENCES

HSCI 472-3/HSCI 846-3: Environmental Health Exposure and Assessment Analysis

CALENDAR DESCRIPTION:
Assessment and analysis of exposure to physical, chemical, and biological contaminants in environmental and occupational settings. Theory and methods of assessing exposure through direct and indirect methods. Introduction to statistical and modeling techniques used in interpreting exposure data, describing sources of exposure variability, and identifying important determinants of exposure.

Prerequisites: HSCI 845 or permission of the instructor.

COURSE DETAILS:
Exposure assessment is a key component of both environmental epidemiology and environmental risk assessment. Exposure assessment also plays an important role in the evaluation of environmental health interventions. This course provides an introduction to the principles of exposure science and its application to the assessment of human exposure to physical, chemical, and biological contaminants in environmental and occupational settings.

COURSE-LEVEL EDUCATIONAL GOALS:
Upon completion of this course students will be able to:
• Describe the role of exposure assessment, and the potential impacts of exposure misclassification, in epidemiology, risk assessment, and environmental surveillance.
• Identify commonly used exposure assessment approaches for toxicants in different media and for different routes of exposure.
• Describe the advantages and disadvantages of direct and indirect exposure assessment approaches.
• Describe the use of remote sensing data and geographic information systems (GIS) in exposure assessment and apply basic GIS tools to environmental exposure data.
• Critique environmental exposure assessment approaches presented in the literature.
• Analyze exposure data and clearly summarize the results.

GRADING:
Attendance and Participation 20%
Assignments 40%
Final Report 40%

REQUIRED READING:
Sample course outline: HSCI 476-3/HSCI 776-3

FACULTY OF HEALTH SCIENCES

HSCI 476-3/HSCI 776-3: Seminar in Molecular Basis of Drug Action and Environmental Exposure

CALENDAR DESCRIPTION:
Current topics in molecular biology-based research into pathologies of disease related to drug and environmental exposures. Focus on systems pharmacology and the molecular determinants of drug and toxicant action as they relate to gene expression and signal transduction.

COURSE DETAILS:
This course will provide students with an understanding of the scientific principles underlying the toxic actions of various substances that have a profound impact on human health. In addition, they will be provided with an in depth survey of advanced molecular laboratory techniques used to investigate these phenomena by a careful examination of the current literature. The chemical nature of toxic substances, their mode of action, and the impact that they have on gene regulation will be emphasized. Molecular biological techniques for interrogating genomes at the epigenetic level will be introduced. Finally, students will be introduced to the topics of pharmaco-/toxico- genetics and genomics and bioinformatics and quantitative approaches necessary to analyze these studies. This course is designed to prepare graduates who have an interest in medicine and human health services to pursue careers in these disciplines. In addition, this course will serve as one of the units in the training of the lab-based graduate students in the area of chronic disease and Environmental and Occupational Health in the Faculty of Health Sciences.

COURSE-LEVEL EDUCATIONAL GOALS:
The objectives of this course are to expose students to current molecular biological protocols, paradigms and strategies that are commonly used in modern analytical and research lab settings. Students should be able to demonstrate knowledge of the principles of epigenetics and gene regulation as they relate to the physiology of drug and toxicant action in the body. In addition, students should be able to examine a peer-reviewed article and clearly articulate the hypothesis, the main finding(s) and critically evaluate the rigour and validity of the study. To support their critiques, students should be able to cite relevant findings in the literature. By the end of the course the students should be comfortable describing multiple approaches to molecular based methodologies for interrogation of the genome as it relates to human physiological adaptation to environmental stress and cues. In particular, students should be able to demonstrate firm understanding of toxico-genomics and the quantitative approaches used to interpret broad-based genomic studies regarding topical pharmaco-toxicological issues in human health.

GRADING:
Participation 10%
Presentations 40%
First Paper 20%
Final Paper and Project 30%

REQUIRED READING:
Peer-reviewed articles from the current literature will be assigned

RECOMMENDED READING:

FACULTY OF HEALTH SCIENCES

HSCI 485-3: Senior Seminar in Mental Health and Addiction

CALENDAR DESCRIPTION:
Treatment of current issues in mental health and addictions from a population and public health perspective. Students will examine several topics from theoretical, methodological and policy perspectives.

Prerequisites: 90 units, including at least 15 upper division HSCI units. Other prerequisites may vary according to topic.

COURSE DETAILS:
This seminar examines mental wellness, substance use, housing, and social cohesion, and the implications of these phenomena for population health and safety. We will study the causal pathways between health, housing, and public order and we will examine solutions that hold the greatest promise for improving health and social outcomes.

COURSE-LEVEL EDUCATIONAL GOALS:
Following completion of this seminar, students will be able to: summarize and explain the current relationships between mental health, substance use, homelessness and crime. Critically examine the role of policies and services (e.g., geographic, cultural, historical) related to the interface between housing and health. Derive public health approaches that are consistent with parameters including ethics, economics, and evidence of effectiveness. Articulate and defend public health responses to mental illness and addiction in a defined context, including the roles of research and advocacy. Describe the role of theory and scientific method in relation to public health activities within the area of homelessness and health.

GRADING:
Reading Summaries 20%
In-class participation 10%
Presentation 30%
Term paper 40%

REQUIRED READING:
Readings will be available to students via Canvas. Articles for weeks 1-6 will provide the intellectual and empirical background for the course. Readings in these weeks will address: housing and health in Canada; relationships between homelessness, health, and the justice system; the role of theory in the practice of public health (including the production of research); internally motivated (Housing First) and externally motivated (Problem-solving Courts) responses to homelessness and illness; current public health challenges including opioid overdose deaths and children in care. Readings for subsequent weeks will be proposed by presenting students (one article per student, and up to four articles per class), and must be posted to Canvas two weeks prior to the assigned class time. A bibliography must accompany each student’s presentation, and is due on the day of the class in printed form for each member of the class.
FACULTY OF HEALTH SCIENCES

HSCI 825-3: Advocacy and Communication

CALENDAR DESCRIPTION:
Health advocacy, the policy framework within which it operates, its key principles, skills, and practice issues. Role, theories, and methods of health communication and advocacy in global health from the community to global level. Useful means: media advocacy, community mobilization, and trans-national collaboration. Use of information technology to promote population health and pro-health policy change. A case studies approach.

Prerequisites: Admission to the graduate program or permission of the instructor.

COURSE DETAILS:
This course examines the science, practice, and art of knowledge translation (KT), an umbrella term encompassing a range of processes aimed at incorporating evidence into practice and policy. The course will cover the full spectrum of KT practice (knowledge production, synthesis, dissemination, implementation, and evaluation) as well as the KT science informing this practice. Students will explore KT for change at various levels (individual, organizational, community and population) in both health care practice and policy in Canada as well as globally. They will learn about the different contexts in which evidence can be produced and used. Using a systems lens, the course will explore the dynamics that facilitate and hinder the uptake and use of evidence. Students will be provided with a solid grounding in KT theories, frameworks and strategies, drawing on a number of other disciplines that inform KT. Current issues in both KT science and practice will be explored. Through the use of readings, discussion, in-class exercises and guest speakers, students will learn effective ways to plan, implement, evaluate, and study processes that can lead to evidence-informed change in health care practice and policy. This course will be run as a "flipped classroom" where in-class time will be devoted to discussion and application of the concepts and practices.

COURSE-LEVEL EDUCATIONAL GOALS:
• Describe the emerging science of knowledge translation
• Differentiate among the multiple purposes of knowledge translation
• Critically appraise a variety of individual, organizational, community and population level theories, frameworks, and strategies used for knowledge translation, and determine which apply in which contexts
• Understand the relevance of other well-established literatures – including health communication, social marketing, community engagement, evaluation, and public health advocacy – to the relatively new field of knowledge translation
• Develop a knowledge translation plan
• Identify some of the unresolved issues in the field
• Appreciate the art of knowledge translation from KT practitioners and KT scientists working in the field

GRADING:
Class Participation 20%
KT Evident Synthesis 25%
KT Plan 35%
Key Message Facilitation 20%

NOTES: Detailed descriptions of the each assignment and marking rubrics will be provided on Canvas. The requirements for the assignments will be reviewed on the first day of class.

REQUIRED READING:
Each week about 4-5 readings will be assigned and posted on Canvas.