The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Summer 2020 term. The duration of employment will be May 11 to August 27, 2020 inclusive. All courses will be on Burnaby campus. The closing date for all postings is **February 7, 2020**.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>LECTURE/SEMINAR TIME</th>
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<tbody>
<tr>
<td>HSCI 130-4</td>
<td>Foundations of Health Sciences</td>
<td>Tuesdays 2:30 p.m. – 4:20 p.m. and Thursdays 2:30 p.m. – 3:20 p.m.</td>
</tr>
<tr>
<td>HSCI 160-3</td>
<td>Global Perspectives on Health</td>
<td>Monday 2:30 p.m. – 5:20 p.m.</td>
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<tr>
<td>HSCI 431-3</td>
<td>The Global HIV/AIDS Epidemic</td>
<td>Thursdays 8:30 a.m. – 11:20 a.m.</td>
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<tr>
<td>HSCI 481-3</td>
<td>Senior Seminar in Social Health Science</td>
<td>Thursdays 11:30 a.m. – 2:20 p.m.</td>
</tr>
<tr>
<td>HSCI 483-3</td>
<td>Senior Seminar in Environmental Health</td>
<td>Tuesdays 8:30 a.m. – 11:20 a.m.</td>
</tr>
<tr>
<td>HSCI 484-3</td>
<td>Senior Seminar in Population Health Research</td>
<td>Thursdays 11:30 a.m. – 2:20 p.m.</td>
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</tbody>
</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.

Course Calendar descriptions are located at [http://www.sfu.ca/students/calendar/2019/fall/courses/hsci.html](http://www.sfu.ca/students/calendar/2019/fall/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, include the following questions along with your responses:

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.

Course offerings are subject to budgetary approval and enrolment figures.

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.
Sample course outline: HSCI 130-4

FACULTY OF HEALTH SCIENCES
HSCI 130-4 Foundations of Health Science

CALENDAR DESCRIPTION:
How health, illness and disease are defined and measured for individuals and populations. Research strategies used to identify how health, illness and disease are distributed across human populations and how environmental, socio-economic, demographic, biological, behavioural and political factors influence individual and population health. Breadth-Social Sci/Science.

COURSE DETAILS:
This course is divided into 5 units:

1. In the first unit we will be exploring the concepts of health, illness and disease, examining how constructions of health and disease have varied across cultures and historical periods. We will consider how science and technology shapes these concepts and creates disciplines of health science.
2. In the second unit, you will learn the terminology used in health science to describe and measure patterns of health illness and disease in public health and put your new skills in epidemiology to work trying to determine factors causing disease in a "mock" outbreak that will occur among members of your class.
3. In the third unit, we will focus our attention on the social determinants of health and imagine how we might build health public policy and promote the health of the population.
4. In the fourth unit, we will examine specific health issues (e.g. tuberculosis, HIV/AIDS, stress, air pollution, obesity & eating disorders) and hear from guest researchers from some of these areas.
5. In the last unit of the course you will receive an overview of the Canadian health care system and consider its role in addressing health, illness and disease today.

COURSE-LEVEL EDUCATIONAL GOALS:
Upon completion of the course, students will be able to:

• Describe the concepts of health, illness and disease from a range of perspectives;
• Understand the core terminology and strategies used to measure health, illness and disease in public and population health;
• Explain how a range of factors may act as potential health determinants (e.g. environmental, socio-economic, demographic, biological, behavioural and political factors) for individual and population health; and
• Critically reflect on the way in which socio-cultural contexts influence the definition, theoretical understanding, research strategies and solutions to problems involving health, illness and disease.

GRADING:
Tutorial preparation and participation  5%
Three homework assignments  30%
Two mid-term examinations  25%
Engagement project (optional)  10%
Final examination  25%
In class participation / Top Hat  5%

Students that miss a mid-term examination will have their final weighted by an additional 10% for the missed midterm. There are no make-up midterms for absences. Students that do not wish to conduct an engagement project will have their final weighted by an additional 10%. Varsity athletes should send me your detailed travel schedule at the start of the semester and I will provide opportunities for alternative forms of participation for any missed in class exercises.
REQUIRED READING:

Additional readings will be assigned.

TopHat required.
Sample course outline: HSCI 160-3

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 the course is to engage and inspire students about the opportunities and challenges in global health. This is an overview of issues in global health from many different viewpoints and provides general understanding of factors/dynamics that affect the health of human populations and efforts to improve it. What is the difference between the health of an individual and the health of a population, vulnerable populations, and global population? What’s the burden of disease and who shoulders the greatest proportion of it? What are the determinants of health, what’s the role of culture, lifestyle, health beliefs, environmental factors, access to health services and other resources? The course will answer these and many other questions from the global perspective; it will also look at the changing pattern of population health and 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, including: demographic and epidemiological transitions, burden of disease, impact of key health conditions on individuals and communities, and critical issues in 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, vulnerable populations;
- The multi-directional links between health and socio-economic factors,
- The role of the key actors/organizations in global health and the manner in which they cooperate to address global health issues

GRADING:
Quizzes 45%
Assignment 15%
Final Project 35%
Online Activity 5%

REQUIRED READING:

Lecture notes will be posted on Canvas.
Sample course outline: HSCI 431-3

FACULTY OF HEALTH SCIENCES
HSCI 431-3: The Global HIV/AIDS Epidemic

CALENDAR DESCRIPTION:
A multidisciplinary and international focus on the transmission, impact, prevention, and human aspects of the global HIV/AIDS epidemic.

Prerequisites: 60 units including either HSCI 212 or 330.

COURSE DETAILS:
This course is designed to provide students with an overview of critical global health issues related to the HIV/AIDS pandemic. Topics covered include an introduction to HIV virology, immunology, origins, natural history, and epidemiology as well as the critical review of major challenges and current developments in HIV prevention, treatment, and care through a lens that considers the complex interplay between individual, social, and structural factors contributing to HIV globally.

OVERALL GOAL: This course will provide students with substantive interdisciplinary knowledge regarding the social and structural production of HIV risk globally and the public health interventions that aim to mediate HIV vulnerability within and across diverse global populations.

EXPECTED OUTCOMES:
Upon completion of this course, students should be able to:

- Discuss HIV virology, immunology, origins, natural history, and epidemiology
- Describe interdisciplinary aspects of current HIV prevention, treatment, and care initiatives
- Describe how complex, intersecting inequities and processes fuel the global HIV epidemic
- Critically assess the connections between HIV vulnerability, social and structural inequities, and access to public health interventions
- Appreciate the need for and value of interdisciplinary research, collaborations, and interventions
- Critically review, interpret, and summarize peer-reviewed literature in HIV research
- Apply knowledge to explore contemporary case studies in HIV science, activism, and policy
- Describe current initiatives aimed at reducing HIV transmission, burden, and impact

COURSE-LEVEL EDUCATIONAL GOALS:
CORE COMPETENCIES: This course addresses the following core competencies for undergraduate students: Core Concepts in Population and Public Health [Primary], Strategies for Preventing Disease and Promoting Health [reinforcing], Systems and Critical Thinking [reinforcing], and Infectious Disease Mechanisms [reinforcing].

GRADING:
Assignments 20%
Quiz 1 30%
Quiz 2 30%
Final group project 20%

TEACHING FORMAT:
Each weekly 3-hour class will include combinations of lectures, guest lectures, group discussions and activities, and multi-media presentations. Active student participation is expected.

REQUIRED READING:
There is no textbook for this course. Required and recommended readings will be listed on the course syllabus and available online through the SFU library.
Sample course outline: HSCI 481-3

FACULTY OF HEALTH SCIENCES
HSCI 481-3: Senior Seminar in Social Health Science

CALENDAR DESCRIPTION:
An in-depth overview of the sociocultural, epidemiological, and policy aspects of population and public health. May be repeated for credit.
Prerequisites: 90 units, including at least 15 upper division HSCI units. Other prerequisites may vary according to topic.

COURSE DETAILS:
In Canada, life expectancy is 83 years for women and 78 years for men. While the three leading causes of death in Canada are the same for both women and men, on average, men die younger from these conditions. In other countries, women are more likely to die at younger ages than men. Population patterns of morbidity are even more complex; descriptions, experiences and distributions of health and disease vary both across and within groups of women and men. Why? Are observed differences in health, illness and disease between women and men biological? Or are these differences socially created? And how do social and biological factors influence each other? We will ask how can we investigate the relationship between biological and social determinants of health and when and why should our science attempt to understand these differences in the health of women and men? How can health programs and policy be designed to address sex and gender as determinants of health? And what can scientific inquiry in this area offer us in our attempt to improve population health?

This course will offer students an opportunity to explore these issues through an exploration of literature examining sex, gender and health. The course will begin with an overview of the concepts of sex and gender and will cover theoretical frameworks from women's studies, gender studies, sociology and public health that have been applied to understand the relationship between gender and health. We will then explore the relationship between gender and a range of health issues across a variety of different populations. The topics covered will vary by semester, based upon student and instructor preference.

COURSE-LEVEL EDUCATIONAL GOALS:
Upon completion of the course, students will be able to:

- Define the concepts of sex and gender and describe ways sex and gender can be measured;
- Explain theoretical frameworks that have been applied to examine the relationships between gender and health;
- Critically examine gender as a determinant of health and situate gender in relation to other determinants of health;
- Conduct a gender analysis of a health program, policy or research topic and make recommendations for future initiatives related to the topic area; and
- Recognize the influence of gender in their lives and the lives of others.

GRADING:
Participation 10%
Homework Assignments / Reflections 30%
Research Project (in pairs) 35%
Facilitated Discussion (no PowerPoints allowed) 15%
Oral Exam / Presentation of Research Project 10%

TEACHING FORMAT:
This will be an interactive seminar where preparation and participation is essential to the success of the course. The course will include lectures, guest presentations, short films and classroom activities, with discussion a part of all of these activities. Students will be expected to share their written work with their peers and will take leadership roles in the course delivery.
NOTE: Homework assignments will be due on Fridays, to facilitate my preparation for Monday's seminar.

NOTE: Final exam (oral exam / presentation of research project) will be held in April during the exam period. The exam is only this, a final presentation that enables you to share your work with your peers. It will be evaluated in part, by your peers.

Requirements: 90 units, including at least 15 upper division HSCI units. HSCI 340 and CGPA 2.7 or greater highly recommended.

REQUIRED READING:
MATERIALS + SUPPLIES: You will be required to keep a journal during this course.


Original articles will be assigned each week (all available online through SFU Library system).
Sample course outline: HSCI 483-3

FACULTY OF HEALTH SCIENCES
HSCI 483-3: Senior Seminar in Environmental Health

CALENDAR DESCRIPTION:
An in-depth overview of environmental health, environmental risks and human activity in relation to environmental health in the context of disease prevention, surveillance and control.

Prerequisites: HSCI majors with 90 units, including HSCI 304 and HSCI 330. Graduate students require permission of the instructor.

COURSE DETAILS:
This is an innovative course intended as an introduction to toxicology for students interested in learning more about this field and its role in public health disciplines. No previous training or science background in the areas of toxicology, chemistry or microbiology is required. There is a focus on learning about toxicants in the world around us and how they impact human health. The course also has a knowledge translation component; the ability to gather, interpret and synthesize evidence and present the results in an engaging manner is a theme that runs through the entire course.

Topics include in the course:
- The origins of toxicology as a practice and discipline
- Overview of toxicants commonly encountered in public health
- Sources and pathways of hazards in environments and workplaces
- Basic physiology of systems involved in detoxification and biotransformation
- Public health policies and practices aimed at controlling hazardous exposures
- Frameworks for understanding exposure including tools such as Health Impact Assessment and Human Health Risk Assessment
- Knowledge translations skills relevant for engaging the public health community
- Techniques for communicating and critiquing risk information for the public

COURSE-LEVEL EDUCATIONAL GOALS:
Learning Objectives and Goals: upon completion students will be able to:
1. Describe the interesting history of toxicology and how it shapes our present day understanding of public health
2. Identify toxicants commonly encountered in public health
3. Explain the principles of absorption, distribution, metabolism and excretion
4. Locate Canadian specific regulations and policies that shape exposure to priority toxicants
5. Evaluate current science news coverage of public health issues
6. Describe strategies for knowledge translation on toxicological topics
7. Describe key public policies aimed at managing public health risks in Canada

GRADING:
Chemical inventory (group work) 25%
Media file project and presentation (Individual) 15%
Single Toxicant project (Collaborative) 20%
Late Term Exam 25%
Participation 15%
The group and collaborative work requirements may vary depending on class size. A more detailed week by week outline will be provided in class.

REQUIRED READING:
The course draws heavily from Casarett and Doull's Toxicology: the Basic Science of Poisons. See the SFU library for the most recent copy. Other resources used for the course include ToxNet, IRIS and the US EPA's Tox21 program.
Sample course outline: HSCI 484-3

**FACULTY OF HEALTH SCIENCES**

**HSCI 484-3: Senior Seminar in Population Health Research**

**CALENDAR DESCRIPTION:**
Scientific research in population health. Developing and evaluating research protocols, taking a general research question and turning it into an analysis plan, carrying out the analysis, and writing up the findings for presentation and publication.

**Prerequisites:** 90 units, including HSCI 330 and either STAT 302 or STAT 305.

**COURSE DETAILS:**
Population health researchers are interested in data-driven evidence-based practices. This course will introduce students to research methods, analysis and reporting with emphasis on longitudinal and administrative data. Over the term, we will explore and learn longitudinal study and analysis in different contexts. Cases will be discussed with examples drawn from the literature and students will learn the longitudinal data as compared with cross-sectional data and administrative data as compared with alternative data sources. Students will learn statistical models and techniques for properly analyzing longitudinal data and interpret results from these analyses.

**COURSE-LEVEL EDUCATIONAL GOALS:**
The educational goals of this course are for using longitudinal data or administrative data, two very common data sources, for health research and interpret results from analyzing these data. By fulfilling the course requirements students will be prepared to:

1. Examine the strengths and weaknesses of longitudinal data vs cross-sectional data, administrative data vs alternative data courses, understand how to analyze data, implementation challenges and how to interpret results properly.
2. Learn about statistical models and techniques, including repeated measures ANOVA, mixed-effects models and marginal models, for analyzing longitudinal, or repeated measures, data.
3. Focus primarily on appreciation and application of the statistical methods using standard software SAS.
4. Models and methods will be illustrated using a set of real data examples in public health, medical and social sciences.

**GRADING:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment</td>
<td>50%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>30%</td>
</tr>
<tr>
<td>Class presentation</td>
<td>20%</td>
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</table>

**REQUIRED READING:**