The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Fall Term 2016.

*NOTE: Courses are located at Burnaby Mountain Campus unless otherwise signified. HC=Harbour Centre, SUR=Surrey, DIST=Distance Ed

<table>
<thead>
<tr>
<th>COURSE # &amp; CAMPUS*</th>
<th>COURSE TITLE</th>
<th>LECTURE/SEMINAR TIME/LOCATION</th>
<th>ADDITIONAL TUTORIAL (if applicable)</th>
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<tr>
<td>HSCI 120-3 E200 SRY</td>
<td>Intro. to Human Sexuality and Sexual Behaviour</td>
<td>Mondays 4:30 - 7:20 pm, SUR 3310</td>
<td>N/A</td>
<td>July 18, 2016</td>
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<tr>
<td>HSCI 180-3 D100</td>
<td>Drugs and Society</td>
<td>Fridays 2:30 - 5:20 pm, AQ 3181</td>
<td>N/A</td>
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<tr>
<td>HSCI 304-3 C100 DIST</td>
<td>Perspectives on Environmental Issues</td>
<td>N/A (Distance)</td>
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<td>July 18, 2016</td>
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<tr>
<td>HSCI 307-3 D100</td>
<td>Research Methods in Health Sciences</td>
<td>Tuesdays 8:30 - 10:20 am, AQ 3181</td>
<td>Inquire if interested</td>
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<tr>
<td>HSCI 330-3 C100 DIST</td>
<td>Exploratory Strategies in Epidemiology</td>
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<td>July 18, 2016</td>
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<tr>
<td>HSCI 408-3 E100</td>
<td>Plagues, Pollutants &amp; Poverty: The Origins &amp; Evolution of Public Health</td>
<td>Mondays 5:30 - 8:20 pm, BLU 9021</td>
<td>N/A</td>
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<tr>
<td>HSCI 440-4 D100</td>
<td>Cell Pathophysiology Laboratory</td>
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<td>N/A</td>
<td>July 18, 2016</td>
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<tr>
<td>HSCI 449-3 D100</td>
<td>Community and Health Service</td>
<td>Fridays 2:30 - 5:20 pm, BLU 11401</td>
<td>N/A</td>
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<tr>
<td>HSCI 458-3 / BPK 458-3 C100 DIST</td>
<td>Prevention and Management of Cardiovascular Disease</td>
<td>N/A (Distance)</td>
<td>N/A</td>
<td>July 18, 2016</td>
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<tr>
<td>HSCI 471-3 C100 DIST</td>
<td>Special Topics in Health Sciences I: Public Health Advocacy</td>
<td>N/A (Distance)</td>
<td>N/A</td>
<td>July 18, 2016</td>
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<tr>
<td>HSCI 802-4 G100</td>
<td>Principles of Epidemiology for Public Health</td>
<td>Mondays 5:30 – 7:20 pm, BLU 9011</td>
<td>Inquire if interested</td>
<td>July 18, 2016</td>
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<tr>
<td>HSCI 826-3 G100</td>
<td>Program Planning and Evaluation</td>
<td>Wednesdays 6:30 - 9:20 pm, BLU 9011</td>
<td>N/A</td>
<td>July 18, 2016</td>
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</table>
Candidates should have a graduate degree or equivalent qualifications in the field of assignment, evidence of teaching ability commensurate with the responsibility of teaching the assigned credit course and of carrying out the duties related to the effective conduct of that course. Ph.D. preferred.

Interested applicants should send, by the closing date shown above one PDF document containing (1) a covering letter and (2) a C.V. to:

Sessional Applications  
c/o Dr. Stephen Smith, 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

Information is collected under the authority of the University Act (R.S.B.C. 1996, c.468, s27(4)(a), and the University's policy of Collection of Personal Information, (I 10-05). The information is directly related to processing your application for a sessional instructor appointment and for offers of employment for successful applicants. If you have any questions about the collection and use of the information please contact the Executive Director, Human Resources, Simon Fraser University, Burnaby, BC V5A 1S6, telephone 778-782-3237.

Salary and conditions are determined by the TSSU Collective Bargaining Agreement.

Simon Fraser University is committed to the principle of equity in employment. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

Course offerings are subject to budgetary approval and enrolment figures.
Sample course outline: HSCI 120-3

FACULTY OF HEALTH SCIENCES

HSCI 120-3 Introduction to Human Sexuality and Sexual Behavior

Lectures: Room:
Instructor: Office:
E-mail: Office hours:

CALENDAR DESCRIPTION: Introductory information about human sexuality across a broad spectrum of topic areas. Sexual function is a fundamental part of a full and healthy life, but misinformation, concerns, problems, and dysfunctions are prevalent. An evidence-based introduction to human sexual function and dysfunction, and normal psychosexual development across a range of sexual behaviors. A perspective on the effects of socialization on sexual attitudes and behavior. Breadth-Social Sciences.

COURSE DETAILS: This course will provide an introduction and overview of human sexuality and sexual behaviour across a broad spectrum of topic areas. Students will engage with various disciplines such as biology, public health, psychology and sociology to critically examine sexual health as both an individual and population-level health process and outcome. History of sexology, sexual health research methodologies, anatomy & physiology, gender and sexual orientation, fertility, contraception, conception and the life-course, sexual dysfunction, sexual variations, sexual behaviours and relationships, and critical discussions of sex in culture and media will be discussed.

The aim of this course is to critically discuss and learn about how sex and sexuality both influences and is produced by individual behaviour, identity and health as well as social and interpersonal relations and issues. Therefore, the Faculty of Health Sciences core competencies that it addresses are Core Concepts in Population and Public Health [Primary], Strategies for Preventing Disease and Promoting Health [Primary], Systems and Critical Thinking [Reinforcing], and Infectious Disease Mechanisms [Primary].

COURSE-LEVEL EDUCATIONAL GOALS: At the end of this course, students are expected to be able to:

1. Correctly and accurately describe how changes in the field of human sexuality have impacted perspectives, attitudes and knowledge of sexuality, sex and gender over time and across contexts. [Participation; Assignments; Examinations and midterms]
2. Correctly identify and describe sexual anatomy, physiology, conception, prevention of pregnancy and the transmission of sexually transmitted infections, significance of gender identity constructs, sexual disturbances and treatment, sexual behaviours and describe issues related to maintaining sexual well-being. [Assignments; Examinations and midterms]
3. Critically discuss and evaluate sexual health related issues as they appear in research and the media and develop independent and informed perspectives on such issues based largely on evidence and established knowledge. [Assignments; Participation]

GRADING:
Midterm 25%
Final Exam 40%
Participation 15%
Assignment 1 10%
Assignment 2 10%

Sample course outline: HSCI 180-3

FACULTY OF HEALTH SCIENCES
HSCI 180-3 Drugs and Society

Lectures:           Room:
Instructor:         Office:
E-mail:            Office hours:

CALENDAR DESCRIPTION: Substance use within societies. Licit and illicit drug pharmacology, drug effects, risk factors, opportunities for intervention, drug policies and their implementation, and populations with unique vulnerabilities or needs. Major theories of substance use and addiction. Strengths and limitations of alternative approaches to managing substance use as a component of public health in Canada and globally.

COURSE DETAILS: This course provides an introduction to the topics of substance use and addictions, and their relationship with public health. There are no specific prerequisites. Major topics include licit and illicit drug pharmacology, drug effects, risk and protective factors, and populations with unique vulnerabilities or needs. A critical review of prescription drugs is included, and students will be invited to directly experience mindfulness practice and its role in substance use prevention and treatment. Major theories of substance use and addiction will also be examined. Students will be challenged to understand the strengths and limitations of alternative approaches to promoting health related to substance use.

COURSE-LEVEL EDUCATIONAL GOALS: Following completion of this course, students will be able to:
1. Classify drugs based on their properties and their effects
2. Identify the relevance of addiction, alcohol and drug use for public and population health.
3. Differentiate between major systems of thought regarding substance use, abuse, and addiction.
4. Identify effective forms of intervention for substance use problems at the population level.
   Identify determinants of addiction, substance use and misuse among individuals, groups, and populations.

GRADING: NOTES: Regular class attendance and participation is expected. Students are responsible for completing all assigned readings prior to class. Quizzes will be administered in class. Students may be called on for ideas. Grades are based on quizzes (6-8) and two tests.
1. Test #1 30%
2. Test #2 30%
3. Quizzes (6-8) 40%

The FHS Grading Guidelines state that lower division (i.e., 100-200 level) courses usually have no more than 5% A+s, and upper division (i.e., 300-400 level) courses usually have no more than 8% A+s. The median letter grade is typically in the B range. Based on previous experience, the distribution of grades for this course will likely conform to the FHS Guidelines.

REQUIREMENTS: The course format uses lecture with occasional exercises. Slides associated with the primary textbook will be posted on Canvas. Lectures will not be recorded. Students are directed to use the discussion section of Canvas to raise questions and discuss points raised in class. Many students will frequently have the same question, and posting to Canvas can facilitate the quick and efficient resolution of queries. Meetings with the TM can be arranged as needed. Please use the TM as your first point of contact for questions about assignments, course material, and grading. The TM carries out the majority of course marking, and is in the best position to provide feedback. When using email please ensure that the exact phrase “HSCI 180” is used in the subject line.

Teaching format and delivery: Online through Canvas.

Instructor:
E-mail:

CALENDAR DESCRIPTION:
Environmental risks and the impact of human activity on health. Chemical and biological hazards. Methodological approaches to their detection, assessment, management, and mitigation.

COURSE DETAILS:
This is an introductory course in the multidisciplinary field of environmental and occupational health. The course will begin by introducing the methods used to study environment-health relationships and to assess and manage environmental risks. The second portion of the course will focus on specific groups of common environmental and/or occupational pollutants and describe their characteristics, sources, routes of exposure, human health impacts, and control strategies.

COURSE-LEVEL EDUCATIONAL GOALS:
Upon completion of this course students will be able to:
- Define key terms and describe methods used in exposure assessment, toxicology, environmental/occupational epidemiology, and environmental risk assessment.
- Identify common pollutants or groups of pollutants (e.g., pesticides) in various media (e.g., air, water) and describe the human health risks associated with each.
- Interpret scientific research on environmental/occupational health.

GRADING:
News Article Summary 5%
Homework Sets 25%
Midterm Exam 35%
Final Exam 35%

REQUIRED READING:
*Essentials of Environmental Health (2nd Ed.)* Robert
ISBN: 9781284026337

PREREQUISITES:
Two HSCI 200-level courses one of which may be taken concurrently.
FACULTY OF HEALTH SCIENCES
HSCI 307-3 Research Methods in Health Science

COURSE DESCRIPTION:
This course is designed to provide students with substantive and fundamental knowledge of health sciences research methodology, and emphasizes the steps involved in the research process. It will introduce the key methodological approaches used in health sciences research, both quantitative and qualitative. This course covers topics ranging from the research process, study designs, ethics, sampling techniques, measurement of variables, data collection, and simple data analysis techniques.

OVERALL GOAL:
By the end of the course students will have a strong foundational knowledge of the research methods used in health research.

EXPECTED OUTCOMES:
Students will be able to describe the basic elements of the research process, differentiate between quantitative and qualitative methods, describe the characteristics, strengths, and weaknesses of different study designs, articulate the principles of ethical research practice, and demonstrate competence in applying these concepts in a research paper.

TEACHING FORMAT:
There will be one 2-hour lecture session each week and one 1-hour tutorial session each week that will include in-class exercises and small group assignments to assist in assignment and exam preparation.

REQUIRED TEXTS:

GRADING:
Participation/Attendance 10 %
Homework 20 %
Short Papers 20 %
Midterm Exam 25 %
Final Exam 25 %

PREREQUISITES:
Two HSCI 200-level courses one of which may be taken concurrently

EXPECTATIONS / IMPORTANT NOTES:
Changes to the syllabus will be made, as necessary, within Faculty / University regulations.
Teaching format and delivery: Online through Canvas.

Instructor: E-mail:

CALENDAR DESCRIPTION:

COURSE DETAILS:
This course will focus on using basic epidemiological concepts to evaluate research methods and discern sources of bias and random error to be more sophisticated and critical consumers of real-world epidemiological research.

GRADING:
- Assignment Homework #1 20%
- Assignment Homework #2 20%
- Final Exam 30%
- Midterm Exam 30%

REQUIREMENTS:
Speakers and a microphone or headset are required to use Blackboard Collaborate.

REQUIRED READING:
ActiveEpi - Companion Textbook (2nd Ed), Kleinbaum et al.
* Electronic version is free of charge through SFU Library (ISBN: 9781461454274)

PREREQUISITES:
Nine HSCI units including one HSCI 200 division course and either STAT 302 or 305 which may be taken concurrently.
FACULTY OF HEALTH SCIENCES

HSCI 408-3 Plagues, Pollutants and Poverty: The Origins and Evolution of Public Health

Lectures: Room:  
Instructor: Office:  
E-mail: Office hours:

COURSE DESCRIPTION: This course is intended to provide students with a broad knowledge of the origins and evolution of public health. Topics will be explored through a combination of lectures, audiovisuals, readings and interpretation of the peer-reviewed literature or book chapters. Students will also complete written assignments and participate in in-depth discussions. We will critically examine and discuss various transitions in public health, focusing on key studies or insights that led to changing concepts and interventions in public health, such as the sanitarian movement, the rise of bacteriology and vaccines, nutritional deficiencies, chronic diseases, occupational health, maternal and child health, and environmental health.

LEARNING OBJECTIVES: Upon completion of this course students should be able to:
- Identify key transitions, events and figures in public health;
- Describe how immigration, poverty and urbanization have impacted public health;
- Describe the evolution of epidemiology and study designs;
- Describe a contemporary public health problem and compare it with an historical problem to gain insight into the evolution and obstacles of translating knowledge into policy.

EXPECTED OUTCOMES: Students will be able to describe: key figures in the sanitarian movement and public health; key studies in the development of bacteriology, virology, tropical medicine, vaccines, epidemiology, occupational health, maternal & child health, and environmental health. They will also be able to describe major transitions in public health.

TEACHING FORMAT: Each week there will be a 3-hour class meeting that will include elements of a research seminar, reading and interpretation of an article(s) or chapter, and discussion. Students will be expected to be able to summarize and discuss relevant publications in the history of public health over the past century.

REQUIRED TEXT: There is no required textbook for this course. Assigned readings will be journal articles and other readings available in the SFU library or provided by the instructor.

GRADING:
Final Project 50%
Midterm Examination 35%
Attendance 7.5%
Participation 7.5%

PREREQUISITES: HSCI majors with 90 units including HSCI 330 or permission from the instructor.

EXPECTATIONS: The instructor may make changes to the syllabus if necessary, within Faculty / University regulations.
SAMPLE COURSE OUTLINE: HSCI 440

FACULTY OF HEALTH SCIENCES
HSCI 440-4 Cell Pathophysiology Laboratory

Lectures:  Room:
Instructor:  Office:
E-mail:  Office hours:

CALENDAR DESCRIPTION:
A review of pathophysiological mechanisms of disease with an emphasis on the molecular, cellular and genetic bases of pathology. Laboratory includes cell-biology experiments, histological preparations, and microscopic examination of normal and diseased tissues.

COURSE DETAILS:
This course will provide students with hands-on experience in techniques in molecular biology, biochemistry and cell biology to investigate mechanisms involved in cellular pathophysiology. Topics will include cell growth, apoptosis, cell differentiation and cell migration.

COURSE-LEVEL EDUCATIONAL GOALS:
The objectives of this course are to provide students with knowledge in research techniques that can be used to investigate topics in cell biology as it relates to biological mechanisms governing disease pathogenesis in humans. At the end of this course students are expected to be able to discuss the basis for normal and pathological states at the molecular, cellular and tissue level.

GRADING:
- Lab reports 50%
- Tests 30%
- Quiz 10%
- Participation 10%

TEACHING FORMAT:
There will be one 4-hour laboratory class each week. Classes will include a short lecture, in-class lab experimentation and discussion. In addition, there will be laboratory sessions that include extended lectures on the conceptual basis of the experiments and group discussions of our experimental results. Attendance is required.

EXPECTATIONS / IMPORTANT NOTES:
- The professor may make changes to the syllabus if necessary, within Faculty / University regulations.
- This course is offered in lecture/lab/demonstration format.
- Notes from class presentations will be provided as PowerPoint presentations. Some assignments, readings and articles will be available from Canvas.

REQUIREMENTS:
Students must bring their own lab coat to each class. No open toe shoes (e.g., sandals, flip-flops, etc.) in the lab.

MATERIALS + SUPPLIES:
No required textbook for this course. A course handbook will be distributed in the first class.

PREREQUISITES:
MBB 308 and HSCI 321, or permission from instructor.
Sample course outline: HSCI 449-3

NOTE: Service learning projects vary, and this is just one past example.

FACULTY OF HEALTH SCIENCES
HSCI 449-3 Community and Health Service

Lectures: Room:
Instructor: Office:
E-mail: Office hours:

Course Description:
Multi-week service learning project with a community-based partners organization. Service takes place in a school or community organization arranged each semester. Related class work addresses principles, scholarship, and issues about community partnerships, health promotion, co-learning and reciprocity, capacity-building, local control and empowerment, sustainability, community-based participatory research, and skills useful for working in and serving communities.

Course Introduction:
Students choosing this service-learning course make a commitment to participate in both in class work and a volunteer placement. This semester’s site will be Hillcrest Middle School, a school in Coquitlam. The focus will be on understanding factors relevant to health-promoting school and community environments, and programs and strategies that can foster such environments. Each student will engage in a community based service-learning project through an arrangement with the school. Students will be matched with a list of opportunities and, in addition to class time, serve at the site for a least 4 hours a week over a minimum of 8 weeks or equivalent. Nadine Tambellini, the Principal of Hillcrest Middle School, will be involved in introductions, assisting with arrangements, and monitoring, as well as teaching the seminar. As a collaborative, participatory, learning community, we will read and discuss in a seminar format relevant topics related to community health, service learning, action research, and community-based participatory research as well as reflections on our experiences. Sharing, engaging, and collaborating will be valued. Some session will address particular skills and competencies useful for our work (e.g., PhotoVoice & poster presentations).

Course Topics:
- Concepts, principles, scholarship, and practice roots of community-based participatory research, action research and health promotion
- Strategies and tools for working with and serving community partners, including perspectives and skills for facilitating groups and activities
- Ethical issues in community-based health promotion and collaborative community-university activities
- Environmental scans, assets mapping, photovoice and other useful tools
- Personal and professional development; competencies associated with professionalism, engagement with communities throughout one’s career.

Assessment and Evaluation:
25% Participation, 25% Performance, 25% Journal, 20% Poster Presentation, 5% PhotoVoice Assignment

Prerequisites:
90 units including HSCI 312 and 319 or 327. Students may be required to successfully complete a Criminal Record Check. Students with credit for HSCI 349 may not complete this course for credit.
FACULTY OF HEALTH SCIENCES

HSCI 458-3: Prevention and Management of Cardiovascular Disease

Teaching format and delivery: Online through Canvas.

Instructor:
E-mail:

Calendar Description: A multi-disciplinary approach to understanding the pathology, risk factors and treatments for the prevention and management of cardiovascular disease. Physical examination, as well as non-invasive cardiac imaging techniques will be discussed and demonstrated. Both theoretical and practical perspectives inform the course's approach to the principles of behavioural change (diet, physical exercise, and smoking cessation) and risk factor management. HSCI 458 is identical to BPK 458 and students cannot receive credit for both courses. Students with credit for HSCI 471 or BPK421 (Fall 2013) may not complete this course for further credit.

Course Description: In this course, we will take a multi-disciplinary approach to understanding the pathology, risk factors and treatments for the prevention and management of cardiovascular disease. Designed by health-care professionals at St. Paul's Hospital's Healthy Heart Program, this course focuses on pathology and progression of atherosclerosis, assessment of individual risk factors, and calculation of overall cardiovascular disease (CVD) risk. Physical examination, as well as non-invasive cardiac imaging techniques will be discussed and demonstrated. Both theoretical and practical perspectives inform the course's approach to the principles of behavioural change, with emphasis on diet, physical exercise, and smoking cessation. The course also focuses on the management of dyslipidemia, as well as discussing chronic kidney disease, one of the most frequent co-morbidities associated with CVD.

Course Objectives:
- To define the underlying pathophysiology of cardiovascular disease
- To assess the risk for future events in people with and without disease
- To explain the principles of appropriate preventative management in patients at risk or with disease
- To understand strategies for behavioural change.
- To recognize the importance of co-morbidities with respect to cardiovascular disease prevention

Course Requirements:

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<td>Assignment 3</td>
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<td>Assignment 2</td>
<td>20%</td>
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<tr>
<td>Final exam*</td>
<td>40%</td>
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*The final exam will be an open book online exam, available over a 24-hour period that will cover content from the entire course. The date of the final exam will be set in the first week of classes and take place sometime during the exam period.

Prerequisites:
BPK (or KIN) 305 or HSCI 321.
Sample course outline: HSCI 471-3

FACULTY OF HEALTH SCIENCES
HSCI 471-3 Special Topics in Health Sciences I:
Public Health Advocacy

Teaching format and delivery: Online through Canvas.

Instructor:
E-mail:

CALENDAR DESCRIPTION:
Selected topics in areas not currently offered within the undergraduate course offerings.

COURSE DETAILS:
The special topic is "Public Health Advocacy."

COURSE-LEVEL EDUCATIONAL GOALS:
HSCI 471: Population and Public Health Advocacy—A Focus on Policy provides you with an opportunity to learn and analyze advocacy strategies and campaign components within both population and public health settings. Where possible, examples and speakers from British Columbia will illustrate these strategies. You will learn about the roles and principles of advocacy in public health and work through the process of developing your own advocacy plan. Course content will primarily examine public and population health advocacy in relation to public policies, but will also review some program advocacy initiatives.

GRADING:
Online Discussion 40%
Participant observation of an advocacy event 15%
Advocacy letter 10%
Poster project with literature review 35%

REQUIRED READING:
No Textbooks.

PREREQUISITES: HSCI 312 and HSCI 340.
FACULTY OF HEALTH SCIENCES

HSCI 802-4  Introduction to Human Sexuality and Sexual Behavior

Lectures:  Room:  
Instructor:  Office:  
E-mail:  Office hours:  

CALENDAR DESCRIPTION: The underlying concepts and methods of epidemiology in the context of population and public health. Study designs (clinical trials, cohort studies, case-control studies, and cross-sectional), measures of disease frequency and effect, validity and precision, confounding and effect modification, analysis of two-by-two tables, and options for control. Students will acquire skills in the critical interpretation of the epidemiologic literature, methodology of estimating measures of disease frequency and effect and common measures of potential impact; evaluation of study design; analysis of bias and confounding; and options for control of extraneous factors. HSCI 801 may be taken concurrently.

COURSE DETAILS: These will be included in the syllabus. We will cover most of the chapter from the Aschengrau & Seage book.

COURSE-LEVEL EDUCATIONAL GOALS: These are detailed at the beginning of each chapter of Aschengrau & Seage. In summary, these objectives map to our core competencies
1. Explain the role of epidemiology in improving population health and reducing health inequities
2. Explain the strengths, limitations and appropriate uses of major epidemiological study designs.
3. Calculate and interpret basic epidemiology measures of disease occurrence, disease association, and public health screening program effectiveness.
4. Define and interpret the roles of chance, bias, confounding, effect modification and criteria for inference in the critical evaluation of quantitative population and public health literature.  5. Critically evaluate epidemiological literature to provide a rationale for population health programs, policy decisions, and advocacy.

GRADING: Attendance and participation Class and Tutorial attendance 10% Tutorial participation 10% 20%  

- 2 quizzes (20% each) on content from readings and in-class discussions. The format will be multiple choice, T/F, & short answers. 40%  
- Final paper-Group work-Based on study designs 40%  

FACULTY OF HEALTH SCIENCES

HSCI 826: Program Planning and Evaluation

Lecture:
Instructor:
Office:
Email:
Phone:
Office Hours:

COURSE DESCRIPTION:
This course will provide an overview of the main frameworks, processes, and tools used in planning and evaluating public health interventions. Topics covered will include: developing program and evaluation plans, engaging stakeholders, developing data collection strategies, analyzing qualitative and quantitative data, developing reporting strategies, and facilitating use. We will also explore a variety of evaluation theories and approaches and discuss standards of practice, ethical considerations, systems approaches to evaluation, cultural competency, and continuous learning in evaluation. By the end of the course students will have been exposed to an assortment of approaches and tools that they can draw on to design programs and evaluations that best meet stakeholder needs.

Instructional techniques will include lectures, group discussions, in-class exercises, and student presentations. Notes from lectures will be provided as PowerPoint presentations.

REQUIRED READING:

GRADING:
Evaluation Plan 65%
Evaluation Approach Demonstration and Reflection 20%
Facilitation Technique 15%

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

EXPECTATIONS / IMPORTANT NOTES:
The professor may make changes to the syllabus if necessary, within Faculty / University regulations.