The Faculty of Health Sciences requires a Sessional Instructor to teach the following course during the Summer Term: Intersession 2017.

The duration of employment will be May 8 to June 30, 2017.

*NOTE: Course location codes: BBY=Burnaby, 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>
<th>CLOSING DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 826-3 (HC)</td>
<td>Program Planning and Evaluation</td>
<td>Wednesdays and Fridays 4:30 - 7:20 pm, HCC 2290</td>
<td>N/A</td>
<td>March 27, 2017</td>
</tr>
</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.

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

Course Calendar descriptions can be found here: [http://www.sfu.ca/students/calendar/2017/spring/courses/hsci.html](http://www.sfu.ca/students/calendar/2017/spring/courses/hsci.html).

A sample course outline is on the pages following this ad.

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 if directed to Canadian citizens and permanent residents of Canada.*

*Course offerings are subject to budgetary approval and enrolment figures.*
Sample course outline: HSCI 826-3

FACULTY OF HEALTH SCIENCES

HSCI 826-3 Program Planning and Evaluation

PREREQUISITES:

Admission to the graduate program or permission of the instructor.

CALENDAR DESCRIPTION:

Practical approaches to health needs assessment, needs prioritization, health program planning, and health program evaluation in low-to-middle income countries and/or resource-poor settings. Gender-based analyses are emphasized throughout. A case study approach.

COURSE DETAILS:

This course is an introduction to community and public health program planning and evaluation concepts, theories, frameworks and approaches. The first part of the course will focus on program planning, and will include community assessment, stakeholder involvement, program planning models, and logic models. The second part of the course will focus on evaluating public health programs and will include types of evaluation, evaluation approaches and theories, quantitative and qualitative data collection and analysis strategies, community engagement, evaluation design, implementation and reporting. Critical reflection on public health programs will be encouraged and students will examine common ethical issues when applying evaluation approaches to develop and improve health programs and policies. Class discussions and activities will use case study examples from local and global contexts to contextualize the ethical and appropriate application of program planning and evaluation concepts presented in class and readings. The emphasis for practical skills development will be on developing an assessment plan for program planning, and on designing a group health program evaluation proposal. Students will critically assess existing programs and will be challenged to reflect on ethical issues in program planning, implementation and evaluation, including their own social positioning relative to others and the implications that this has on program planning and evaluation practices in local and global contexts. By the end of the course, students will demonstrate introductory level capabilities in undertaking a variety of approaches and methods for conducting health program planning and evaluation among populations in various contexts.

COURSE-LEVEL EDUCATIONAL GOALS:

1. Explain the basic elements of program planning and evaluation in public health and illustrate the linkages between health program planning, implementation, monitoring and evaluation.
2. Apply a health program planning model and formulate an assessment plan for a particular population in a local or global context, including the use of relevant and appropriate data, information sources and tools.
3. Distinguish different types of evaluations and justify when and why to use them for evaluating public health programs.
4. Develop an evaluation plan for a real public health program that involves formulating evaluation questions, selecting appropriate methodologies and approaches, data analysis techniques and reporting strategies.
5. Examine different evaluation approaches and theories (e.g. participatory evaluation, empowerment evaluation and utilization-focused evaluation, etc.) in relation to public health programs.
6. Apply a reporting strategy to share evaluation results, and to facilitate the use of public health evaluation findings.
7. Critically assess the effectiveness, appropriateness and feasibility of public health program for specific local contexts and how this may be assessed through a formal evaluation process.
8. Engage in self-reflection about one’s own social positioning relative to others in program planning and evaluation processes and the ethical implications for public health practice.
**GRADING:**

- ASSIGNMENT #1: Health Program Justification and Assessment Plan (Individual assignment) 25%
- ASSIGNMENT #2: Program Evaluation Proposal (Group Project) 50%
- ASSIGNMENT #3: Critical reflection on public health programs and evaluations design (Student Presentation) 15%
- Weekly Participation 10%

**NOTES:**

Class format and expectations for Learning: Three-hour classes will take a participatory seminar approach. Instructional techniques will include a combination of discussions of issues and readings, lectures, student presentations, and in-class exercises. Both individual and group projects will be assigned throughout the term. Each student is expected to assist in co-creating the learning community within the class. The instructor will be there to support and engage with students in this learning community. Students are expected to come prepared to class, to contribute meaningfully in class discussions and activities, while assisting others to contribute. Limited class time will be allocated for groups to work on their projects, and students will be expected to meet outside of class. Notes from lectures will be provided as PowerPoint presentations and posted on Canvas. Additional readings will be posted online throughout the term. Canvas will also be used as a discussion forum, where students and the instructor may ask questions and post comments on required readings and issues of concern and interest.

**REQUIRED READING:**


*This is the core text of the course, however, the full syllabus includes other required readings as well as optional readings and resources.*