The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Spring Term 2017.

The duration of employment for all positions will be January 3 - April 26, 2017 inclusive.

*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>
<th>CLOSING DATE</th>
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<tbody>
<tr>
<td>HSCI 140-3</td>
<td>Complementary &amp; Alternative Medicine</td>
<td>Thursdays 11:30 am - 2:20 pm, Saywell Hall 10081</td>
<td>N/A</td>
<td>Nov. 16, 2016</td>
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<tr>
<td>HSCI 403-3</td>
<td>Health and the Built Environment</td>
<td>Thursdays 2:30 - 5:20 pm, Blusson Hall 9920</td>
<td>N/A</td>
<td>Nov. 21, 2016</td>
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<tr>
<td>HSCI 471-3/</td>
<td>Environmental Health Exposure Assessment &amp; Analysis</td>
<td>Tuesdays 2:30 - 5:20 pm, Blusson Hall 10401</td>
<td>N/A</td>
<td>Nov. 21, 2016</td>
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<tr>
<td>HSCI 846-3</td>
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<tr>
<td>HSCI 824-3</td>
<td>Comparative Health Care Systems</td>
<td>Tuesdays 9:30 am - 12:20 pm, Blusson Hall 9021</td>
<td>N/A</td>
<td>Nov. 21, 2016</td>
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<tr>
<td>HSCI 825-3</td>
<td>Advocacy &amp; Communication</td>
<td>Thursdays 2:30 - 5:20 pm, Blusson Hall 9021</td>
<td>N/A</td>
<td>Nov. 21, 2016</td>
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<tr>
<td>HSCI 830-3</td>
<td>Health Promotion in Partnership: Catalyzing Change</td>
<td>Thursdays 9:30 am - 12:20 pm, Blusson Hall 9021</td>
<td>N/A</td>
<td>Nov. 21, 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

Course Calendar descriptions can be found here: http://www.sfu.ca/students/calendar/2016/fall/courses/hsci.html. Sample course outlines are on the following pages of 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 is directed to Canadian citizens and permanent residents of Canada.

Course offerings are subject to budgetary approval and enrolment figures.

Sample course outlines follow.
FACULTY OF HEALTH SCIENCES

HSCI 140-3  Complementary and Alternative Medicine

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

PREREQUISITE: None.

CALENDAR DESCRIPTION:

A scientific, critical, and evidence-based examination of integrative, complementary, and alternative approaches to health. Why so many people are skeptical of conventional medicine and contemporary treatment modalities. Incorporation of traditional medicines into mainstream medicine. The need to investigate, and to protect the public from fraud. The extent to which both complementary and mainstream medicine can withstand the scrutiny of an evidence-based approach. Breadth-Social Sciences.

COURSE DETAILS:

A critical and evidence-based examination of integrative, complementary, and alternative approaches to medicine. The different modalities, benefits, harms, placebo effect, study designs to address evidence, critical appraisal of the literature, safety, ethical issues and politics of alternative medicine will be discussed.

COURSE-LEVEL EDUCATIONAL GOALS:

This course will cover the main forms of complementary and alternative medicine, and focus on: what is health, well being, from different paradigms; what constitutes evidence; understanding the placebo/nocebo effects; the methods to currently assess evidence, and their limitations. We will also explore some aspects of medical politics and CAM, ethical issues, and how to protect the public and practitioners. It is important to realize that this course is not a simple review and memorization of all CAMs, but a critical review of concepts and evidence around these CAMs and health issues. However, we will discuss the different modalities and talk about benefits/harms. Upon completion of the course, students will be able to:
• What makes a difference in health and well being from different points of view
• Describe the different types of CAMS
• Know the main advantages and limitations of CAM
• Describe the socio-psychological, economical, ethical and safety issues related to CAM
• Explain the concepts of evidence-based-medicine, clinical trials, and the implications of the placebo effect in designing clinical trials
• Be able to critically assess articles in CAM, and apply basic tools to evaluate studies in CAM

Grading

• Midterm Exam 50%
• Final Exam 50%
NOTES:

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

Breadth-Social Sciences.

REQUIREMENTS:

No specific requirements

Materials

MATERIALS + SUPPLIES:

No book required. Material will be available through Canvas, with links to papers that can be accessed through SFU library online and other websites.

REQUIRED READING:

None, all links to papers or websites will be posted on Canvas.
Sample course outline: HSCI 403-3

FACULTY OF HEALTH SCIENCES

HSCI 403-3  Health and the Built Environment

Lectures:  
Instructor:  
E-mail:  

Room:  
Office:  

PREREQUISITES:
60 units including HSCI 330.

Description

CALENDAR DESCRIPTION:
Relationships between the physical environment in which people live and their health and well being. How the built environment affects physical activity, obesity, exposure to pathogens and toxins, health status, mental health, and risk of illness and injury. How urban form, physical infrastructure, and landscape and building design can promote health. Students with credit for HSCI 309 may not complete this course for credit.

COURSE DETAILS:

Course Description: This course will explore the interconnections between planning and public health, and equip students with skills and experiences to plan healthy communities. The planning and public health disciplines emerged together with the common goal of preventing infectious disease outbreaks. Since that time, the disciplines diverged; public health following a clinical model and planning focusing on urban design and physical form. However, as the intimate connections between the built environment and disease continue to surface, the planning and public health fields have begun to converge once again. This course is organized in 4 units: (1) planning and public health foundations; (2) natural and built environments; (3) vulnerable populations and health disparities; and (4) integration and health policy.

This course is run as a CityStudio partner course ([http://citystudiovancouver.com/](http://citystudiovancouver.com/)).

COURSE-LEVEL EDUCATIONAL GOALS:

Learning Objectives:
1) *Foundational Knowledge*. To understand public health and planning history, evolution and significant movements to the present, and historical and current theories on the relationship between the built environment and public health.
2) *Application*. To identify contemporary features of the built environment such as patterns of development, parks, public works projects, houses, and transportation systems that reflect past efforts to influence health, and use methods developed by architects, urban planners, public health professionals, and sociologists to address current health impacts of the built environment.
3) *Human Dimensions*. To learn about oneself and the context in which others operate to better integrate that understanding when evaluating differing built environments, socioeconomic positions, social and cultural backgrounds, and health status.
4) *Integration and Communication*. To develop skills to identify studies and engage communities, critique methods and findings, and apply lessons from planning and public
health research to current and future problems. Integrate current evidence regarding the impacts of the built environment on health with information and perspectives from other courses and/or personal experiences.

**Grading**

- Homework and In-class assignments 25%
- Communication assignment 20%
- Research overview and bibliography 25%
- Pecha Kucha/Product and summary report 30%

**Materials**

**REQUIRED READING:**

FACULTY OF HEALTH SCIENCES

HSCI 471-3  Special Topics in Health Sciences I: Environmental Health Exposure Assessment and Analysis

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

PREREQUISITE: Completion of HSCI 304 with minimum grade C– AND permission of the instructor.
(Note: Prerequisite for Spring 2017 section of the course is: “Completion of HSCI 304 with minimum grade C–. Recommended: Completion of HSCI 330.”)

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

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%

NOTES:

Special topics title: Exposure Assessment & Analysis.

Prerequisites: Completion of HSCI 304 with minimum grade C– AND permission of the instructor.

This course is slashed with HSCI 846.
Sample course outline: HSCI 824-3

FACULTY OF HEALTH SCIENCES

HSCI 824-3 Comparative Health Care Systems

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

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

CALENDAR DESCRIPTION:


COURSE DETAILS:

While health systems in high income countries face issues such as securing access in rural areas and controlling rising costs, low and middle income countries face a number of additional challenges, such as retaining trained and qualified health workers as well as constraints on public spending imposed by international financial institutions. This course provides a conceptual and practical approach to health systems organization and the relationship between global political and economic factors and health systems in low-to-middle income countries (LMICs). It emphasizes principles of human rights, equity, and social justice and their integration into health systems. We will discuss the recent history of global health system reform. The basic concepts and tools needed to describe and analyze the health situation, priorities, and health system of a country will be introduced from a global health perspective, emphasizing principles of global health-care delivery and the roles played by global political and economic factors, including the roles of international institutions and global initiatives. The course is very applied in its organization and structure. As key concepts are introduced in the course, students will be asked to critically and analytically apply these concepts to selected case study materials and assignments.

Grading

- Final assignment 40%
- Oral presentation 20%
- Quizzes 20%
- Attendance & participation 20%

Materials

REQUIRED READING:


Other assigned readings are available through the web.
Sample course outline: HSCI 825-3

FACULTY OF HEALTH SCIENCES

HSCI 825-3  Advocacy and Communication

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

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

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.

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:

Learning Objectives:

1. Describe the emerging science of knowledge translation
2. Differentiate among the multiple purposes of knowledge translation
3. 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
4. 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
5. Develop a knowledge translation plan
6. Identify some of the unresolved issues in the field
7. Appreciate the art of knowledge translation from KT practitioners and KT scientists working in the field
Grading

- Class participation 20%
- KT Evidence 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.

Materials

REQUIRED READING:

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

RECOMMENDED READING:

Sample course outline: HSCI 830-3

FACULTY OF HEALTH SCIENCES

HSCI 830-3  Health Promotion in Partnership: Catalyzing Change

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

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

CALENDAR DESCRIPTION:

Build knowledge and skills around working with others to enable change and empower individuals and communities to improve their health. Provide strategic direction to foment participation, mobilizing resources for health promotion, and build capacity. Use a social ecological framework as a guide to theories and frameworks of health behavior. Students occupy central facilitation role in the classroom to help model and practice health promotion skills.

COURSE DETAILS:

Global public health is increasingly emphasizing the science of “how” along with the science of “what.” Finding the right balance among theory, frameworks, and practice tools is a challenge, especially with the extreme proliferation of literature (published and grey). The course intends to provide a conceptual framework, facilitate use of appropriate resources, and build practical “how” skills to help public health student-professionals become effective agents of change in health promotion initiatives at the individual, organizational, community, and population level, i.e., “enabling people to increase control over, and to improve, their health” (Ottawa Charter for Health Promotion, 1986; WHO 1984).

COURSE-LEVEL EDUCATIONAL GOALS:

At the end of this course, participants should also be able to:

1. Appreciate professional tensions facing a health promoter in practice
2. Appreciate the different roles and skills necessary to bring about change
3. Describe the role of health promotion for change in global health, from individual to community to population levels
4. Describe and critically assess a variety of health promotion strategies to influence public health, their advantages and disadvantages, and the challenges involved in their implementation
5. Explain key criteria for designing health promotion interventions, referencing theory and lessons from the key literature in the field
6. Describe the importance of and key lessons from the literature about partnerships, coalitions, and community engagement for successful health promotion

Teaching Format: Our class, which meets three hours, once per week, will be co-taught between the professor and students and is designed to encourage experiential learning. We will be modeling and practicing in class many of the substantive techniques that we are learning, including working with others, fomenting participation, active listening, etc. Placing students in the central facilitation role in the classroom is meant to help us explore and experience critical tensions in health promotion including (a) the issue of knowledge and where it resides, (b) how to facilitate a process and (2) how to find one’s role in a group. As such much of our learning will occur as we practice, participate and model in class.
Grading

NOTES:

63% of grade come from facilitating class sessions and 23% from mandatory attendance and online discussion. The rest TBD. There will be no final exam in this class.

REQUIREMENTS:

Attendance and participation is required in every class. Those who miss more than three classes will receive a failing grade. Students will co-facilitate three sessions of class as well as participate in on-line discussion. Some students will complete three take home assignments.

Materials

REQUIRED READING:

All required readings are available through SFU Library.
FACULTY OF HEALTH SCIENCES

HSCI 846-3  Environmental Health Exposure Assessment and Analysis

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

PREREQUISITES:
HSCI 845 or permission of the instructor.

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.

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%

Materials

REQUIRED READING: