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>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI-130-4</td>
<td>Foundations of Health Science</td>
<td>-----------------------------------------------</td>
<td></td>
<td>Note: HSCI 130 Posting Deleted</td>
</tr>
<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>
</tr>
<tr>
<td>HSCI 211-3</td>
<td>Perspectives on Cancer, Cardiovascular, and Metabolic Diseases</td>
<td>Tuesdays 4:30 - 7:20 pm, Saywell Hall 10081</td>
<td>N/A</td>
<td>Nov. 7, 2016</td>
</tr>
<tr>
<td>HSCI 304-3 DIST</td>
<td>Perspectives on Environmental Health</td>
<td>N/A (Distance)</td>
<td>TM position available; apply separately if interested.</td>
<td>Nov. 7, 2016</td>
</tr>
<tr>
<td>HSCI 340-3</td>
<td>Social Determinants of Health</td>
<td>Mondays 2:30 - 5:20 pm, Saywell Hall 10041</td>
<td>N/A</td>
<td>Nov. 7, 2016</td>
</tr>
<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. 7, 2016</td>
</tr>
<tr>
<td>HSCI 458-3/HSCI 858-3/BPK 858-3 DIST</td>
<td>Prevention &amp; Management of Cardiovascular Disease</td>
<td>N/A (Distance)</td>
<td>TM position available; apply separately if interested.</td>
<td>Nov. 7, 2016</td>
</tr>
<tr>
<td>HSCI 471-3/HSCI 846-3</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. 7, 2016</td>
</tr>
<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. 7, 2016</td>
</tr>
<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. 7, 2016</td>
</tr>
<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. 7, 2016</td>
</tr>
<tr>
<td>HSCI 903-3</td>
<td>Interdisciplinary Seminar in Health Sciences</td>
<td>Thursdays 9:30 am - 12:20 pm, Blusson Hall 9920</td>
<td>N/A</td>
<td>Nov. 7, 2016</td>
</tr>
</tbody>
</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](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 if directed to Canadian citizens and permanent residents of Canada.

Course offerings are subject to budgetary approval and enrolment figures.

Sample course outlines follow.
Sample course outline: HSCI 140-3

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.
FACULTY OF HEALTH SCIENCES

HSCI 211-3 Perspectives on Cancer, Cardiovascular, and Metabolic Diseases

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

PREQUISITE: HSCI 100 or BISC 101, HSCI 130.

CALENDAR DESCRIPTION:

An interdisciplinary overview of the major non-communicable diseases - cancers, cardiovascular and metabolic diseases - from a public health perspective. Review of biological mechanisms, risk factors, historical and cultural contexts, and global distribution.

COURSE DETAILS:

COURSE DESCRIPTION: In this course, we will examine cancer, cardiovascular and metabolic diseases from a range of perspectives (biology, pathology, epidemiology, behaviour, societal factors, policy, public health).

TOPICS: The course will be divided into four sections – the first section will focus on methodologies, the second on cardiovascular health and disease; the third shorter section on obesity and diabetes, and the final section on cancer. In each section, we will examine how a range of perspectives can be applied to help understand the problems of cancer, cardiovascular and metabolic diseases.

COURSE-LEVEL EDUCATIONAL GOALS:

Upon completion of the course, students will:

- be able to locate material addressing cancer, cardiovascular and metabolic diseases from a range of sources and academic disciplines;
- be able to describe national and global patterns of cancer, cardiovascular and metabolic diseases; know the basic pathogenesis of the major cancers and cardiovascular and metabolic diseases;
- understand factors that influence risk and potential mechanisms involved in disease causality;
- demonstrate awareness of current issues and challenges related to chronic disease prevention and treatment at the population level;
- become familiar with different perspectives from which to assess and approach the problems of chronic disease; and
- become familiar with how knowledge from varying perspectives can be applied to improve population health outcomes related to cancer, cardiovascular and metabolic disease.

Grading

- Tutorial attendance/participation 10%
- Tutorial presentation 10%
- Mid-term 20%
- Paper 20%
- Online discussions 10%
- Final examination (cumulative) 30%

NOTES:

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

MATERIALS + SUPPLIES:

i>Clicker (available at the SFU Bookstore)

REQUIRED READING:

Required Textbooks: None

Readings available electronically. These can be found in the “Web Links” section on the course Canvas site (see http://www.sfu.ca/canvas.html).
FACULTY OF HEALTH SCIENCES

HSCI 304-3  Perspectives on Environmental Health

Lectures:  
Instructor:  
E-mail:  

Room:  
Office:  

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

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%

Materials

REQUIRED READING:

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

Centre for Online and Distance Education Notes:

Additional Course Fee: $40  
Required Readings listed on this outlines are the responsibility of the student to purchase. Textbooks are available for purchase at the SFU Bookstore.

Exams are scheduled to be written on the SFU Burnaby campus at the noted time and date (unless
Students requiring accommodation as a result of a disability must contact the Centre for Students with Disabilities.

Students are responsible for following all exam policies and procedures (e.g., missing an exam due to illness) available here.

This course outline was accurate at the time of publication but is subject to change. Please check your course details in your online delivery method, such as Canvas.

All CODE Courses are delivered through Canvas unless noted otherwise on the course outline.

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FACULTY OF HEALTH SCIENCES

HSCI 340-3  Social Determinants of Health

Lectures:  
Instructor:  
E-mail:  

Room:  
Office:  

PREREQUISITE:  60 units and two HSCI 200-level courses, one of which may be taken concurrently.

CALENDAR DESCRIPTION:

Social determinants of health and health inequities. Explores how and why the social advantages and disadvantages that people experience - based on their social position(s) and social circumstances - determine their health status and overall well-being.

COURSE DETAILS:

COURSE DESCRIPTION:

In this class, we will explore social determinants of health and health inequities. Utilizing a social model of health, we will examine how and why the social advantages and disadvantages that people experience based on their social position(s) and social circumstances determine their health status and overall well-being. Key social determinants of health to be covered include: social class and income inequality, early childhood development & education, ethnicity, culture, and racialization, Canada’s Aboriginal peoples and health, disabilities, gender and sexuality. Students will be challenged to critically evaluate evidence and develop better understandings regarding social determinants of health, health inequities, and policy solutions.

TEACHING FORMAT:

One weekly three-hour class that will include lecture, discussion, in-class group work, exercises, and electronic media presentations. Students are expected to come to class prepared, having done the assigned readings.

IMPORTANT NOTE:

The instructor may change the syllabus if necessary, within Faculty/University regulations.

COURSE-LEVEL EDUCATIONAL GOALS:

By the end of the course, students will be able to:

1. Evaluate several major social determinants of health in human populations;
2. Evaluate theoretical frameworks that explain how social advantages and disadvantages influence health and illness;
3. Describe and interpret different types of evidence on social determinants of health and health inequities;
4. Define and explain key theoretical concepts for understanding social determinants of health;
5. Explain salient mechanisms and pathways through which social determinants influence the health of populations and result in health inequities;
6. Describe local, provincial, and national policy solutions aimed at improving the social determinants of health and reducing health inequities.
Grading

- Participation 10%
- Quizzes 15%
- Assignments 30%
- Mid-term Exam 20%
- Final Exam 25%

Materials

*REQUIRED READING:*


2. Other required readings, include book chapters, journal articles, websites, and policy reports. These will be available electronically through CANVAS or SFU Library.
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/).

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:**

Sample course outline: HSCI 458-3

FACULTY OF HEALTH SCIENCES

HSCI 458-3 Prevention and Management of Cardiovascular Disease

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

PREREQUISITE: BPK (or KIN) 305 or HSCI 321. HSCI 458 is identical to BPK 458 and students cannot receive credit for both courses. Students with credit for HSCI 471 or BPK 421 (Fall 2013) may not complete this course for further credit.

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 BPK 421 (Fall 2013) may not complete this course for further credit.

COURSE-LEVEL EDUCATIONAL GOALS:

- 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

Grading

- Assignment 1 20%
- Assignment 2 20%
- Assignment 3 20%
- Take-Home Final Exam 40%

NOTES:

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

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.

Materials

REQUIRED READING:

Required Textbooks: None
Readings availableelectronically. These can be found in the “Web Links” section on the course Canvas site (see canvas.sfu.ca)
Centre for Online and Distance Education Notes:

Additional Course Fee: $40
Required Readings listed on this outlines are the responsibility of the student to purchase. Textbooks are available for purchase at the SFU Bookstore.

Exams are scheduled to be written on the SFU Burnaby campus at the noted time and date (unless noted as a take-home exam)

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FACULTY OF HEALTH SCIENCES

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

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

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.
FACULTY OF HEALTH SCIENCES

HSCI 824-3 Comparative Health Care Systems

Lectures: 
Instructor: 
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.
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:

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:  
Instructor:  
E-mail:  
Room:  
Office:  

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: