FACULTY OF HEALTH SCIENCES

SESSIONAL INSTRUCTORS – Spring 2018

The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Spring Term 2018. The duration of employment will be January 1 - April 29, 2018 inclusive.

*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>CLOSING DATE</th>
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</thead>
<tbody>
<tr>
<td>HSCI 100-3 (BBY)</td>
<td>Human Biology</td>
<td>Tues. 1:30 - 2:20 pm and Thurs. 12:30 - 2:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 100-3 (SUR)</td>
<td>Human Biology</td>
<td>Tues. 2:30 - 5:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 140-3 (BBY)</td>
<td>Complementary and Alternative Medicine</td>
<td>Wed. 9:30 am - 12:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 324-3 (BBY)</td>
<td>Human Population Genetics and Evolution</td>
<td>Thurs. 2:30 - 5:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 403-3 (BBY)</td>
<td>Health and the Built Environment</td>
<td>Thurs. 2:30 - 5:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 412-3 (BBY)</td>
<td>Health Communication</td>
<td>Thurs. 2:30 - 5:20 pm</td>
<td>Oct. 5, 2018</td>
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<tr>
<td>*HSCI 449-3 (BBY)</td>
<td>Community and Health Service</td>
<td>Fri. 2:30 - 5:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 824-3 (BBY)</td>
<td>Comparative Health Care Systems</td>
<td>Wed. 9:30 am - 12:20 pm</td>
<td>Oct. 5, 2018</td>
</tr>
<tr>
<td>HSCI 825-3 (BBY)</td>
<td>Advocacy and Communication</td>
<td>Thurs. 2:30 - 5:20 pm</td>
<td>Oct. 5, 2018</td>
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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

*Added Requirement for HSCI 449:
- For HSCI 449, applicants must include the name of the proposed community-based partner and indicate that a preliminary agreement has been made by the time of their application, in preparation for the possibility of being offered the position.

Interested applicants should send, by the closing date shown above, one PDF document containing (1) a covering letter and (2) a CV.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/fall/courses/hsci.html.

Sample course outlines are shown 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 156, 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.
HSCI 100-3 Human Biology

PREREQUISITES
None

CALENDAR DESCRIPTION
An examination of the biological processes that underlie human health and well-being, with emphasis on the evolutionary and ecological influences affecting human populations. Students with credit for BISC 101 may not take HSCI 100 for further credit. Breadth-Science.

COURSE DETAILS
This course focuses on the evolutionary principles relevant to understanding human health and disease. It provides an introduction to human anatomy, physiology, and genetics within the context of human life history (i.e. human growth, development, reproduction, and senescence).
Topics will include:
- Organization and regulation of biological systems
- Human cardiovascular system, digestive system, nervous system, endocrine system, lymphatic system and immunity, and reproduction
- Origin of life, genetic inheritance, phenotypic plasticity
- Natural selection, evolution and ecological pressures
- Environmental challenges and their impact on human life

COURSE-LEVEL EDUCATIONAL GOALS
1. Explain the basic biological principles that underlie human health and well-being.
2. Describe broadly the organization and regulation of the major biological systems in humans.
3. Describe the biological basis of several common human diseases.
4. Discuss basic interactions between the human genotype, its environment and the resulting phenotype.
5. Evaluate current science news and health claims for pseudoscience, misconceptions and misreporting.
6. Explain and apply the scientific method.

GRADING
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm exam 1</td>
<td>10%</td>
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<tr>
<td>Midterm exam 2</td>
<td>15%</td>
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<tr>
<td>Final exam</td>
<td>25%</td>
</tr>
<tr>
<td>Group presentation in tutorial</td>
<td>20%</td>
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<tr>
<td>Clinical trial assignment</td>
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<tr>
<td>Tutorial participation</td>
<td>5%</td>
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<tr>
<td>Top Hat responses</td>
<td>5%</td>
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MATERIALS + SUPPLIES
REQUIRED
Subscription to Top Hat service.

REQUIRED READING
ISBN: 978-0771035791

RECOMMENDED READING

The 5th Edition of this textbook is also suitable for use in the course. The textbook is recommended for students who have not taken high school biology, not taken related courses recently or those who simply want additional study and preparation resources. ISBN: 978-0134045443.
FACULTY OF HEALTH SCIENCES

HSCI 140-3 Complementary and Alternative Medicine

PREREQUISITES
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:

- Describe 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

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<th>Grading</th>
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<tbody>
<tr>
<td>Midterm exam</td>
<td>50%</td>
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<tr>
<td>Final exam</td>
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NOTES
The professor may make changes to the syllabus if necessary, within Faculty / University regulations. Breadth-Social Sciences.

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 324-3

FACULTY OF HEALTH SCIENCES

HSCI 324-3 Human Population Genetics and Evolution

PREREQUISITES
BISC 202

CALENDAR DESCRIPTION
Human variation and human health in the context of population genetics, epidemiology, demography, and human evolution.

COURSE DETAILS
An explanation of human ancestry, diversity, and disease risk in the context of genetic variation, evolution, demography and epidemiology. This course is designed to show how human history and health has been and will be determined by genetic features in the context of a dynamic environment.

COURSE-LEVEL EDUCATIONAL GOALS
By the end of this course it is expected that students will be prepared to:

- describe the basic principles of human heredity as it relates to population genetics
- describe and categorize the selective and stochastic forces that create and shape the distribution of genetic variability in humans
- explain how evolution’s main components: variation, adaption and competition impact human health and disease, i.e. fitness
- apply appropriate mathematical models to evaluate the behaviour of data from population genetic studies
- summarize key elements of peer-reviewed literature in this field by both written and oral communication formats
- evaluate different forms and levels of evidence that support models of evolution

GRADING
Final exam 30%
Midterm exam 20%
Take home assignments 25%
In class quizzes 15%
Evolution in action 10%

MATERIALS

RECOMMENDED READING
Principles of Populations Genetics, 4th Ed. by Hartl and Clark
ISBN: 978-0878933082

Human Evolutionary Genetics; Origins Peoples and Disease, 2nd Ed. by Jobling, Hollox, Hurles, Kivisild, Tyler-Smith

Genes, Culture, and Human Evolution: A Synthesis, by Stone and Lurquin
ISBN: 978-1-4051-3166-7

Primer of Population Genetics, by Hartl
ISBN: 978-0878933044
FACULTY OF HEALTH SCIENCES

HSCI 403-3 Health and the Built Environment

PREREQUISITES
60 units including HSCI 330

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
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%

REQUIRED READING
FACULTY OF HEALTH SCIENCES

HSCI 412-3  Health Communication

PREREQUISITES
HSCI 312 and two HSCI 200-level courses.

CALENDAR DESCRIPTION
Theory and strategies for health communication in health systems and in particular cultural contexts. Interpersonal communication in health care, the relationship between belief and the construction of clinical realities, and communication for promoting public health. Social marketing and other strategies for health promotion targeting communities and persons of diverse cultural backgrounds. Communication about environmental and health risks. Students with credit for HSCI 301 may not take this course for further credit.

COURSE DETAILS
This course presents an overview of theories, issues, and current controversies in the area of health communication, with attention to risk communication, risk perception, public health campaigns, knowledge translation, data visualization and specifically environmental health communication. The course will give substantive attention to key concepts and strategies to understand and develop health communication. Areas of focus will include the various forms of communication, including crisis communication and precaution advocacy as described by Peter Sandman, health literacy and numeracy, the role of the media in promoting research, framing of health issues and providing access to health information. Canadian and international issues will be explored in this course. Students will be required to monitor the media throughout the class for health communication issues. If a major health issue emerges during the course (for example an international epidemic or major environmental disaster) the syllabus may be modified to allow for learning around this type of event.

COURSE-LEVEL EDUCATIONAL GOALS
The course will help you understand how communication shapes our understanding of health, and how perceptions are shaped by and in turn influence health communication. The course examines these concepts from the personal up to the societal and intercultural level. At the end of the course you will be able to:
- Describe key concepts and theories about the communication of public and environmental health risks.
- Critically assessment approaches to health communication
- Demonstrate understanding of health literacy/numeracy and its relevance to health and health communication
- Understand the important role of risk perception in the communication process
- Demonstrate enhanced ability to develop health communication materials

GRADING
- Weekly news clipping file 15%
- In class presentation 10%
- Mid term exam 20%
- Health Communication project and in class presentation 35%
- Participation 20%

NOTES
Grading is done through self assessment, peer grading and traditional TA/Instructor grading. Small group work in involved for the major project.

MATERIALS + SUPPLIES
REQUIRED TEXTBOOK

REQUIRED READING
Readings will draw from textbook, published articles and health communication programs.
FACULTY OF HEALTH SCIENCES

HSCI 449-3  Community and Health Service

PREREQUISITES
90 units including HSCI 312 and 319W or 327. Students may be required to successfully complete a Criminal Record Check.

CALENDAR DESCRIPTION
Multi-week service learning project with a community-based partner organization or school arranged each semester. Related class work addresses community partnerships, health promotion, reciprocity, local control, sustainability, participatory research, and skills. Students with credit for HSCI 349 may not complete this course for credit.

GRADING

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<tr>
<td>Performance</td>
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<tr>
<td>Term Project</td>
<td>20%</td>
</tr>
<tr>
<td>Paper(s)</td>
<td>35%</td>
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REQUIREMENTS
Students must be available to volunteer in a 2-4 hour block during school hours [M-F, 830AM-230PM]. If student schedule does not permit, taking this course is not advised.

REQUIRED READING
All readings will be made available in class.

NOTE TO SESSIONAL INSTRUCTOR APPLICANTS: For this course, applicants must include the name of the proposed community-based partner and indicate that a preliminary agreement has been made by the time of their application, in preparation for the possibility of being offered the position.
FACULTY OF HEALTH SCIENCES

HSCI 824-3 Comparative Health Care Systems

PREREQUISITES
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.
FACULTY OF HEALTH SCIENCES

HSCI 825-3  Advocacy and Communication

PREREQUISITES
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.

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

RECOMMENDED READING