The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Spring Term 2019. The duration of employment will be January 1, 2019 to April 30, 2019 inclusive. All courses will be held at the Burnaby campus.

<table>
<thead>
<tr>
<th>COURSE # &amp; CAMPUS*</th>
<th>COURSE TITLE</th>
<th>LECTURE/SEMINAR TIME/LOCATION</th>
<th>CLOSING DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 140-3</td>
<td>Complementary and Alternative Medicine</td>
<td>Thursday 4:30 - 7:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 211-3</td>
<td>Persp. on Cancer, Cardio. &amp; Metabolic Disease</td>
<td>Tuesday 4:30 - 7:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 307-3</td>
<td>Research Methods in Health Sciences</td>
<td>Tuesday 8:30 - 10:20 a.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 403-3</td>
<td>Health and the Built Environment</td>
<td>Thursday 2:30 - 5:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 406-3</td>
<td>Global Perspectives in Indigenous Health</td>
<td>Thursday 11:30 a.m. - 2:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 424-4/890-4</td>
<td>Strategic Applications of GIS in Health</td>
<td>Wednesday &amp; Friday 12:30 - 2:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 431-3</td>
<td>The Global HIV/AIDS Epidemic</td>
<td>Wednesday 2:30 - 5:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 449-3*</td>
<td>Community and Health Service</td>
<td>Friday 2:30 - 5:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 481-3</td>
<td>Senior Seminar in Social Health Science</td>
<td>Wednesday 9:30 a.m. - 12:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 803-4</td>
<td>Qualitative and Survey Research Methods</td>
<td>Monday 11:30 a.m. - 2:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 830-3</td>
<td>Hlth. Promo. in Partnership: Catalyzing Change</td>
<td>Thursday 11:30 a.m. - 2:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 839-3</td>
<td>Strategies for Reducing Health Inequities</td>
<td>Wednesday 2:30 - 5:20 p.m.</td>
<td>Sept. 28, 2018</td>
</tr>
<tr>
<td>HSCI 841-3</td>
<td>Qualitative Research and Analytical Methods</td>
<td>Tuesday 8:30 - 11:20 a.m.</td>
<td>Sept. 28, 2018</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.

*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.

Course Calendar descriptions can be found here: http://www.sfu.ca/students/calendar/2018/fall/courses/hsci.html.

Sample course outlines are shown on the pages following this ad.
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. Nicole Berry, 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.

All qualified candidates are encouraged to apply; however, Canadian citizens and permanent residents will be given priority. Simon Fraser University is committed to employment equity and welcomes applications from all qualified women and men, including visible minorities, Aboriginal people, persons with disabilities, and LGBTQ-identified persons.

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

Course offerings are subject to budgetary approval and enrolment figures.

The information submitted with your application is collected under the authority of the University Act (R.S.B.C. 1996, c.468, s. 27(4)(a)), applicable federal and provincial employment regulations and requirements, the University's non-academic employment policies and applicable collective agreements.

The information is related directly to and needed by the University to initiate the employment application process. The information will be used to contact references supplied by you, evaluate your qualifications and complete the employment process by making a hiring decision.

If you have any questions about the collection and use of this information please contact the Executive Director, Human Resources, Simon Fraser University, Burnaby, BC V5A 1S6, telephone 778-782-3237.
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
Midterm exam  50%
Final exam  50%

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.
FACULTY OF HEALTH SCIENCES

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

PREREQUISITES
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 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
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Tutorial attendance/participation</td>
<td>10%</td>
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<tr>
<td>Tutorial presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term</td>
<td>25%</td>
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<tr>
<td>Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final examination (cumulative)</td>
<td>35%</td>
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</table>

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

MATERIALS + SUPPLIES
- iClicker (available at the SFU Bookstore)
- 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).
Sample course outline: HSCI 307-3

FACULTY OF HEALTH SCIENCES

HSCI 307-3  Research Methods in Health Sciences

PREREQUISITES
Two HSCI 200 division courses, one of which may be taken concurrently.

CALENDAR DESCRIPTION
Principles and applications in health sciences research methodology. Quantitative and qualitative methods. Research process and design. Appropriate approaches for diverse research questions. Research ethics, sources of data, sampling, measurement, data collection, initial data analysis techniques.

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.

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.

EXPECTATIONS / IMPORTANT NOTES
Changes to the syllabus will be made, as necessary, within Faculty / University regulations.

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.

GRADING
- Participation/Attendance  10%
- Homework  20%
- Short Paper 1  15%
- Short Paper 2  15%
- Mid-Term Exam  20%
- Final Exam  20%

REQUIRED READING

In addition to readings from the text, other required readings will be assigned from the peer-reviewed literature. These other readings can be retrieved via the SFU Library website by searching specifically for the journal name, year and issue.
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
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%

REQUIRED READING
• Journal articles and other materials assigned (available via Canvas or through SFU Library).
FACULTY OF HEALTH SCIENCES

HSCI 406-3   Global Perspectives in Indigenous Health

PREREQUISITES
60 units and completion of HSCI 305 and either HSCI 340 or HSCI 319W.

CALENDAR DESCRIPTION
Examination of the health and health problems of Indigenous peoples from a global perspective. Comparative study of social and historical factors affecting Indigenous peoples that contribute to health conditions and health status. Efforts of Indigenous peoples to restore health to their Nations.

COURSE DETAILS
Students will engage in critical examination of the relationships between social, cultural, historical and political contexts shaping health inequities and wellbeing among Indigenous peoples globally. In particular, we will focus on the intergenerational effects of colonization as well as the strengths and resiliencies demonstrated by Indigenous peoples in their efforts to restore health to their Nations.

COURSE-LEVEL EDUCATIONAL GOALS
By the end of this course, students will have had the opportunity to:

1. Develop an understanding and appreciation of the distinctions between Indigenous and ‘Western’ models of wellness;
2. Recognize and critically analyze the roles of social, cultural, historical and political contexts in shaping health inequities experienced among Indigenous peoples;
3. Examine their own values, assumptions and motivations when engaging in Indigenous health work at local, regional, national or international levels; and
4. Increase their awareness, knowledge, attitudes, skills and abilities to work in a culturally safe manner with a variety of groups and in a variety of contexts.

GRADING
Participation (1% per class for 13% + additional 2% for quality of engagement) [Weekly]        15%
Journal Reflection - Open Format (e.g. written, photo-voice, spoken word, etc.) [February 8]  15%
Research Paper Proposal (1-2 pages) [March 8]          5%
Group Presentation [March 29]          25%
Research Paper (10-12 pages) [April 10]         40%

REQUIRED READING
Readings will be assigned from public domain documents available free of charge online or through the SFU library. Guest speakers may or may not suggest pre-readings in addition to regular assigned readings, but will be asked to do so in advance so that all materials can be posted to Canvas minimum one week prior to date that they are expected to be completed.
Sample course outline: HSCI 424-4.
(Please inquire to discuss the outline for the related graduate course, HSCI 890-4.)

FACULTY OF HEALTH SCIENCES

HSCI 424-4  Strategic Applications of GIS in Health

PREREQUISITES
A minimum of 60 credits and HSCI 330 and one of STAT 302 or STAT 305.

COURSE DETAILS
The goal of this course is to provide an introduction to Geographical Information Systems (GIS) and its use in health research and public health practice.

This course is designed to provide students with an overview of relevant theoretical aspects of health geography, mapping, and spatial analysis along with practical experience of using GIS software. Topics covered may include infectious disease surveillance, injury mapping, environmental justice, exposure assessment, environmental health, social determinants of health, and access to health resources. The course will draw on real world examples and employ public use datasets for assignments.

Two 2-hour sessions per week in the computer lab will be a combination of lecture, presentations, and hands on data analysis.

Some sessions of this course may be taught as CityStudio partner courses.

COURSE-LEVEL EDUCATIONAL GOALS
Students who fulfill all course requirements will be better prepared to:

1. Explain the role of GIS-based techniques and approaches to analyzing and describing data representing a public health issues. Primary assessment: Labs, in class assignments, critical appraisal, final group assignments.
2. Critique the use of GIS as an approach to representing data, people, their health outcomes, and strengths and weaknesses in regards to issues such as confidentiality, bias, and temporality. Primary assessment: Critical appraisal assignment.
3. Work in teams to design and apply GIS techniques to complete a health research study using Canadian population health data. Primary assessment: Final group project.
4. Apply GIS techniques to build datasets, identify spatial patterns in health outcomes, and conduct exploratory analyses of risk factors, in the context of a lab. Primary assessment: Labs, in class assignments, and final group project.

GRADING
In class exercises and contributions 10%
Critical appraisal of journal article 10%
Lab exercises 30%
Final project 50%

NOTES
Attendance is compulsory to in order to complete assignments and acquire skills necessary for the final project. The computer laboratory is available outside of class hours (when another class is not in session) for independent work on the lab exercises and final project.
FACULTY OF HEALTH SCIENCES

HSCI 431-3 The Global HIV/AIDS Epidemic

PREREQUISITES
60 units including either HSCI 212 or 330.

CALENDAR DESCRIPTION
A multidisciplinary and international focus on the transmission, impact, prevention, and human aspects of the global HIV/AIDS epidemic.

COURSE DETAILS
This course is designed to provide students with an overview of critical global health issues related to the HIV/AIDS pandemic. Topics covered include an introduction to HIV virology, immunology, origins, natural history, epidemiology, and a critical review of major challenges and developments in HIV prevention and treatment through a lens that considers the complex interplay between individual, social, and structural factors contributing to HIV/AIDS globally.

COURSE-LEVEL EDUCATIONAL GOALS
OVERALL GOAL: This course will provide students with substantive interdisciplinary knowledge regarding the social and structural production of HIV/AIDS and public health interventions aimed at reducing HIV vulnerability within and across diverse global populations.

EXPECTED OUTCOMES
Upon completion of this course, students should be able to:

- Discuss HIV virology, immunology, origins, natural history, and epidemiology
- Describe interdisciplinary aspects of current HIV prevention, treatment, and care initiatives
- Describe how complex, intersecting inequities and processes fuel the global HIV/AIDS epidemic
- Critically assess the connections between HIV/AIDS vulnerability, social and structural inequities, and access to public health interventions
- Appreciate the need for and value of interdisciplinary research, collaborations, and interventions
- Critically review, interpret, and summarize peer-reviewed literature in HIV/AIDS
- Apply knowledge to explore contemporary case studies in HIV/AIDS science, activism, and policy
- Describe current initiatives aimed at reducing HIV transmission, burden, and impact

GRADING
- Paper assignment 15%
- Quiz 30%
- Group project paper and presentation 20%
- Final Exam 35%

MATERIALS + SUPPLIES
Required readings are available online.
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
Participation  20%
Performance    25%
Term Project   20%
Paper(s)       35%

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.

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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 481-3  Senior Seminar in Social Health Science

PREREQUISITES
HSCI majors with 90 units, including at least 15 upper division HSCI units. Other prerequisites may vary according to topic.

CALENDAR DESCRIPTION
An in-depth overview of the sociocultural, epidemiological, and policy aspects of population and public health. May be repeated for credit.

COURSE DETAILS
In Canada, life expectancy is 83 years for women and 78 years for men. While the three leading causes of death in Canada are the same for both women and men, on average, men die younger from these conditions. In other countries, women are more likely to die at younger ages than men. Population patterns of morbidity are even more complex; descriptions, experiences and distributions of health and disease vary both across and within groups of women and men. Why? Are observed differences in health, illness and disease between women and men biological? Or are these differences socially created? And how do social and biological factors influence each other? We will ask how can we investigate the relationship between biological and social determinants of health and when and why should our science attempt to understand these differences in the health of women and men? How can health programs and policy be designed to address sex and gender as determinants of health? And what can scientific inquiry in this area offer us in our attempt to improve population health? This course will offer students an opportunity to explore these issues through an exploration of literature examining sex, gender and health. The course will begin with an overview of the concepts of sex and gender and will cover theoretical frameworks from women’s studies, gender studies, sociology and public health that have been applied to understand the relationship between gender and health. We will then explore the relationship between gender and a range of health issues across a variety of different populations. The topics covered will vary by semester, based upon student and instructor preference.

COURSE-LEVEL EDUCATIONAL GOALS
Upon completion of the course, students will be able to:

- Define the concepts of sex and gender and describe ways sex and gender can be measured;
- Explain theoretical frameworks that have been applied to examine the relationships between gender and health;
- Critically examine gender as a determinant of health and situate gender in relation to other determinants of health;
- Conduct a gender analysis of a health program, policy or research topic and make recommendations for future initiatives related to the topic area; and
- Recognize the influence of gender in their lives and the lives of others.

GRADING
Participation 10%
Homework Assignments / Reflections 30%
Research Project (in pairs) 35%
Facilitated Discussion (no PowerPoints allowed) 15%
Oral Exam / Presentation of Research Project (during exam period) 10%
NOTES
This will be an interactive seminar where preparation and participation is essential to the success of the course. The course will include lectures, guest presentations, short films and classroom activities, with discussion a part of all of these activities. Students will be expected to share their written work with their peers and will take leadership roles in the course delivery.

NOTE: Homework assignments will be due on Wednesday mornings!

MATERIALS + SUPPLIES
You will be required to keep a journal during this course.

REQUIRED READING
2. Original articles will be assigned each week (all available online through SFU Library system).
FACULTY OF HEALTH SCIENCES

HSCI 803-4  Qualitative and Survey Research Methods

PREREQUISITES
Admission to the graduate program or permission of the Instructor.

CALENDAR DESCRIPTION
Methodologies and strategic research design for advances in knowledge and understanding in the health sciences. Problem definition, sampling, data collection, analysis, proposal writing, and ethical issues are addressed. Provides experiential and intellectual grounding in surveys, interviews, focus groups, and ethnography.

COURSE DETAILS
This course will examine qualitative and survey research methods for advancing knowledge and understanding in the health sciences. We will explore qualitative and survey research design principles and techniques. The course will provide experiential and intellectual grounding in several qualitative data collection and survey data collection techniques. We will also examine the use of qualitative and survey research to study the various determinants of health.

COURSE-LEVEL EDUCATIONAL GOALS
Upon completion of this course, students will be able to:

- Explain the logic, purpose, strengths, and weaknesses of a variety of qualitative research approaches for advancing knowledge and understanding in the health sciences;
- Explain the logic, purpose, strengths, and weaknesses of survey research for advancing knowledge and understanding in the health sciences;
- Describe the use of qualitative and survey research for a variety of determinants of health;
- Demonstrate introductory skills in qualitative and survey research design including:
  - Development of research questions,
  - Attention to ethical conduct for research involving humans, and
  - Choosing appropriate sampling strategies, sample sizes, data collection techniques and instruments, and analysis plans;
- Demonstrate introductory skills in a variety of research data collection techniques including:
  - Participant observation,
  - Individual, in-depth, semi-structured interviews,
  - Focus groups, and
  - Surveys.

GRADING
Class and tutorial participation  15%
Observation assignment  15%
Interview assignment  20%
Survey assignment  20%
Final research proposal  30%

NOTES
Instructor may make changes to the syllabus within Faculty/University regulations.
FACULTY OF HEALTH SCIENCES

HSCI 830-3  Health Promotion in Partnership: Catalyzing Change

PREREQUISITES
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
There will be two options for final grades in this class depending on which of two assignments are completed.

For all students, the percentage of the total mark has been assigned for the following components:

- Attendance: 12%
- Online Discussion: 11%
- Topic Facilitation: 63%
For Option 1, the following percentages of the total mark have been assigned:
- Mapping Exercise: 5%
- Theories of Change Exercise: 9%

For Option 2, the following percentages of the total mark have been assigned:
- Fraser Health Project: 14%

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 cannot miss the first two classes and then catch up. Students will co-facilitate three sessions of class as well as participate in on-line discussion. Some students will complete three take home assignments.

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

HSCI 839-3 Strategies for Reducing Health Inequities

PREREQUISITES
HSCI 807, 838, or permission of the instructor.

CALENDAR DESCRIPTION
Critical application of theory and research on social inequities and health to the development of interventions, programs and policies for reducing health inequities at the population level. Emphasis on critical, collaborative, evidence-based, reflexive public health practice.

COURSE DETAILS
This course focuses on applying theory and research on social inequities and health to the development of interventions, programs, policies and strategies for structural change designed to reduce health inequities at the population level. Examples of interventions include community capacity building and mobilization as well as advocacy and community based research. A focus on the contexts of practice will assist students in understanding tensions between different paradigms for understanding and implementing change. There will be an emphasis on developing learners’ capacity to engage in critical, collaborative, evidence-based, reflexive public health practice. Students will also be encouraged to cultivate professional networks and communities of practice for life long, self-directed learning as it relates to addressing social inequities in health and working as an agent of change.

COURSE-LEVEL EDUCATIONAL GOALS
By the end of the course, students will be able to:
- Understand and discuss theories of change as they relate to addressing health inequities.
- Discuss dominant hegemonic practices and the challenges faced by practitioners in applying critical social inequities approaches on the ground.
- Explain principles, strategies and multilevel practices, including community and intersectoral partnerships and action research strategies aimed at reducing health inequities.
- Engage in self-reflexivity and awareness about their positionality in relation to reducing health inequities in order to articulate the implications for practice.
- Compare and contrast essential concepts and practices in initiatives aimed at reducing health inequities (e.g. community development, community empowerment, healthy public policy, strategies targeting structural change).
- Apply research findings to inform policy and practice initiatives aimed at reducing inequities in health.
- Develop and participate in strategic professional networks and communities of practice for ongoing self-directed learning and effective health equity practice.

GRADING
- Written Assignments 60%
- Presentation 20%
- Facilitation (2 x 10%) 20%

NOTES
This course requires your collaboration and participation in creating a productive learning environment. The course will be run as an interactive seminar and students are expected to attend class and come prepared to actively participate in discussions and activities. Throughout the course students will be encouraged to bring in their own relevant experiences and other source materials (e.g., from media, popular culture, etc.) related to the course. Some classes will be held in the community and away from campus. The course is designed to:

- Challenge you to think outside of the dominant frameworks of population and public health
- Challenge you to critically examine assumptions about yourself, your knowledge, your research and your practice.

REQUIRED READING
Journal articles and other readings available through SFU Library.
HSCI 841-3 Qualitative Research and Analytical Methods

PREREQUISITES
Admission to the graduate program, or permission of the instructor.

CALENDAR DESCRIPTION
Qualitative research represents an important approach within the health sciences and makes unique contributions to the understanding of health experiences and outcomes, as well as the impacts of public health programs and interventions. This course will provide students with a strong foundation regarding qualitative methods through a comprehensive overview of diverse types of qualitative research and key approaches to analyzing qualitative data. The theoretical and philosophical foundations underlying qualitative approaches will be covered, as will key methods including ethnography/participant-observation, qualitative interviews, and focus group discussions. Qualitative research designs, research ethics, and institutional ethics review will be discussed. Instruction regarding the use of qualitative data analysis software will be provided. The course will also highlight the potential of qualitative methods to contribute to interdisciplinary or mixed-methods research focused on health experiences and outcomes. Applied learning opportunities will be emphasized to help prepare students to conduct future qualitative health research. Prerequisite: Admission to the graduate program, or permission of the instructor.

COURSE DETAILS
Course goals and objectives:
The goal of this course is to provide students with the knowledge and skills needed to conceptualize and conduct a rigorous qualitative research project focused on health. By the end of the course, students will be able to:
• describe the theoretical foundations of qualitative research
• describe the fundamentals of varying qualitative methods, including their strengths and limitations
• define and discuss the importance of qualitative research for the health sciences
• conduct a literature review to inform the design of a qualitative research project
• demonstrate familiarity with key approaches to analysing qualitative data
• effectively utilize qualitative analysis software (NVIVO)
• write a clear and well-conceptualised qualitative research proposal
• develop an application seeking institutional ethical approval for a qualitative research project

COURSE-LEVEL EDUCATIONAL GOALS
Competencies (MPH) being supported by this course:
Primary
• Methods of Population and Public Health Assessment, Diagnosis, and Analysis (CC3)
Reinforcing
• Policy and Program Planning, Implementation, and Evaluation (CC8)
• Core Concepts in Population and Public Health (CC9)

TEACHING FORMAT
One 3-hour session each week in a seminar format, including presentations by the instructor and guest speakers on specific topics, methodological issues, and research projects. Required readings will be critically assessed through facilitated group discussions. Some of these group discussions will be student-led, and each student will be responsible for being the primary discussant for at least 2 readings over the course of the semester.
GRADING

Attendance and participation (10 marks)  10%
Presentation of course readings as primary discussant (20 marks)  20%
Literature review (20 marks)  20%
Tri-Council Policy Statement ‘Course on Research Ethics (CORE)’ Tutorial (5 marks)  5%
Institutional ethics application (15 marks)  15%
Qualitative research proposal (30 marks)  30%

REQUIRED READING

Readings will be available through CANVAS or the library (key books have been put on reserve).
Many of the course readings will be drawn from the following volumes:


Please see the Course Schedule document for the full list of required readings.