FACULTY OF HEALTH SCIENCES
SESSIONAL INSTRUCTORS – Fall 2017

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

The duration of employment will be September 5 - December 22, 2017 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>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 306-3 (BBY)</td>
<td>Principles of Health Economics</td>
<td>Fridays 2:30 - 5:20 pm, BLU 9011</td>
<td>June 27, 2017</td>
</tr>
<tr>
<td>HSCI 424-4 (BBY)</td>
<td>Strategic Applications of GIS in Health</td>
<td>Wednesdays and Fridays 12:30 - 2:20 pm, BLU 11660</td>
<td>June 27, 2017</td>
</tr>
<tr>
<td>HSCI 449-3 (BBY)</td>
<td>Community and Health Service</td>
<td>Fridays 2:30 - 5:20 pm, BLU 11401</td>
<td>June 27, 2017</td>
</tr>
<tr>
<td>HSCI 478-3/ 778-3 (BBY)</td>
<td>Seminar in Molecular Epidemiology of Infectious Diseases</td>
<td>Mondays 9:30 am - 12:20 pm, BLU 9920</td>
<td>June 27, 2017</td>
</tr>
<tr>
<td>HSCI 826-3 (BBY)</td>
<td>Program Planning and Evaluation</td>
<td>Wednesdays 6:30 - 9:20 pm, BLU 9011</td>
<td>June 27, 2017</td>
</tr>
<tr>
<td>HSCI 870-3 (BBY)</td>
<td>Global Health &amp; International Affairs</td>
<td>Mondays 2:30 - 5:20 pm, BLU 9011</td>
<td>June 27, 2017</td>
</tr>
</tbody>
</table>

Recommended Qualifications:
- Doctoral degree

Minimum Qualifications:
- Graduate degree in a related field with demonstrated expertise in the content areas covered by the course, as identified in the calendar description and sample course outline
- Experience teaching university-level courses
- Evidence of teaching ability commensurate with the responsibility of teaching the assigned credit course and of carrying out the duties to the effective conduct of that course.

Interested applicants should send, by the closing date shown above, one PDF document containing (1) a covering letter and (2) a C.V. to:

Sessional Applications
c/o Dr. Stephen Smith, Associate Dean, Education
Faculty of Health Sciences, Simon Fraser University
Blusson Hall 11320, 8888 University Drive
Burnaby, BC V5A 1S6 Email: fhs_sessional@sfu.ca

Course Calendar descriptions can be found here: http://www.sfu.ca/students/calendar/2017/summer/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 1S6, telephone 778-782-3237.

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

Simon Fraser University is committed to the principle of equity in employment. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada.

Course offerings are subject to budgetary approval and enrolment figures.
FACULTY OF HEALTH SCIENCES

HSCI 306-3 Principles of Health Economics

CALENDAR DESCRIPTION:

Students will gain an introductory understanding of the theories and concepts that underpin economics, and be able to demonstrate how these can be applied to provide insights for health policy, health care decision making and health technology assessment.

COURSE DETAILS:

COURSE DESCRIPTION: Health care systems throughout the world are faced with rising costs and increasing demands. It is perhaps inevitable that there is a consequent tendency to turn to the discipline of economics for help. Much of the interest in this discipline arises from a belief that economics is about economizing, about saving money. This is inaccurate. Economics is about the use of scarce resources in an efficient and equitable way. This course is designed to provide students with a comprehensive but accessible introduction to economic principles and applications.

OVERALL GOAL: The aim of this course is to provide students with an understanding of the theories and concepts that underpin economics and demonstrate how these can be applied to provide insights for health policy and health care decision-making.

TEACHING FORMAT: Over the course of the semester, the 3 hours of weekly class time will include combinations of conventional seminar presentations, class discussions, and group activities. Seminar presentations will be used to introduce key themes and represent a starting point for students to engage in self-directed study.

COURSE-LEVEL EDUCATIONAL GOALS:

CORE COMPETENCIES IN FHS CURRICULA: The study of economics as applied to health and health care is likely to be new to all FHS students. This does not make the course a ‘bad fit’ for the faculty – quite the opposite. The application of simple economic principles provides very useful insight for decision-making in all areas of health care (such as clinical practice, public health, commissioning health services, etc.).

EXPECTED OUTCOMES: No prior knowledge of economics is necessary. On completion of the course, students should be able to demonstrate how the application of economic principles in the context of health and health care can help to address inefficiencies in health service delivery. Students will demonstrate their competency with the course material through two midterm assessments and a final assignment, as well as during class participation.

LEARNING OUTCOMES: Upon completion of this course, students will be able to:
1. Define fundamental concepts of economics.
2. Articulate these fundamental concepts in health and non-health contexts.
3. State and explain reasons for market failure in health care.
4. Apply economic reasoning to debate whether governments should regulate health care.
5. Contrast different economics evaluation study designs.
6. Critique economic evaluation literature regarding applied economic analyses, current areas of academic debate, and methodological challenges.

GRADING:

- Midterm #1 ('take home' assignment) 20%
- Midterm #2 ('take home' assignment) 40%
- Final Exam 40%
REQUIRED READING:

Throughout the course, links to online peer-reviewed articles will be provided through Canvas. There is no single required textbook for the entire course; material will draw from the following two texts:


RECOMMENDED READING:

The following textbook is also a very accessible introduction to important issues in health economics. It is a recommendation only and will not feature in the course reading list.

Donaldson C. *Credit Crunch Health Care: How economics can save our publicly-funded health services*. The Policy Press; 2011
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 449-3  Community and Health Service

PREREQUISITES:

90 units including HSCI 312 and 319 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.
HSCI 478-3  Seminar in Molecular Epidemiology of Infectious Diseases

PREREQUISITES:
HSCI 330 and MBB 331 as pre- or co-requisites.

CALENDAR DESCRIPTION:
Application of modern molecular methods to epidemiological questions. Globally-relevant and emerging infectious diseases will be highlighted. Students with credit for HSCI 432 in 2010 may not complete HSCI 478 for further credit

COURSE DETAILS:

COURSE DESCRIPTION: This senior seminar course will provide a broad overview of the application of modern molecular methods to infectious disease epidemiology. Topics will include the identification, monitoring, distribution and evolution of pathogens in human populations, the identification of genetic risk factors for disease acquisition and/or progression, and the application of molecular methods to screening, prevention and treatment of infectious diseases. Globally relevant diseases will be highlighted, with an emphasis on the molecular epidemiology of HIV/AIDS.

COURSE-LEVEL EDUCATIONAL GOALS:

OVERALL GOAL: By the end of the course students will have a strong foundational knowledge of molecular epidemiology methods, the distribution of host and pathogen genetic diversity in populations, and an understanding of how genetic factors influence disease risk and outcomes.

EXPECTED OUTCOMES: Students will be able to describe modern molecular techniques (including PCR, DNA sequencing and phylogenetic analysis) and their application to infectious disease epidemiology. Students will gain a basic understanding of how host and pathogen genetic variation is distributed globally and how such variation influences disease acquisition risk and disease outcomes. Students will gain confidence in oral and written presentation skills. Students will gain experience with literature searches and confidence in reading, interpreting and critiquing primary research articles.

GRADING:
- Assignment 1 20%
- Assignment 2 20%
- Assignment 3 5%
- Midterm exam 25%
- Final Exam 30%

MATERIALS + SUPPLIES:

REQUIRED TEXT: None. Required readings will be in the form of primary and review articles in scientific journals; links to these articles will be provided.
FACULTY OF HEALTH SCIENCES

HSCI 778-3 Seminar in Molecular Epidemiology of Infectious Diseases

PREREQUISITES:

BISC 303, 330, MBB 331, or permission from the instructor.

CALENDAR DESCRIPTION:

Application of modern molecular methods to epidemiological questions. Globally-relevant and emerging infectious diseases will be highlighted. The course will emphasize critical review of the current literature in the field.

COURSE DETAILS:

This graduate seminar course will provide a broad overview of the application of modern molecular methods to infectious disease epidemiology. Topics will include the identification, monitoring, distribution and evolution of pathogens in human populations, the identification of genetic risk factors for disease acquisition and/or progression, and the application of molecular methods to screening, prevention and treatment of infectious diseases. Globally relevant diseases will be highlighted, with an emphasis on the molecular epidemiology of HIV/AIDS.

COURSE-LEVEL EDUCATIONAL GOALS:

OVERALL GOAL: By the end of the course students will have a strong foundational knowledge of molecular epidemiology methods, the distribution of host and pathogen genetic diversity in populations, and an understanding of how genetic factors influence disease risk and outcomes.

EXPECTED OUTCOMES: Students will be able to describe in detail modern molecular techniques (including PCR, DNA sequencing and phylogenetic analysis) and their application to infectious disease epidemiology. Students will gain an understanding of how host and pathogen genetic variation is distributed globally and how such variation influences disease acquisition risk and disease outcomes. Students will gain confidence in oral and written presentation skills. Students will gain experience with literature searches and become proficient reading, interpreting and critiquing primary research articles.

GRADING:

- Assignment 1 20%
- Assignment 2 20%
- Assignment 3 10%
- Midterm Exam 25%
- Final Exam 25%

MATERIALS + SUPPLIES:

REQUIRED TEXT: None. Required readings will be in the form of primary and review articles in scientific journals; links to these articles will be provided.
FACULTY OF HEALTH SCIENCES

HSCI 826-3 Program Planning and Evaluation

PREREQUISITES:

Admission to the graduate program or permission of the instructor.

CALENDAR DESCRIPTION:

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

COURSE DETAILS:

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

COURSE-LEVEL EDUCATIONAL GOALS:

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

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

NOTES:

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

REQUIRED READING:


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

HSCI 870-3 Global Health & International Affairs

PREREQUISITES:

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

COURSE DESCRIPTION:

This course is designed as a graduate-level introductory seminar course for all students interested in the intersection of Global Health and International Affairs. This course will be especially useful for students who desire to learn more about where global health “fits” with other International Affairs concerns, many of which compete with and/or supersede health in dominating global priority- and decision-making. As such, in this course global health is analyzed in relation to Canadian foreign policy, global political economy, international development, human rights, international law, and security. The assignments are designed to give you practice at skills you will need as entry level global health practitioners.

In this course, we recognize that global health engagements and interventions are part of a large complex of international activity, and that global health is much more than population and public health practice alone. Understanding the non-health complexities of global health is key to contributing humbly and meaningfully to on-the-ground sustainable change. Primary course learning objectives are designed so that you better understand the uncertainties and ambiguities in the field of global health while at the same time building confidence in your individual strengths as future global health practitioners.

This course is designed for students in the first year of their Masters or PhD programs. For MSc students, this course is an elective. The course is strongly recommended for MSc students focusing on global health careers (e.g., global health program officer in an international development agency) that will require a broad understanding of global health. For MPH students, this course meets wholly or in part the following MPH core competencies (Draft 25/06/09) CC3, CC5, CC6, CC7, CC9, CC10, CC11, GH 1-10, SIH1, SIH2, SIH3, SIH9, and SIH10.

COURSE FORMAT AND EXPECTATIONS:

The course is taught in modules, each attending to a specific thematic intersection of International Affairs and Global Health. Class meetings are conducted as seminars, and the success of the seminar is dependent upon students' solid pre-class preparation and active in-class participation.

Texts: Include Dead Aid and The End of Poverty (both required), research articles, commentaries and reviews.

GRADING:

Based on participation, discussion papers, discussion leadership, and final group presentation.

INSTRUCTOR NOTE:

The students who enjoy this course and learn the most are students who accept from Day 1 the complexities and uncertainties of global health work. This is not a course for students looking for universal models or patent approaches to global health phenomenon.