The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Summer Term 2018 / Intersession 2018 as noted. The duration of employment for Summer Term courses will be May 1 to August 27, 2018 inclusive. The duration of employment for Intersession courses will be May 1 to June 30, 2018 inclusive.

*NOTE: Course location codes: BBY=Burnaby, VCR=Vancouver, SUR=Surrey, DIST=Distance Ed

<table>
<thead>
<tr>
<th>COURSE # &amp; CAMPUS*</th>
<th>TERM</th>
<th>COURSE TITLE</th>
<th>LECTURE/SEMINAR TIME/LOCATION</th>
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<tbody>
<tr>
<td>HSCI 100-3 (BBY)</td>
<td>Summer Term</td>
<td>Human Biology</td>
<td>Mon. 10:30 am - 12:30 pm, AQ 3182 and Wed. 10:30 am - 11:20 am, AQ 3182</td>
<td>Jan. 29, 2018</td>
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<tr>
<td>HSCI 440-4 (BBY)</td>
<td>Summer Term</td>
<td>Cell Pathophysiology Laboratory</td>
<td>Thur. 1:30 pm - 5:20 pm, BLU 9650</td>
<td>Jan. 29, 2018</td>
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<tr>
<td>HSCI 483-3 (BBY)</td>
<td>Summer Term</td>
<td>Senior Seminar in Environmental Health</td>
<td>Wed. 2:30 pm - 5:20 pm, BLU 9021</td>
<td>Jan. 29, 2018</td>
</tr>
<tr>
<td>HSCI 826-3 (VCR)</td>
<td>Intersession</td>
<td>Program Planning and Evaluation</td>
<td>Mon. and Wed. 4:30 pm - 7:20 pm, Room TBD</td>
<td>Jan. 29, 2018</td>
</tr>
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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

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/2018/spring/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 if directed to Canadian citizens and permanent residents of Canada.

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

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:
Midterm exam 1 10%
Midterm exam 2 15%
Final exam 25%
Group presentation in tutorial 20%
Clinical trial assignment 20%
Tutorial participation 5%
Top Hat responses 5%

MATERIALS + SUPPLIES:
REQUIRED MATERIALS:
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 440-4  Cell Pathophysiology Laboratory

PREREQUISITES:
MBB 308 and HSCI 321, or permission from instructor.

CALENDAR DESCRIPTION:
A review of pathophysiological mechanisms of disease with an emphasis on the molecular, cellular and genetic bases of pathology. Laboratory includes cell-biology experiments, histological preparations, and microscopic examination of normal and diseased tissues.

COURSE DETAILS:
This course will provide students with hands-on experience in techniques in molecular biology, biochemistry and cell biology to investigate mechanisms involved in cellular pathophysiology. Topics will include cell growth, apoptosis, cell differentiation and cell migration.

COURSE-LEVEL EDUCATIONAL GOALS:
The objectives of this course are to provide students with knowledge in research techniques that can be used to investigate topics in cell biology as it relates to biological mechanisms governing disease pathogenesis in humans. At the end of this course students are expected to be able to discuss the basis for normal and pathological states at the molecular, cellular and tissue level.

GRADING:
Lab reports  50%
Tests      30%
Quiz       12%
Participation  8%

REQUIRED READING:
No required textbook for this course. A course handbook will be distributed in the first class.

EXPECTATIONS / IMPORTANT NOTES:
Students must bring their own lab coat to each class. The professor may make changes to the syllabus if necessary, within Faculty / University regulations.

This course is offered in lecture/lab/demonstration format. Notes from class presentations will be provided as PowerPoint presentations. Some assignments, readings and articles will be available from Canvas.
HSCI 483-3  Senior Seminar in Environmental Health

PREREQUISITES:
HSCI majors with 90 units, including HSCI 304 and HSCI 330.

COURSE DESCRIPTION:
This is an innovative course intended as an introduction to toxicology for students interested in learning more about this field and its role in public health disciplines. No previous training in toxicology, chemistry or biology is required. There is a focus on learning about toxicants in the world around us. Topics include:

- the origins of toxicology as a practice and discipline
- overview of toxicants commonly encountered in public health
- sources and pathways of hazards in environments and workplaces
- basic physiology of systems involved in detoxification and biotransformation
- public health policies and practices aimed at controlling hazardous exposures
- techniques for communicating and critiquing risk information for the public

LEARNING OBJECTIVES AND GOALS:
Upon completion students will be able to:

- describe the interesting history of toxicology and how it shapes our present day understanding of public health
- identify toxicants commonly encountered in public health
- explain the principles of absorption, distribution, metabolism and excretion
- evaluate current science news coverage of public health issues
- describe key public policies aimed at managing public health risks in Canada

EVALUATION:
- Chemical inventory project 25%
- Media file project 15%
- Term paper + presentation on a single toxicant 35%
- Midterm exam 15%
- Participation 10%

TEXTBOOK:

EXPECTATIONS / IMPORTANT NOTES:
The instructor may make changes to the syllabus if necessary, within Faculty / University regulations.
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:
Explain the basic elements of program planning and evaluation in public health and illustrate the linkages between health program planning, implementation, monitoring and evaluation.
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.
Distinguish different types of evaluations and justify when and why to use them for evaluating public health programs.
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.
Examine different evaluation approaches and theories (e.g. participatory evaluation, empowerment evaluation and utilization-focused evaluation, etc.) in relation to public health programs.
Apply a reporting strategy to share evaluation results, and to facilitate the use of public health evaluation findings.
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.
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.