The Faculty of Health Sciences requires Sessional Instructors to teach the following courses during the Fall Term 2018. The duration of employment will be September 1 to December 21, 2018 inclusive.

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

<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 100-3 (SRY)</td>
<td>Human Biology</td>
<td>Mondays 10:30 am - 12:20 pm and Wednesdays 10:30 - 11:20 am</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 120-3 (BBY)</td>
<td>Intro. to Human Sexuality &amp; Sex. Behav.</td>
<td>Mondays 4:30 - 7:20 pm</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 120-3 (SRY)</td>
<td>Intro. to Human Sexuality &amp; Sex. Behav.</td>
<td>Wednesdays 4:30 - 7:20 pm</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 215-3 (BBY)</td>
<td>Perspectives on Disability and Injury</td>
<td>Tuesdays 2:30 - 5:20 pm</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 307-3 (BBY)</td>
<td>Research Methods in Health Sciences</td>
<td>Wednesdays 8:30 - 10:20 am</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 324-3 (BBY)</td>
<td>Human Pop. Genetics and Evolution</td>
<td>Wednesdays 2:30 - 5:20 pm</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 330-3 (BBY)</td>
<td>Exploratory Strategies in Epidemiology</td>
<td>Wednesdays 9:30 am - 12:20 pm</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>HSCI 424-4 /</td>
<td>Strategic Applications of GIS in Health</td>
<td>Wednesdays and Fridays 12:30 - 2:20 pm</td>
<td>June 6, 2018</td>
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<tr>
<td>HSCI 890-4 (BBY)</td>
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<tr>
<td>HSCI 432-3 (BBY)</td>
<td>Seminar in Epidemiology</td>
<td>Wednesdays 2:30 - 5:20 pm</td>
<td>June 6, 2018</td>
</tr>
<tr>
<td>*HSCI 449-3 (BBY)</td>
<td>Community and Health Service</td>
<td>Fridays 2:30 - 5:20 pm</td>
<td>June 6, 2018</td>
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<tr>
<td>HSCI 826-3 (BBY)</td>
<td>Program Planning and Evaluation</td>
<td>Wednesdays 6:30 - 9:20 pm</td>
<td>June 6, 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/summer/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. 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.

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 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%

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 120-3: Introduction to Human Sexuality and Sexual Behavior

PREREQUISITES:
None.

CALENDAR DESCRIPTION:
Introductory information about human sexuality across a broad spectrum of topic areas. Sexual function is a fundamental part of a full and healthy life, but misinformation, concerns, problems, and dysfunctions are prevalent. An evidence-based introduction to human sexual function and dysfunction, and normal psychosexual development across a range of sexual behaviors. A perspective on the effects of socialization on sexual attitudes and behavior. Breadth-Social Sciences.

COURSE DETAILS:
This intent of the course is to provide students with an introduction to and overview of human sexuality and sexual behavior across a broad spectrum of topic areas. Through various disciplines including biology, public health, psychology and sociology, students will engage with course content to critically examine sexual health as both an individual and population-level health process and outcome.

History of sexology, sexual health research methodologies, anatomy & physiology, gender and sexual orientation, fertility, contraception, conception and the life-course, sexual dysfunction, sexual variations, sexual behaviours and relationships, and critical discussions of sex in culture and media will be discussed.

The aim of this course is to critically discuss and learn about how sex and sexuality both influences and is produced by individual behaviour, identity and health as well as social and interpersonal relations and issues. The core competencies that this course will address are:

- Core Concepts in Population and Public Health [Primary]
- Strategies for Preventing Disease and Promoting Health [Primary]
- Systems and Critical Thinking [Reinforcing]
- Infectious Disease Mechanisms [Primary].

COURSE-LEVEL EDUCATIONAL GOALS:
At the end of this course, students are expected to be able to:

1. Correctly and accurately describe how changes in the field of human sexuality have impacted perspectives, attitudes and knowledge of sexuality, sex and gender over time and across contexts.
2. Correctly identify and describe sexual anatomy, physiology, conception, prevention of pregnancy and the transmission of sexually transmitted infections, significance of gender identity constructs, sexual disturbances and treatment, sexual behaviours and describe issues related to maintaining sexual well-being.
3. Critically discuss and evaluate sexual health related issues as they appear in research and the media and develop independent and informed perspectives on such issues based largely on evidence and established knowledge.

(....outline continued on next page)
**GRADING:**

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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation Quizzes</td>
<td>15%</td>
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<tr>
<td>Written Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam 1</td>
<td>20%</td>
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<tr>
<td>Midterm Exam 2</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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**NOTES:**

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

**REQUIREMENTS:**

The content of this course covers many aspects of human sexuality and may include discussion of content or topics that are sensitive to some people. In order to accomplish the objectives of this course, it will often be necessary that we speak frankly about sex, gender and sexuality. Please keep in mind that throughout the course you may be exposed to thoughts, ideas or opinions that may differ from your own. It is expected that everyone will conduct themselves with respect for the rights and feelings of others, by recognizing the potential sensitivity of such topics and responding appropriately to others' reactions and comments.

**MATERIALS + SUPPLIES:**

Top Hat subscription. We will be using Top Hat to assess participation and engage with course material during lectures. Please be sure you are registered with a Top Hat account by the start of the semester and familiarize yourself with how Top Hat works by completing the Student Orientation <https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>.

**REQUIRED READING:**


*Lectures and readings will be structured around the 2nd edition of this textbook. Students wishing to use the earlier edition of this text are welcome to do so, but are responsible for reconciling any differences between texts on their own. While many things in human sexuality may be fairly static over time (i.e. our understanding of human anatomy and certain disease pathologies) our understanding of and treatment of social issues changes over time and there are important updates that have occurred since the first edition of this textbook. ISBN: 978-0199023134.*
FACULTY OF HEALTH SCIENCES

HSCI 215-3: Perspectives on Disability and Injury

PREREQUISITES:
HSCI 100 or BISC 101, HSCI 130.

CALENDAR DESCRIPTION:
An interdisciplinary overview of injury and disability. Review of global distribution and risk factors. Examination of disability and injury across multiple levels of analysis.

COURSE DETAILS:
This course introduces students to the fields of injury prevention and disability studies from a local (British Columbia) and global perspective. Definitions and models of disability will be examined, and students will have the opportunity to explore their assumptions and attitudes towards disability. Various approaches to health promotion, injury prevention and support for persons with disabilities will be discussed and critically studied, considering the influences and interactions between individual attributes, communities/workplaces, engineering and environments, systems and policies.

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

1. Identify and describe the prevalence, distributions and impacts of injuries and disabilities regionally and internationally.
2. Describe, compare and contrast selected models of disability.
4. Explain how selected policies and legislation apply to injury prevention and accommodation for people with disabilities.
5. Discuss the interactions between and influences of individual attributes, communities/workplaces, engineering and environments, systems and policies on health promotion, injury prevention and initiatives to support people with disabilities.
6. Critically examine, debate and propose strategies to address health promotion, injury prevention, inclusion and accessibility issues.

GRADING:
Top Hat responses 5%
Midterm exam 20%
Final exam 35%
Tutorial participation and presentations 15%
Assignment 25%

TEACHING FORMAT:
There will be a 3-hour lecture and one 50-minute tutorial each week. Attendance at tutorial is mandatory. Tutorials will vary from week to week and will include: discussions, debate and application of lecture material and required readings, student presentations and other activities. Students MUST attend their own tutorial groups at all times.

MATERIALS + SUPPLIES:
Required subscription to Top Hat classroom management system. Subscriptions are available online at https://tophat.com/, or they can be purchased at the SFU Bookstore (ISBN#9780986615108).

REQUIRED READING:
No required textbooks. Required readings will be posted on CANVAS.
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.
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:

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>20%</td>
</tr>
<tr>
<td>Take home assignments</td>
<td>25%</td>
</tr>
<tr>
<td>In class quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Evolution in action</td>
<td>10%</td>
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</tbody>
</table>

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 330-3: Exploratory Strategies in Epidemiology

PREREQUISITES:
Nine HSCI units including one HSCI 200 division course and either STAT 302 or 305 which may be taken concurrently.

CALENDAR DESCRIPTION:

COURSE DESCRIPTION:
This course will focus on using basic epidemiological concepts to evaluate research methods and discern sources of bias to be more sophisticated and critical consumers of real-world epidemiological research.

OVERALL GOAL:
The main goal of this course is to prepare students at a foundational level to evaluate and critique inferences drawn from epidemiological research on common health issues. Students will also experience the value and limitations of epidemiology as a tool for exploring the causes of health and disease in populations.

COURSE-LEVEL EDUCATIONAL GOALS:
EXPECTED OUTCOMES: By the end of this course, students who participate should be able to:

- Define foundational concepts in epidemiology used to make inferences from research results.
- Identify, categorize, predict and describe biases due to subject selection, confounding or misclassification of exposure or disease in realistic research scenarios.
- Critique epidemiological research using basic concepts of study design and bias.

GRADING:
Homework #1 20%
Homework #2 20%
Midterm Exam 30%
Final Exam 30%

NOTES:
Instructional techniques will include lectures, reading assignments, group discussions, practice problems, tests and written assignments. We will use a class response system (“clickers”) during lectures. Class notes, assignments and PowerPoint lectures will be available through Canvas. Readings will include electronically available materials from library and on the web. The professor may make changes to the syllabus if necessary, within Faculty / University regulations.

MATERIALS:

REQUIRED TEXT: The textbook is available free of charge online at http://activepi.herokuapp.com so you do not need to buy it. It is called ActivEpi Web by David Kleinbaum, Ph.D.

REQUIRED “iCLICKER”: InterWrite PRS RF Transmitter.
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 432-3: Seminar in Epidemiology

PREREQUISITES:
HSCI 330.

CALENDAR DESCRIPTION:
The epidemiologic approach to health and disease in a population. Applying epidemiology to evaluation and policy.

COURSE DETAILS:
This upper-level undergraduate course will provide a broad overview of infectious disease epidemiology from an interdisciplinary perspective, with a special emphasis on disease surveillance, monitoring and evaluation, study design, molecular epidemiology, and statistical methods. The course will build upon knowledge gained in HSCI 330 and other upper level epidemiological and statistical courses. The course will take a case-study approach which requires students to complete or participate in group activities both in and outside of class. Students will also take one mid-term exam and complete an abridged CIHR operating grant proposal.

COURSE-LEVEL EDUCATIONAL GOALS:
This course will provide students with a broad overview of epidemiology with an emphasis on infectious diseases from an interdisciplinary perspective, with special emphasis on molecular epidemiology, disease surveillance, monitoring and evaluation, study design, and statistical methods. Students will also gain competency in interpreting and critiquing research papers in the field and crafting and presenting an abridged operating grant.

GRADING:
Group exercises and readings presentation  20%
Exam  30%
Grant outline and final proposal  25%
Operating grant presentation  15%
Participation and attendance  10%

NOTES:
Additional information about assignments will be provided in class and on Canvas. 10% of the final grade will be based on attendance and participation.

MATERIALS + SUPPLIES:
Articles or books will be posted on Canvas; articles that are not available must be obtained by students. Refer to weekly breakdown of lectures for more details.
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.
Sample course outline: HSCI 826-3

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.