



Office of Graduate Studies and Postdoctoral Fellows

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GradStudies

MEMORANDUM

ATTENTION Senate **DATE** 12 September 2013
FROM Wade Parkhouse, Dean of Graduate **No.** GS2013.23
 Studies
RE: Faculty of Health Sciences

A handwritten signature in blue ink, appearing to read 'W. Parkhouse'.

For information:

Acting under delegated authority at its meeting of 8 July 2013, SGSC approved the following curriculum revision:

Effective Spring 2014**Faculty of Health Sciences****[GS2013.23]**

1. New course proposal:
HSCI 808-3 The Economics of Health and Health Care
HSCI 858-3 Prevention and Management of Cardiovascular Disease



New Graduate Course Proposal Form

PROPOSED COURSE

Subject (eg. MAPH) HSCI	Number (eg. 810) HSCI 808	Units (eg. 4) 3
Course Title (max 80 characters) The Economics of Health and Health Care		
Short Title (appears on transcripts, max 25 characters) Health Economics		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified Health care systems throughout the world are faced with providing 'value for money' at a time of rising costs and increasing demands. It is perhaps inevitable that there is a consequent tendency to turn to the discipline of economics for help. This course is designed to provide a comprehensive but accessible introduction to economic principles and applications for health sciences students. On completion, students will be able to demonstrate how the application of economic principles in the context of health and health care can help to address health system inefficiencies.		
Available Course Components: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required) There are no prerequisites for this course.		
<input type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: _____		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient) There are no additional course requirements for this course.		
Campus at which course will be offered (check all that apply) <input checked="" type="checkbox"/> Burnaby <input type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input type="checkbox"/> _____		
Estimated enrolment 20-30	Date of initial offering Fall 2014	Course delivery (eg. 3 hrs/week for 13 weeks) 3 hrs/week for 13 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (if the "Yes" box is checked, all students will require criminal record checks)		
Justification <input type="checkbox"/> See attached document (if more space is required) At present we have no basic health economics course offered at the graduate level. However, students and members of the practice community have indicated a need for such a course. This course is developed to respond to that need.		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended David Whitehurst
Number of additional faculty members required in order to offer this course 0
Additional space required in order to offer this course <input type="checkbox"/> see attached document None
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document None
Additional Library resources required (append details) <input type="checkbox"/> Annually \$ _____ <input type="checkbox"/> One-time \$ _____ None

PROPOSED COURSE from first page

Program (eg. MAPH) HSCI	Number (eg. 810) HSCI 808	Units (eg. 4) 3
Course title (max 80 characters) The Economics of Health and Health Care		

APPROVAL SIGNATURES

When a department proposes a new course it must first be sent to the chairs of each faculty graduate program committee where there might be an overlap in course content. The chairs will indicate that overlap concerns have been dealt with by signing the appropriate space or via a separate memo or e-mail (attached to this form).

The new course proposal must also be sent to the Library for a report on library resources.

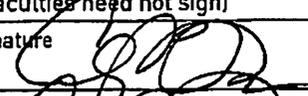
Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

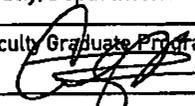
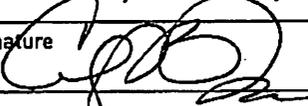
Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee CRAIG JAMES	Signature 	Date 7 July 2013
Department Chair " " (N/A)	Signature 	Date 7 July 2013

Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee  CRAIG JAMES	Signature 	Date 7 July 2013
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee Wade Parkhouse	Signature 	Date SEP 18 2013
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program	Contact name	Contact email
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FACULTY OF HEALTH SCIENCES

HSCI 808-3: The Economics of Health and Health Care

Lectures: xxx
 xxx

Lecture room: xxx
Office hours: xxx

Instructor: Dr. David Whitehurst
Office: Blusson Hall 10504
Phone: +1 (778) 782-8873
Email: david_whitehurst@sfu.ca

"(Health Economists) are active workers for improvement, concerned to improve the quality of people's lives to the maximum feasible extent. That is why I think health economics is the cheerful face of the dismal science."

(Professor Alan Williams)

PREREQUISITES: none

COURSE DESCRIPTION: Economics – the science of scarcity and choice – is something that people tend to take notice of when things seem to be going wrong. Health care systems throughout the world are faced with providing 'value for money' at a time of rising health care costs, increasing demand for health care, and a finite set of available resources. 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 graduate-level introduction to economic principles and applications. There will be a particular focus on whether economics can save publicly-funded health services, an idea proposed in Cam Donaldson's provocatively titled textbook.

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

CORE COMPETENCIES IN FHS CURRICULA: The study of economics as applied to health and health care is likely to be new to all FHS graduate 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 mid-term 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.

TEACHING FORMAT: Over the course of the semester, the 3 hours of weekly class time will include combinations of conventional lectures (using slides, overheads, and the whiteboard, where appropriate), class discussions, and group activities. Lectures will be used to introduce key themes and represent a starting point for students to engage in self-directed and participatory study. There are **no tutorials** for this course.

During the first class students will be placed into interdisciplinary work teams and will work within these teams for all remaining lectures. The purpose of small group work and class participation is to supplement, reinforce and critique material presented during lectures, enabling the students to take shared responsibility for creating a stimulating learning environment.

PowerPoint slides will be posted on Canvas *after* class. However, the content of the slides will not cover all of the course material so it is in students' best interest to attend each class.

ATTENDANCE: No attendance record will be kept. Given the participatory nature of this course, you are expected to attend all lectures. All students will be expected to contribute to activities within their allocated work team and to general class discussion. It should go without saying that students who attend lectures are likely to achieve better grades; course assessments are closely aligned to the learning objectives and teaching format.

LAPTOP AND CELL PHONE POLICY: I allow the use of laptops for note-taking. However, I strongly discourage the use of cell phones; I may ask you to put the phone away and invite you to leave class (time is a scarce resource after all). Technology can be a strong distraction to you and your colleagues so please bear this in mind at all times.

E-MAIL POLICY: You are welcome to submit questions and comments via e-mail. Make sure the 'Subject' line contains the name of the course ("HSCI 891"). Please keep the following in mind when sending your email.

- It is often easier and faster to ask a question in class or during office hours.
- I can only respond to questions that can be answered in a sentence or two. More complex questions should be asked in class/office hours. I may provide answers in class instead of replying to emails.
- I may not be able to respond to emails late in the evening or on weekends.
- Make sure that your question is clear and expressed in an appropriately polite manner.
- Anonymous messages will not be answered or discussed in class.

ASSIGNMENTS: *Mid-term assessment #1 (25%): dates and task to be determined*
Mid-term assessment #2 (25%): dates and task to be determined
Final Assignment (50%): dates and task to be determined

GRADING SCHEME: Mid-term and final assignments will be graded either with a numerical mark (i.e., points awarded out of 100) or a letter grade. The median final grade for students in this course is expected to be a B. This means that half of the students will make the median grade or above, and half will make the median grade or below. To translate numerical marks into letter grades, the cut-points between one letter grade and another (for example, the exact cut-off between A+ and A, A and A-, A- and B+, etc.) will be determined at the end of the semester. Students should be aware that the Faculty of Health Sciences has policies to minimize grade inflation in our courses and to be sure that superior performances are rewarded appropriately.

GRADE APPEALS: The instructor does not take their responsibility lightly. Students are advised that any request for grade reconsideration may result in an increased grade, a reduced grade, or an unchanged grade (Policy T20.01, clause 2.4.4: <http://www.sfu.ca/policies/gazette/teaching/t20-01.html>). The only reason a grade change will be made is if there is an arithmetic error in aggregating scores or if it has been determined that the assignment/exam deserves a lower grade or a higher grade after it has been remarked. Any student wishing to appeal a grade is required to provide a clear statement that explains the grounds for reconsideration, together with appropriate documentation.

CONSEQUENCES FOR LATE ASSIGNMENTS

If you cannot write a mid-term in-class examination (if necessary) or meet an assignment deadline due to medical reasons, you must contact me **before the exam/deadline** (email, telephone, or in person). Medical justifications will require a completed Health Care Provider Statement form: <http://students.sfu.ca/forms.html>. If you are allowed to make-up the missed exam, the assessment method could comprise any format.

I will review non-medical extenuating circumstances on an individual basis:

- If there is a family problem that you must attend to, I require a written explanation of the reason for your absence, and some means of verification.
- If you need an alternate date to submit the mid-term assignment, or sit an exam, in order to observe a holy day for your religion, you must provide a **written request during the first week of the course**.
- I will not accept 'Public Transit' excuses unless conditions are exceptionally severe.
- All students should be aware of the dates for the summer semester examination period. Therefore, I do not expect any students to be away for the exam. If you know you are going to be away for the final exam, contact me about it as early as possible.

ACADEMIC HONESTY & STUDENT CONDUCT POLICY

Academic honesty plays a key role in SFU's efforts to maintain a high standard of academic excellence and integrity. Students are advised that all acts of intellectual dishonesty are subject to disciplinary action by the University; serious infractions are dealt with in accordance with the Student Conduct and Discipline policy (S10; <http://www.sfu.ca/policies/gazette/student.html>). Students are strongly encouraged to read the policy and inform themselves of the definitions and consequences.

The Updated 'Understanding and Avoiding Plagiarism Tutorial' is available through the SFU website: <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>. Completion of this tutorial is recommended.

If you find that you are tempted to plagiarize or otherwise cheat, do not do it. If you find yourself overwhelmed – which can happen to anyone – SFU has resources to help. I have regular office hours, during which I can assist you with your work. SFU's Academic Advice service has drop-in sessions too. Please seek out SFU's resources to help you, if necessary.

REQUIRED READINGS

Throughout the course, links to on-line articles will be provided through Canvas. There is no single required textbook; course material will draw from the following 3 texts:

- Hurley JE. *Health Economics*. McGraw-Hill Ryerson; 2010
- Drummond MF, Sculpher MJ, Torrance GW, O'Brien BJ, Stoddart GL. *Methods for the Economics Evaluation of Healthcare Programmes*. 3rd Ed. Oxford University Press; 2005
- Donaldson C. *Credit Crunch Health Care: How economics can save our publicly-funded health services*. The Policy Press; 2011

CANVAS

Course-related information and materials will be available on Canvas. Students are encouraged to use the online discussion board as a means for engaging with peers and raising queries related to course content. It is the students' responsibility to ensure they are up to date with course announcements posted on Canvas.

COURSE & READING SCHEDULE

Please note that this schedule is a *guideline*. The schedule is subject to change at the discretion of the instructor. Any changes will conform to Faculty / University regulations. All readings in the schedule are from the recommended textbooks or will be posted on Canvas (either in PDF form or through an online link).

Date	Week	Lecture Topic(s)	Recommended Readings <i>Additional readings will be added here and posted on Canvas, where appropriate</i>
	1	<i>What is economics and what has it got to do with health sciences?</i> <i>Introduction to fundamental economic concepts</i>	Hurley: chapter 1 Mooney GH and Drummond MF. Essentials of health economics: Part I – What is economics? <i>Br Med J</i> . 1982; 285(6346): 949–950 Haycox A. What is Health Economics? http://www.medicine.ox.ac.uk/bandolier/painres/download/whatis/what_is_health_econ.pdf
	2	<i>Fundamental economic concepts (cont...)</i> <i>The basics of markets & market failure</i>	Hurley: chapters 2 & 3 Wolf C. Markets or Governments: Choosing Between Imperfect Alternatives. Chapters 1-3 http://www.rcid.org/pubs/notes/N2505.html
	3	<i>Utility, health and the demand for health care</i>	Hurley: chapters 2, 3 and 5 (and Part 2 intro.) Evans RG, Stoddart GL. Producing health, consuming health care. <i>Soc Sci Med</i> . 1990; 31(12): 1347-63 Wagstaff A. The demand for health: theory and application. <i>J Epidemiol Community Health</i> . 1986; 40: 1-11

	4	<i>Health care as an economic commodity</i> <i>The 'Information Problem'</i>	Hurley: chapters 7 & 8 Williams A. Health economics: the end of clinical freedom? <i>Br Med J.</i> 1988; 297(6657): 1183-6
	5	<i>Health care and health insurance</i> <i>Empirical evidence on the Demand for Health Care</i>	Drummond MF and Mooney GH. Essentials of health economics: Part II – Financing health care. <i>Br Med J.</i> 1982; 285(6348): 1101–2 Drummond MF, Mooney GH. Essentials of health economics: Part II (cont.) – Financing health care. <i>Br Med J</i> 1982; 285(6349): 1191-2 Manning WG, et al. Health insurance and the demand for health care: evidence from a randomized experiment. <i>Am Econ Rev.</i> 1987; 77(3): 251-277
	6	<i>Revisiting efficiency: are economists bad for your health?</i>	Reinhardt UE. Reflections on the meaning of efficiency: can efficiency be separated from equity? <i>Yale Law & Policy</i> 1992; 10(2): 302-315 Green T. The Efficient Drowning of a Nation: Is Economics Education Warping Gifted Minds and Eroding Human Prospects? In: Ambrose D, Cross T, editors. <i>Morality, Ethics and Gifted Minds.</i> Dordrecht: Springer; 2009
	7	<i>Supply side issues: modeling physician practice and behavior</i>	Hurley: chapter 13 (and Part 6 intro.) Bloor K, et al. Gender and variation in activity rates of hospital consultants. <i>J R Soc Med.</i> 2008; 101(1): 27-33
	8	<i>Introduction to economic evaluation in health care</i>	Drummond: chapters 1 & 2 Latimer NR et al. Inconsistencies in NICE guidance for acupuncture: reanalysis and discussion. <i>Acupunct Med.</i> 2012; 30(3): 182-6
	9	<i>Cost analysis in economic evaluation</i> <i>Measuring benefits for economic evaluation</i>	Drummond: chapters 4 and 6 Korthals-de Bos I, et al. Economic evaluations and randomized trials in spinal disorders: principles and methods. <i>Spine.</i> 2004 15; 29(4): 442-8
	10	<i>Measuring benefits for economic evaluation (cont...)</i> <i>The joint estimation of costs and benefits</i>	Drummond: chapters 6 and 7 Briggs AH, O'Brien BJ. The death of cost-minimization analysis? <i>Health Econ.</i> 2001; 10(2): 179-84

	11	<p><i>Challenges and controversies in economic evaluation</i></p> <p><i>Case study</i></p>	<p>Sculpher MJ, et al. Whither trial-based economic evaluation for health care decision making? <i>Health Econ.</i> 2006; 15(7): 677-87.</p> <p>Ratcliffe J, et al. A randomised controlled trial of acupuncture care for persistent low back pain: cost effectiveness analysis. <i>Br Med J.</i> 2006; 333(7569): 626</p>
	12	<p><i>Equity</i></p>	<p>Tsuchiya A, Dolan P. Do NHS clinicians and members of the public share the same views about reducing inequalities in health? <i>Soc Sci Med.</i> 2007; 64(12): 2499-503</p> <p>Williams A. Intergenerational equity: an exploration of the 'fair Innings' argument. <i>Health Econ.</i> 1997; 6(2): 117-32</p> <p>Williams A. Thinking about equity in health care. <i>J Nurs Manag.</i> 2005; 13(5): 397-402</p>
	13	<p><i>'Bad Science' in health economics</i></p> <p><i>Course recap and exam preparation</i></p>	<p>Kooreman P, Baars EW. Patients whose GP knows complementary medicine tend to have lower costs and live longer. <i>Eur J Health Econ.</i> 2012; 13(6): 769-76.</p> <p>Sampson CJ, et al. Do patients registered with CAM-trained GPs really use fewer health care resources and live longer? <i>Eur J Health Econ.</i> 2013 [Epub ahead of print].</p> <p>Kooreman P, Baars EW. Do patients registered with CAM-trained GPs really use fewer health care resources and live longer? A reply to Christopher James Sampson. <i>Eur J Health Econ.</i> 2013 [Epub ahead of print].</p>



New Graduate Course Proposal Form

PROPOSED COURSE

Program (eg. MAPH) HSCI	Number (eg. 810) 858	Units (eg. 4) 3
Course Title (max 80 characters) Prevention and Management of Cardiovascular Disease		
Short Title (appears on transcripts, max 25 characters) Prev.and Mgmt. of CVD		
Course Description for SFU Calendar <input type="checkbox"/> see attached document <input type="checkbox"/> Learning outcomes identified A multi-disciplinary approach to understanding the pathology, risk factors and treatments for the prevention and management of cardiovascular disease.		
Available Course Components: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Laboratory <input type="checkbox"/> Practicum <input checked="" type="checkbox"/> Online <input type="checkbox"/> _____		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete		This is a capstone course <input type="checkbox"/> Yes <input type="checkbox"/> No
Prerequisites (if any) <input type="checkbox"/> see attached document (if more space is required)		
<input checked="" type="checkbox"/> This proposed course is combined with an undergrad course: Course number and units: <u>BPK 421-3</u>		
Additional course requirements for graduate students <input type="checkbox"/> See attached document (if this space is insufficient) Graduate students will be required to complete seven unit discussions as part of the evaluation. Students will be concurrently completing the content of BPK 421-3 which is also offered on-line. BPK 858 will be cross-listed with HSC 858 and thus students cannot take BPK 858 for additional credit.		
Campus at which course will be offered (check all that apply) <input type="checkbox"/> Burnaby <input type="checkbox"/> Vancouver <input type="checkbox"/> Surrey <input type="checkbox"/> GNW <input checked="" type="checkbox"/> on-line		
Estimated enrolment 15-20 students	Date of initial offering Fall 2014	Course delivery (eg. 3 hrs/week for 13 weeks) online course over 13 weeks
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Practicum work done in this class will involve children or vulnerable adults (If the "Yes" box is checked, all students will require criminal record checks)		
Justification <input checked="" type="checkbox"/> See attached document (if more space is required) This course has been offered as a Special Topics course a number of times and aligns with one of the streams in our graduate programs.		

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course <input type="checkbox"/> information about their competency to teach the course is appended Scott Lear
Number of additional faculty members required in order to offer this course none
Additional space required in order to offer this course <input type="checkbox"/> see attached document none
Additional specialized equipment required in order to offer this course <input type="checkbox"/> see attached document none
Additional Library resources required (append details) <input type="checkbox"/> Annually \$_____ <input type="checkbox"/> One-time \$_____
none

PROPOSED COURSE from first page

Program (eg.) HSCI	Number (eg. 810) 858	Units (eg. 4) 3
Course title (max 80 characters) Prevention and Management of Cardiovascular Disease		

APPROVAL SIGNATURES

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The new course proposal must also be sent to the Library for a report on library resources.

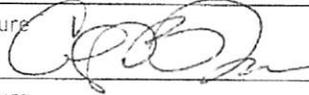
Once overlap concerns have been dealt with, signatures indicate approval by the department, home faculty and Senate Graduate Studies Committee.

Other Faculties

The signature(s) below indicate that the Dean(s) or designate of other Faculties affected by the proposed new course support(s) the approval of the new course.

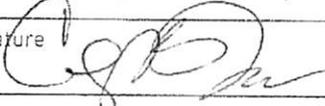
Name of Faculty	Signature of Dean or Designate	Date

Departmental Approval (non-departmentalized faculties need not sign)

Department Graduate Program Committee CRAIG JAMES	Signature 	Date 19 July 2013
Department Chair N/A	Signature	Date

Faculty Approval

Faculty approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Program Committee CRAIG JAMES	Signature 	Date 19 July 2013
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Senate Graduate Studies Committee Approval

SGSC approval indicates that the Library report has been seen, and all resource issues dealt with. Once approved, new course proposals are sent to Senate for information.

Senate Graduate Studies Committee Wade Parkhouse	Signature 	Date SEP 18 2013
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CONTACT

Upon approval of the course, the Office of the Dean of Graduate Studies will consult with the department or school regarding other course attributes that may be required to enable the proper entry of the new course in the student record system.

Department / School / Program	Contact name	Contact email
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FACULTY OF HEALTH SCIENCES

HSCI 858: Prevention and Management of Cardiovascular Disease Fall 2013 Course Outline

Course Format: distance education using WebCT

Instructor: Dr. Scott Lear

Email: slear@providencehealth.bc.ca

COURSE DESCRIPTION

In this course, we will take a multi-disciplinary approach to understanding the pathology, risk factors and treatments for the prevention and management of cardiovascular disease.

Designed by health-care professionals at St. Paul's Hospital's Healthy Heart Program, this course focuses on pathology and progression of atherosclerosis, assessment of individual risk factors, and calculation of overall cardiovascular disease (CVD) risk. Physical examination, as well as non-invasive cardiac imaging techniques will be discussed and demonstrated. Both theoretical and practical perspectives inform the course's approach to the principles of behavioural change, with emphasis on diet, physical exercise, and smoking cessation. The course also focuses on the management of dyslipidemia, as well as discussing chronic kidney disease, one of the most frequent co-morbidities associated with CVD.

COURSE OBJECTIVES

- To define the underlying pathophysiology of cardiovascular disease
- To assess the risk for future events in people with and without disease
- To explain the principles of appropriate preventative management in patients at risk or with disease
- To understand strategies for behavioural change.
- To recognize the importance of co-morbidities with respect to cardiovascular disease prevention

Evaluation

Assignment 1	15%
Assignment 2	15%
Assignment 3	20%
Unit discussions	20%
Final exam*	30%

*The final exam will be an open book online exam, available over a 24-hour period that will cover content from the entire course. The date of the final exam will be set in the first week of classes and take place sometime during the exam period.

READINGS:

Required Textbooks: None

Readings available electronically. These can be found in the "Web Links" section on the course WebCT site (see <http://webct.sfu.ca>).

PREREQUISITES: Admission to the Faculty of Health Sciences or Department of Biomedical Physiology and Kinesiology graduate programs or permission of the instructor. An undergraduate degree in a health or allied health field is recommended. Students who have taken BPK 421 may not take this course for further credit.

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



SIMON FRASER UNIVERSITY
LIBRARY

Library Course Assessments

The Library participates in the course approval process for new courses at both the undergraduate and graduate levels. By Senate motion (S.93-11) "no new course should be approved by Senate until funding has been committed for necessary library materials." A Library review should be conducted after new course proposals have been approved by the department or school curriculum committee, before being considered by the Faculty curriculum committee. New courses will not be approved at the Senate Committee on Undergraduate Studies (SCUS) or Senate Graduate Studies Committee (SGSC) until a Library review has been completed. Even if the department states that no new library resources are required, a report from the Library is required to confirm this view.

To submit course proposals for review by the Library, forward the following materials to [Megan Crouch](#).

- course proposal forms
- complete course outline
- reading list created for the course, if any
- date of Faculty curriculum committee meeting (or other deadline for library report)

Please send the above materials at least two weeks prior to your deadline.

An assessment will be done to evaluate whether the Library's holdings and present collection development activities are adequate to support the new course. If no new library resources are required, the course will be added to the appropriate list below indicating the library is adequately resourced to support the course.

If additional library resources are required, a full report will be created and linked below, and the associated costs will be identified. The costs may be one-time, to fill gaps in holdings, or ongoing, for example, to start new journal subscriptions, or sustain book collecting in areas not now included in the Library's collection scope. If costs are attached, the department or school is asked to transfer the required funds to the Library's materials budget. Questions about the process can be directed to [Megan Crouch](#).

No Additional Library Resources Required

- Unless otherwise indicated, these courses require no additional library resources based on a course location of SFU Burnaby. In many cases, if the courses were to be offered at SFU Surrey or Vancouver or as off-campus courses, additional Library costs might be involved. Please contact [Megan Crouch](#) for details.

Chronic Pain Research Institute

BPK 482 (KIN 482)

BUS 656, 719, 723, 724, 725, 726, 729

CMNS 327, 427

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FNST 206
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HIST 265 463, 476, [358 / IS 358]
HS [280 / IS 280]
HSCI 808, 843, 858 (KIN 858)
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Completed Library Course Assessments

FPA 186

MA in Comparative Media Arts

HIST / HS 2XX, 3XX, 4XX (was: Mediterranean and Southeastern European Studies Minor (History & Hellenic Studies)) (edited 10 June 2013)

Senate Approved Library Course Assessments

Senate document numbers appear in brackets where available, e.g. (S.11-7)