



OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC

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www.sfu.ca/vpacademic**MEMORANDUM**

ATTENTION	Senate	DATE	February 5, 2016
FROM	Gordon Myers, Chair Senate Committee on Undergraduate Studies	PAGES	1/1
RE:	Health Sciences (SCUS 16-08)		

A handwritten signature in blue ink, appearing to read "Gordon Myers", is written over the signature line of the memorandum.

For information:

Acting under delegated authority at its meeting of February 4, 2016 SCUS approved the following curriculum revision effective Fall 2016.

1. New Course Proposal: HSCI 495-4, Applied Health Science Project



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HEALTH SCIENCES

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MEMORANDUM

TO: Gord Myers and the Senate Committee on Undergraduate Studies

FROM: Mark Lechner, Director, Undergraduate Programs, Faculty of Health Sciences

RE: New course proposal : HSCI 495-4

DATE: January 26, 2016

At the Jan. 14, 2016 meeting, the Undergraduate Studies Committee in the Faculty of Health Sciences approved a new course "*Applied Health Science Project*" HSCI 495-4.

The course will be used to provide additional opportunities for applied learning and team-based projects by upper division students with community partners. A recent accreditation review of the undergraduate programs in the FHS by the Council for Education in Public Health has recommended increasing offerings for students to partake in experiential and cumulative experiences as well as project implementation.

Please put this new course for approval by SCUS on the next agenda.

Regards,

A handwritten signature in black ink, appearing to read "Mark S. Lechner".

Mark S. Lechner

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COURSE SUBJECT HSCI NUMBER 495

COURSE TITLE

LONG — for Calendar/schedule, no more than 100 characters including spaces and punctuation

Applied Health Science Project

AND

SHORT — for enrollment/transcript, no more than 30 characters including spaces and punctuation

CAMPUS where course will be normally taught: [X] Burnaby [X] Surrey [] Vancouver [] Great Northern Way [X] Off campus

COURSE DESCRIPTION (FOR CALENDAR). 50 WORDS MAXIMUM. ATTACH A COURSE OUTLINE TO THIS PROPOSAL

A transdisciplinary approach to integrating and applying knowledge from both academic disciplines and non-academic fields to jointly develop innovative solutions to particular scientific and societal problems in human health. Coursework emphasizes collaboration and is based on community-embedded projects.

REPEAT FOR CREDIT [] YES [X] NO How many times? [] Within a term? [] YES [] NO

LIBRARY RESOURCES

NOTE: Senate has approved (S.93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, if appropriate, confirmation that funding arrangements have been addressed.

Library report status, see lib.sfu.ca/collections/course-assessments []

RATIONALE FOR INTRODUCTION OF THIS COURSE

If more space is needed, please use the provided text box on page 4 of this document

This course will provide students an opportunity for experiential and active learning, transdisciplinary approaches that align with SFU's Engagement Strategy and Innovation Strategy. Currently FHS undergraduate students do not have course credit for independent or group project based studies. FHS has co-op opportunities and a community health service course but limited opportunities for applied, integrative, and cumulative projects based course work. This new course would also offer another possibility for students not able to meet the minimum GPA requirements of Honours degree course work. This course would also support FHS program accreditation by Council for Education on Public Health (CEPH) by increasing opportunities for experiential education and

SCHEDULING AND ENROLLMENT INFORMATION

Term and year course would first be offered (e.g. FALL 2014) FALL 2016

Term(s) in which course will typically be offered [X] Spring [] Summer [X] Fall [] Other (describe) []

Will this be a required or elective course in the curriculum? [] Required [X] Elective

What is the probable enrollment when offered? Estimate: 20-30



UNITS

Indicate number of units: 4

Indicate no. of contact hours for: 2 Lecture Seminar Tutorial Lab 2 Other – please explain

OTHER

Fieldwork. May involve working on or off-campus.

FACULTY Which of your present CFL faculty have the expertise to offer this course?

Nearly all faculty within the FHS have the expertise to lead a cumulative, project-based course with potential partners and mentors in the health sector or health-related community groups.

WQB DESIGNATION (attach approval from Curriculum Office)

PREREQUISITE AND / OR COREQUISITE

Minimum 90 units completed.

EQUIVALENT COURSES

Does this course replicate the content of a previously-approved course to such an extent that students should not receive credit for both courses?

COURSE - LEVEL EDUCATIONAL GOALS (OPTIONAL)

- 1. Examine key frameworks such as Integrated Health Innovation and systems thinking and their contributions to solving complex social/health issues across sectors.
2. Apply a Design Thinking process including researching the problem, ideation, prototyping, testing and iterating the process to create a solution to a complex health problem in a particular community

FEES

Are there any proposed student fees associated with this course other than tuition fees? YES NO



RESOURCES

List any outstanding resource issues to be addressed prior to implementation: space, laboratory equipment, etc:

OTHER IMPLICATIONS

Final Exam required: YES NO

Criminal Record Check required: YES NO

OVERLAP CHECK

Checking for overlap is the responsibility of the Associate Dean.

Each new course proposal must have confirmation of an overlap check completed prior to submission to the Faculty Curriculum Committee.

Name of Originator

Mark Lechner, Paola Ardiles

RATIONALE

More space if needed.

Additional reference for Transdisciplinary Approaches in Public Health.

An integrative process whereby scholars and practitioners from both academic disciplines and non-academic fields work jointly to develop and use novel conceptual and methodological approaches that synthesize and extend discipline-specific perspectives, theories, methods, and translational strategies to yield innovative solutions to particular scientific and societal problems.

It will provide students with an opportunity to integrate and demonstrate the knowledge and skills gained through their undergraduate studies, to address a broad health issue or concern in a designated community and/or population.

Characteristics of a transdisciplinary problem solving course:

- Team-based, teaching and learning
- Focus on real-world problems
- Problem-solution framework
- Cells-to-society approach
- Group projects, engagement with community
- Solutions with emphasis on implementation

Reference: Haire-Joshu & McBride (2013). Transdisciplinary approach in public health: research, methods and practice.