

Simon Fraser University
Maggie Benston Centre 1100
8888 University Drive
Burnaby, BC V5A 1S6

TEL 778.782.3042
FAX 778.782.3080

gradstudies@sfu.ca
www.sfu.ca/grad

MEMORANDUM

ATTENTION Senate
FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)
RE: New Course Proposals

DATE December 13, 2018



For information:

Acting under delegated authority at the meeting of December 4, 2018, SGSC approved the following new courses, effective **Fall 2019**:

Faculty of EnvironmentSchool of Resource and Environmental Management

- 1) New course: REM 898 Thesis Proposal

Faculty of Health Sciences

- 2) New course: HSCI 885 Special Topics in Experiential Global Health Learning

OFFICE OF THE DEAN

To: Dr. Jeff Derksen, Dean of Graduate Studies / Chair of SGSC
From: Dr. Dongya Yang, Chair, Faculty of Environment Graduate Studies Committee
cc: Dr. Sean Markey, Chair, REM Graduate Program Committee
Date: Oct. 16, 2018
Re: New course REM 898 Ph.D. Thesis Proposal
~~Calendar Entry Change for REM graduate program~~

The Faculty of Environment Graduate Studies Committee has approved the proposals from the School of Resource and Environmental Management (REM) to create a new course REM 898 Thesis Proposal, ~~and to change calendar entry for REM Ph.D.~~ Please add them to the agenda of the next SGSC meeting.

Should you have any questions or concerns, please feel free to contact.



Dongya Yang, Ph.D., Professor
Associate Dean of Research and Graduate Studies



TO: Dongya, Yang, Associate Dean, Faculty of Environment
FROM: Sean Markey, REM GSC Chair
RE: New Graduate Courses
DATE: October 16, 2018

Dear Dongya,

Attached, please find the new course form for our Thesis Proposal (REM 898). The course was created to conform to GPS requirements.

~~Also included, please find minor calendar clean-ups - part of GPS' initiative to review calendar accuracy, consistency.~~

Thank you for presenting to the Faculty Graduate Committee and beyond.

Best,

Sean Markey
REM GSC Chair



New Graduate Course Proposal

Course Subject (eg. PSYC) REM	Number (eg. 810) 898	Units (eg. 4) 0
Course title (max. 100 characters) Thesis Proposal		
Short title (for enrollment/transcript - max. 30 characters) Thesis Proposal		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) Students will present and orally defend their proposal before an approved oral examination committee. Graded on a satisfactory/unsatisfactory basis.		
Rationale for introduction of this course This course will allow students to complete the Thesis Proposal.		
Term of initial offering (eg. Fall 2019) Fall 2019	Course delivery (eg. 3 hrs/week for 13 weeks) n/a	
Frequency of offerings/year 3 times/year	Estimated enrollment per offering 3	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) none		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes <input type="checkbox"/> No if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input checked="" type="checkbox"/> Burnaby <input checked="" type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/> _____		
Grading Basis <input type="checkbox"/> Letter grades <input checked="" type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total repeats allowed? 4	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students:		

* See important definitions on the curriculum website.

RESOURCES

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

Faculty member(s) who will normally teach this course n/a
Additional faculty members, space, and/or specialized equipment required in order to offer this course none



CONTACT PERSON

Academic Unit / Program REM	Name (typically, Graduate Program Chair) Sean Markey	Email spmarkey@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

Graduate Program Committee Sean Markey	Signature 	Date October 15, 2018
Department Chair Sean Cox	Signature 	Date October 15, 2018

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content


Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Dongya Yang	Signature 	Date Digitally signed by Dongya Yang DN: cn=Dongya Yang, o=Simon Fraser University, ou=Archaeology, email=donyang@sfu.ca, c=CA Date: 2018.10.16 12:40:06 -0700
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date DEC 13 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: NOV 16 2018
 Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____



Education Programs Blusson Hall 10704
8888 University Drive
Burnaby, BC V5A 1S6

TEL 778.782.3071
FAX 778.782.5927

tvb@sfu.ca
www.fhs.sfu.ca

MEMORANDUM

ATTENTION Senate Graduate Studies Committee
FROM Timothy Beischlag, Director, Graduate Programs
RE: HSCI Graduate Course Changes

DATE November 13, 2018

The following program and course changes have been approved by the Faculty of Health Sciences and are forwarded to the Senate Graduate Studies Committee for approval. These changes should be effective Fall 2019. Please include them on the next SGSC agenda.

1. ~~Master of Public Health program change~~
2. New course proposal HSCI 895 – Special Topics in Experiential Global Health Learning
3. ~~Prerequisite (and description where the description had the prerequisite listed) changes for the following courses to standardize the entries as suggested by GPS:~~
 - a. ~~HSCI 803~~
 - b. ~~HSCI 805~~
 - c. ~~HSCI 807~~
 - d. ~~HSCI 822~~
 - e. ~~HSCI 823~~
 - f. ~~HSCI 825~~
 - g. ~~HSCI 826~~
 - h. ~~HSCI 829~~
 - i. ~~HSCI 830~~
 - j. ~~HSCI 839~~
 - k. ~~HSCI 841~~
 - l. ~~HSCI 842~~
 - m. ~~HSCI 845~~
 - n. ~~HSCI 849~~
 - o. ~~HSCI 855~~
 - p. ~~HSCI 870~~
 - q. ~~HSCI 886~~
 - r. ~~HSCI 889~~
 - s. ~~HSCI 890~~
 - t. ~~HSCI 891~~
 - u. ~~HSCI 902~~
 - v. ~~HSCI 903~~

Sincerely,

Timothy Beischlag
Director, Graduate Programs

New Graduate Course Proposal

Course Subject (eg. PSYC) HSCI	Number (eg. 810) 885	Units (eg. 4) 3
Course title (max. 100 characters) Special Topics in Experiential Global Health Learning		
Short title (for enrollment/transcript - max. 30 characters) Experiential Global Health		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description) This experiential learning in global health field course focuses on inter-disciplinary approaches to understanding and addressing the global burden of disease and health inequities in socially and culturally diverse global settings. The intensive format is designed to foster hands-on, experiential learning in key principles and practices of global health, preparing students for research and practice.		
Rationale for introduction of this course See attached		
Term of initial offering (eg. Fall 2019) Fall 2019 ^{KAF}	Course delivery (eg. 3 hrs/week for 13 weeks) Intensive format; 40-50 hours of instruction spread across a 7-10 day period	
Frequency of offerings/year Twice a year	Estimated enrollment per offering 10	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) N/A		
Prerequisite and/or Corequisite HSCI 802, HSCI 821, HSCI 901 (prerequisites)		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input checked="" type="checkbox"/> FLD		
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Total repeats allowed? 2	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: HSCI 496; Graduate students will be held to different expectations, including leadership and higher-level analytic assignments.		

* See important definitions on the curriculum website.

RESOURCES

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

Faculty member(s) who will normally teach this course Dr. Angela Kaida, Dr. Shira Goldenberg
Additional faculty members, space, and/or specialized equipment required in order to offer this course Other faculty members with relevant expertise and interests in global experiential learning, including Malcolm Steinberg, John O'Neil, may also teach this course. Settings include international field sites and partner institutions in South Africa, the Mexico-U.S. border, and other global settings. The specific site will depend on the instructor and semester offered.

CONTACT PERSON

Academic Unit / Program Faculty of Health Sciences	Name (typically, Graduate Program Chair) Kellie Smith	Email kellie@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign

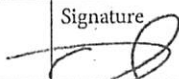
Graduate Program Committee	Signature	Date
Department Chair	Signature	Date

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

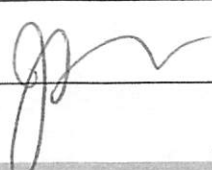
Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Tim Beischlag	Signature 	Date Nov 27 / 18
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date DEC 13 2018
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: **NOV 16 2018**

Course Attribute: _____

Course Attribute Value: _____

Instruction Mode: _____

Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

Rationale for introduction of this course

This course is designed to meet the priority for high quality, ethical and socially responsible international learning experiences identified by the Faculty of Health Sciences, SFU's International Engagement Strategy, and increasing student demand and interest in international and experiential learning to complement the didactic instruction currently offered on-campus. This course would also support FHS program accreditation by the Council for Education on Public Health (CEPH) by increasing opportunities for experiential education. It aims to prepare students for research and practice by providing a hands-on, intensive, experiential learning experience in which students will learn and apply key practices and principles of global health in socially and culturally diverse global contexts (e.g., South Africa, the Mexico-U.S. border region). Prior versions of the proposed course have been offered in South Africa in 2016, 2017, and 2018 (Instructors: Kaida, Steinberg) and at the Mexico-U.S. border in 2018 (Instructor: Goldenberg). These initiatives have been highly successful, attracting high-caliber students seeking applied training in global settings. Student feedback regarding these experiences has consistently demonstrated their unique value in supporting experiential and hands-on learning in the realities of global health.

FINAL April 22, 2018

SFU-SANTHE Intensive Course: Inter-disciplinary approaches to understanding the global burden of HIV and youth

[SFU: HSCI 891: Special Topics in Experiential Global Health Learning/
HSCI 488-3: Directed Studies
Summer Intersession 2016 (May 1-11, 2018) - Intensive Format]

Class Dates and Times: April 30th, May 2nd –4th and May 7th–11th, 2018 in class from 8:00 am - 3:30 pm daily

Class Location: Nelson R. Mandela School of Medicine
University of KwaZulu-Natal (UKZN), South Africa

Instructor: Dr. Malcolm Steinberg
Clinical Assistant Professor, Chair MPH Program
Rm 11018, Faculty of Health Sciences, Simon Fraser University (SFU)
Vancouver, British Columbia, Canada
Email: malcolm_steinberg@sfu.ca Tel: 778-782-8554

PURPOSE: This joint SFU-SANTHE intensive course is designed to provide senior undergraduate and graduate students with experiential training, learning, and mentorship in health sciences research and practice in a global context.

COURSE DESCRIPTION: The theme for this course is “Global Health, HIV, and Youth” framed within a “cell to society” approach. The intensive course format will offer an in-depth overview and experiential learning in global health, including HIV epidemiology and vulnerability among youth; Biomedical, behavioural, and socio-structural approaches to HIV prevention; HIV pathogenesis, immunology and virology; integrated sexual and reproductive health service delivery; HIV treatment; and community-engaged research and practice. The course will include critical review of major challenges and current developments in HIV prevention, treatment, and care through an inter-disciplinary lens to investigate factors contributing to the burden of HIV among youth in a global context.

The course is open to senior undergraduate and graduate trainees at SFU, other Canadian Institutions, and SANTHE (*Sub-Saharan African Network for TB/HIV research Excellence*) partner institutions. The course will provide an opportunity for Canadian and African students to learn together and contribute their experience, knowledge, perspectives, and skills to discussions and the learning environment.

EXPECTED OUTCOMES: Upon completion of this course, students should be able to:

- Describe interdisciplinary aspects of current HIV prevention, treatment, and care initiatives
- Describe how complex, intersecting inequities and processes fuel the global HIV epidemic
- Critically assess the connections between HIV vulnerability, social and structural inequities, and access to public health interventions
- Cultivate a global academic and professional network
- Experience hands-on experiential field-based learning in global public health

FINAL April 22, 2018

- Benefit from co-learning between Canadian and sub-Saharan African students

TEACHING FORMAT: Learners will participate in this intensive seminar course in Durban, South Africa. Daily classes will include lectures (from SFU and South African researchers, policy-makers, community representatives, and other key stakeholders), group discussions, reflexive de-briefing exercises, field site visits, and other interactive activities. Active student participation in class and online is expected. Maximum course enrolment is 20 students, balancing learners from Canadian and African institutions.

COURSE FORMAT: Learners will participate in 7 days of in-class meetings plus 3 days of independent and student group work in Durban, South Africa. MPH, MSc, and PhD students will participate in the course prior to initiating practica or research fieldwork in global sites, as appropriate. Interested senior-level undergraduate students will participate in the course during their final year of study and will also have the opportunity to elect to undertake placements in health promotion projects related to the theme of the course as well as research fieldwork.

Daily classes will include a combination of lectures (from a range of speakers including SFU and South African researchers, policy-makers, clinicians, government and community representatives, and other key stakeholders), group discussions, reflexive de-briefing exercises, field site visits, and other interactive activities. Throughout the course, we will examine global health theory, research, and practice as it pertains to HIV and youth, and discuss the results, conclusions, and implications of recently completed and/or ongoing research studies, programs, and policies.

Coursework and assignments will incorporate reflexive de-briefing exercises to support cultural competence as well as awareness of social location, positioning, and privilege. Discussions will integrate considerations of how inequity and social injustice produce and reproduce poor health outcomes.

In a final course project discussed with the instructor, learners will analyze a global HIV and youth issue & context, and apply health promotion & interdisciplinary thinking to engage stakeholders, and to support positive, sustainable change. The final project is due on May 23rd, 2018.

OPPORTUNITIES PRESENTED BY THIS COURSE

- Cultivate a global academic and professional network
- Hands-on experiential field-based learning opportunity in global public health
- Exposure to inter-disciplinary learning, practice, and research environments
- Co-learning between Canadian and sub-Saharan African students
- Experience language and cultural immersion

COURSE CREDIT: 3.0 credits

PRE-REQUISITES:

SFU trainees: An introductory global health course (HSCI 821, HSCI 160, or an equivalent) and epidemiology (HSCI 802, HSCI 330, or an equivalent), or permission from the instructor. MPH students must also complete HSCI 900/901. Interested students will be required to attend a pre-departure safety session (March 7th, 2018) in preparation for course.

FINAL April 22, 2018

SANTHE trainees: Interested students will be required to complete a **SANTHE Travel Scholarship Form**, including a brief description regarding their interest in the course and how it complements their learning and career goals.

All trainees: All interested students are required to submit expressions of interest to the course instructor: Dr. Malcolm Steinberg at malcolm.steinberg@sfu.ca. Please insert 'SFU SANTHE Field Course' in the Subject line of the message. All registered students are required to attend a pre-departure briefing. Details to be confirmed.

REQUIRED TEXT: There is no required textbook for this course. Required readings will be assigned in class and distributed via **CANVAS** (SFU's online Learning Management System: www.sfu.ca/canvas). In addition, students will be expected to read a novel during the course. [Steinberg, J. (2009). *Sizwe's Test: A Young Man's Journey Through Africa's AIDS Epidemic*. New York City, New York: Simon & Schuster.]

CANVAS: This course will be managed using SFU **CANVAS** site. All course documents, assignments, presentation slides, announcements, supplementary information, and discussions will be posted on the site. All registered students will be granted access to the course CANVAS site. Registered students must have access to a laptop or tablet, with WiFi connection capability.

COURSE COSTS:

The direct costs to students will include travel, accommodation, meals, and incidentals while attending the course in Durban. Cost-effective shared accommodation in Durban has been identified. Daily transportation between the student accommodation and the K-RITH seminar rooms, as well as to field sites will be provided at no direct cost to students. SANTHE will provide seminar space and administrative support to assist learners with logistic issues in Durban. Canadian students must also pay standard course tuition.

EXPECTATIONS: All students are expected to do and think about the readings prior to coming to each class. Be sure to bring the readings with you to class in addition to notes, comments, questions, and additional material that you would like to contribute to the class discussion. This class requires active participation and contribution from all members. Therefore, attendance is required. If you are absent, it is your responsibility to find out what you've missed from a fellow classmate. Without formal documentation justifying an absence, you will not be allowed to make up any missed work. Professional and courteous behaviour and communication between students, the instructor, and any guest lecturers is expected.

COMMUNICATION: Students who have questions about the course details or course content are asked to first post the question to Canvas so that other students can contribute or learn from the posted discussion. If the question is not amenable to an online discussion or additional information is required, you will be encouraged you to meet with the instructor during class or the assigned office hours. The instructor will be available to link up with students via phone/Skype prior following the course to support completion of the final Assignment.

ACADEMIC HONESTY¹

Academic honesty is essential for maintaining a high standard of academic excellence and integrity. There are many different forms of academic dishonesty. These include plagiarism such as inadequately citing the source of short phrases or ideas of an author in written work submitted for a grade and submitting or presenting another's work as one's own, among others. Students should read SFU's policy S10.01 on *Code of Academic Integrity and Good Conduct* at: <http://www.sfu.ca/policies/Students/index.html> which outlines all prohibited acts of academic dishonesty.

Students should also read SFU's policy on *Principles and Procedures for Student Discipline* (at: <http://www.sfu.ca/policies/Students/index.html>) which outlines the range of actions that may be taken in response to an instance of academic dishonesty. According to this policy, "If an Instructor finds that a student has engaged in academic dishonesty, the Instructor may, after consulting with the departmental Academic Integrity Advisor or Chair, impose one or more of the following penalties: i. give the student a warning; ii. require the student to redo the work, or to do supplementary work; iii. assign a low grade for the work; iv. assign a grade of "F" for the work." The Faculty of Health Sciences (FHS) adheres to SFU policies on academic dishonesty.

PLAGIARISM: Plagiarism is a serious academic offense. As upper-division undergraduate students and graduate students, you should be fully aware of what constitutes plagiarism and how to avoid it. If you require clarification or a reminder, you are encouraged to complete the following tutorial: <http://www.lib.sfu.ca/help/tutorials/plagiarism-tutorial>.

If any parts of your assignments or papers are plagiarized, you will be assigned an automatic zero, with no opportunity to make up work. Students found to have engaged in egregious plagiarism or other forms of academic dishonesty will be assigned an 'FD' ("failed due to dishonesty") and your case will be referred to the University Board on Student Discipline, at SFU, and / or to SANTHE for further action.

LATE WORK: In fairness to other students, barring unforeseen emergencies, late submissions are not accepted. Assignments submitted after the specified time/hour, will lose 5% per 24-hour period.

¹ Suggested wording taken from the Faculty of Health Sciences, Summer 2012 Semester Preparation Information document. p.36. April 5th, 2012.

FINAL April 22, 2018

COURSE ASSESSMENT (graduate students)*

In-class and online participation	10%
Assignments	20%
1 page summary of proposed final paper	10%
In-class presentation of final proposal	20%
Final Paper	40%

COURSE ASSESSMENT (undergraduate students)*

In-class and online participation	15%
Assignments	30%
1 page summary of proposed final paper	10%
In-class presentation of final proposal	15%
Final Paper	30%

* Note: SANTHE trainees will not receive course credit, however, the instructor will provide feedback, assessments, and a final grade. All trainees will receive a course completion certificate.

ASSIGNMENT DETAILS

These will be made available on CANVAS as separate documents. Each Assignment will be reviewed in class.

COURSE GRADE:

In step with the Faculty of Health Sciences' Grading Guidelines, no more than 8% of students will receive an A+ in this course.

GRADING SCALE:

Letter grade	Percent range	SFU Grade point equivalent
A+	90-100	4.33
A	85-89	4.00
A-	80-84	3.67
B+	77-79	3.33
B	73-76	3.00
B-	70-72	2.67
C+	67-69	2.33
C	63-66	2.00
C-	60-62	1.67
D	50-59	1.00
F	<50	0.00

COURSE EVALUATION: In addition to standard Student Evaluation, from SFU, students will be asked to provide structured feedback regarding the value of the course and the student experience to the instructor. This information will be used to refine future experiential learning opportunities and maximize the sustainability of the course.

ADDITIONAL NOTES: Within SFU/FHS regulations, the instructor may make changes to the syllabus during the course, as necessary. Any changes will be announced in class and posted to CANVAS.

SCHEDULE FOR THE COURSE: This is being finalized and will be provided as a separate document.

**HSCI 891: Special Topics in Experiential Global Health Learning/HSCI 488-3: Directed Studies
Summer Intersession 2017 (May 1-11, 2017) – Intensive Format**

Lecture Dates and Times:

May 1st-5th and May 9th-11th, 2017 in class from
8:00 am - 3:30 pm daily
May 6th-8th unstructured class time for independent
and group work

Class Location:

Seminar Rooms 1 and 2, Africa Health Research Institute
Nelson R. Mandela School of Medicine
University of KwaZulu-Natal (UKZN)
Durban, South Africa

Instructor: Dr. Angela Kaida **Email:** kangela@sfu.ca **Skype:** akkaida

PURPOSE: This intensive course is designed to provide senior undergraduate and graduate students with experiential training, learning, and mentorship in health sciences research and practice in a global context.

COURSE DESCRIPTION: The theme for this course is the “Global burden of HIV and health inequities among youth in sub-Saharan Africa”. The intensive course format will emphasize the integration and application of classroom and field experiences to enhance students’ professional skills as public health practitioners and researchers within global south settings. This course represents an exciting opportunity to prepare students for global public health research and practice by providing a unique, hands-on experience for students to adapt and apply key global health practices and principles within socially and culturally diverse settings. The course is open to senior undergraduate and graduate trainees at SFU, other Canadian institutions, and SANTHE (Sub-Saharan African Network for TB/HIV research Excellence) partner institutions.

EXPECTED OUTCOMES: Upon completion of this course, students should be able to:

- Describe interdisciplinary aspects of current HIV prevention, treatment, and care initiatives
- Describe how complex, intersecting inequities and processes fuel the global HIV epidemic
- Critically assess the connections between HIV vulnerability, health inequities, social and structural determinants, and access to and outcomes of public health interventions
- Cultivate a global academic and professional network
- Experience hands-on experiential field-based learning in global public health
- Benefit from co-learning between Canadian and African trainees, researchers, and public health professionals
- Benefit professionally from strengthened skills in community engagement, cultural sensitivity, and applied skills in global health

TEACHING FORMAT: Learners will participate in this intensive seminar course in Durban, South Africa. The format will involve field experiences and in-class sessions to maximize student learning. Daily classes will include in-class lectures (from a range of speakers), group discussions, field visits, reflexive de-briefing exercises, and other interactive activities. Active student participation in class and online is expected. Maximum course enrolment is 20 students, balancing learners from Canadian and SANTHE partner institutions.

REQUIRED TEXT: Required readings will be assigned in class and distributed via CANVAS.

COURSE ASSESSMENT (graduate students)

Participation & leadership	10%
Assignments	50%
Final paper	40%

COURSE ASSESSMENT (undergraduate students)

Attendance & participation	15%
Assignments	55%
Final paper	30%

PRE-REQUISITES: SFU students are expected to have completed an introductory course in global health (HSCI 821, HSCI 160 or an equivalent) and epidemiology (HSCI 802, HSCI 330, or an equivalent), or permission from the instructor. MPH students must also have completed HSCI 900 and 901, which includes training on cultural safety, reflexivity and social positioning. Interested SFU students are asked to submit a one-page description regarding their interest in the course and how it complements their learning and career goals.

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