

<p><b>Course Name:</b> HLTH 437/3.0  Seminar on Harm Reduction</p>	<p><b>Course Instructor:</b>  Dr. Stevenson Fergus</p>	<p><b>Contact Hours:</b>  Fall 2020 – Remote Delivery</p>
		<p><b>Prerequisite:</b> HLTH 237/3.0 and Level 4 in a HLTH (Major or Medial), or KIN Plan.</p>
		<p><b>Exclusion:</b> No more than 3.0 units from HLTH 437/3.0; HLTH 493/3.0 topic ID Harm Reductions</p>
<p><b>Course Description:</b></p> <p>In this course we will study the history and philosophy of harm reduction and learn about various approaches to harm reduction that have been implemented in Canada and around the world. Harm reduction has been defined by the International Harm Reduction Association (2010) as "policies, programs, and practices that aim primarily to reduce the adverse health, social and economic consequences of the use of legal and illegal psychoactive drugs without necessarily reducing drug consumption" (In Pates &amp; Riley, 2012). Harm reduction has also been applied to other behaviours such as gambling and sexual behaviours. This course will follow a seminar format in which student preparation, presentation, participation, and discussion are key requirements for learning. The class activities and assignments are intended above all to foster critical thinking.</p>		<p><b>Course Texts:</b></p> <p>We will be using Perusall (<a href="https://app.perusall.com/home">https://app.perusall.com/home</a>) to collaboratively annotate the readings. This means that as you read, you will be able to make comments, pose questions, and reply to other students in real time. I hope that this will make the readings more engaging for you and will help us to develop a class community despite not meeting in person. It will also help me to develop discussion questions and other activities for the synchronous sessions. Perusall will randomly assign you to a sub-group of students for each reading. HLTH 437, Fall 2020 It is important that you first access the readings via the links on the Schedule and Reading Assignments pages (in course syllabus) so that your participation can be accurately recorded in OnQ.</p>
<p><b>Intended Student Learning Outcomes:</b></p> <p>After the course, students should</p> <ul style="list-style-type: none"> <li>• Have an understanding of the philosophy and history of harm reduction in Canada and worldwide,</li> <li>• Be familiar with a variety of interventions using harm reduction principles,</li> <li>• Be able to critically examine harm reduction interventions,</li> <li>• Have improved research and writing skills, and</li> <li>• Have improved critical thinking skills.</li> </ul>	<p><b>Course Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Perusall participation (10%)</li> <li>• Zoom session attendance (5%)</li> <li>• Encyclopedia entry (5%)</li> <li>• Research study presentation (15%)</li> <li>• Literature review (15%)</li> <li>• Data analysis report (15%)</li> <li>• Final essay prospectus (5%)</li> <li>• Final essay (30%)</li> </ul>	

## Course Outline

Course introduction and overview	Community advocacy and harm reduction
An Introduction to harm reduction	Opposition to harm reduction
The opioid overdose epidemic	Managed alcohol programs; Harm reduction and e-cigarettes
Supervised consumption services	Harm reduction and gambling
Heroin assisted treatment and naloxone distribution	Other issues in and approaches to harm reduction
Harm reduction in prisons and drug decriminalization	

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