

**THE UNIVERSITY OF WESTERN ONTARIO
SCHOOL OF HEALTH STUDIES**

Health Implications of International Migration

HS 3091B section 002

Winter 2013

Instructor: Dr. Suzanne Huot

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Office hours: The instructor will be available following class on Wednesdays from 12:30-1:00. Otherwise, students can request an appointment via e-mail.

Class time and location: Mondays 11:30-12:30 and Wednesdays 10:30-12:30, SSC-2020

Prerequisite: Permission of the School of Health Studies

Prerequisite Checking: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

COURSE INFORMATION:

Objectives and orientation

This course will address the global phenomenon of contemporary international migration. Focusing largely on the Canadian immigration context, the health implications of international migration will be explored from an interdisciplinary perspective. Topics will address issues such as the global circulation of skilled health professionals, as well as the challenges faced by newcomers attempting to integrate into receiving societies.

This course is reliant on student preparation and participation. While classes will primarily be lecture-based, several classes will incorporate class participation involving critically informed scholarly discussions of readings. Core readings are specified for each session so that there is common basis for scholarly discussion. Students are expected to critically consider these core readings, and to obtain additional readings as required to further their understanding of relevant issues.

Course Materials

Required readings, listed below, are available online through the library catalogue.

TOPICS AND WEEKLY SCHEDULE:

Date	Topics	Required Readings – available online through the library catalogue
Jan. 7	Orientation to course	No required reading
Jan. 9 & 14	International migration in the contemporary context	Iredale, R. (2001). The migration of professionals: theories and typologies. <i>International migration</i> , 39(5), 7-24.
Jan. 16 & 21	Canadian immigration policy	Abu-Laban, Y. (1998). welcome/STAY OUT: The contradiction of Canadian integration and immigration policies at the Millennium. <i>Canadian Ethnic Studies</i> , 30(3), 190-211.
Jan. 23 & 28	Key health issues in migration studies	Elliott, S. J., & Gillie, J. (1998). Moving experiences: a qualitative analysis of health and migration. <i>Health & Place</i> , 4(4), 327-339.
Jan. 30 & Feb. 4	Health professional migration	Marchal, B., & Kegels, G. (2003). Health workforce imbalances in times of globalization: brain drain or professional mobility? <i>International Journal of Health Planning and Management</i> , 18, S89-S101. Available from: http://dspace.itg.be/bitstream/10390/1352/1/2003ijhp0S89.pdf
Feb. 6 & 11	Gendered migration (List of group members and topic for assignment due on February 6th)	Oxman-Martinez, J., Hanley, J., Lach, L., Khanlou, N., Weerasinghe, S., & Agnew, V. (2005). Intersection of Canadian policy parameters affecting women with precarious immigration status: A baseline for understanding barriers to health. <i>Journal of Immigrant Health</i> , 7(4), 247-258.
Feb. 13	Mid-term examination	
Feb. 18 & 20	Reading week	

Feb. 25 & 27	Refugees and asylum seekers	Stewart, M., Anderson, J., Beiser, M., Mwakarimba, E., Neufeld, A., Simich, L., & Spitzer, D. (2008). Multicultural meanings of social support among immigrants and refugees. <i>International Migration</i> , 46(3), 123-159.
Mar. 4 & 6	Migration in the media	Students must bring a news story addressing migration with them to class and be prepared to discuss it with a peer
Mar. 11 & 13	Immigrant youth and seniors	Rossiter, M. J., & Rossiter, K. R. (2009). Diamonds in the rough: Bridging gaps in supports for at-risk immigrant and refugee youth. <i>International Migration & Integration</i> , 10, 409-429. Available from: http://www.springerlink.com/content/xn6vr21175002k94/fulltext.pdf Shemirani, F. S., & O'Connor, D. L. (2006). Aging in a foreign country: Voices of Iranian women aging in Canada. <i>Journal of Women & Aging</i> , 18(2), 73-90.
Mar. 18 & 20	Temporary foreign workers (Assignment due on March 20)	Fudge, J., & MacPhail, F. (2009-2010). The Temporary Foreign Worker Program in Canada: Low-skilled workers as an extreme form of flexible labor. <i>Comparative Labor Law and Policy Journal</i> , 31(5), 5-45.
Mar. 25 & 27	Seasonal migration	Preibisch, K., & Binford, L. (2007). Interrogating racialized global labour supply: An exploration of the racial/national replacement of foreign agricultural workers in Canada. <i>Canadian Review of Sociology</i> , 44(1), 5-36.
Apr. 1 & 3	Undocumented migrants Human trafficking	Magalhães, L., Carrasco, C., & Gastaldo, D. (2010). Undocumented migrants in Canada: A scope literature review on health, access to services, and working conditions. <i>Journal of Immigrant and Minority Health</i> , 12(1), 132-151. Steward, D. E., & Gajic-Veljanoski, O. (2005). Trafficking in women: the Canadian perspective. <i>Canadian Medical Association Journal</i> , 173(1), 25-26.
Apr. 8 & 10	Health care access – barriers and facilitators Course review and exam preparation	Anderson, J. M., Tang, S., & Blue, C. (2007). Health care reform and the paradox of efficiency: “Writing in” culture. <i>International Journal of Health Services</i> , 37(2), 291-320.

EVALUATION:

A) PARTICIPATION (10% of total mark)

Participation marks will be assigned for completion and submission of exercises that will be completed within class time or through OWL. The exercises will relate to the topic of focus within the lecture and will enable students to apply and further consider some of the concepts and issues addressed within class. As these active learning and reflection exercises are related to course content, class attendance is strongly recommended. Exercises that occur during class must be submitted by the end of class and those occurring through OWL will have posted deadlines. If students miss a class or an online deadline they will not be allowed to complete the exercise for marks. Exceptions can be made for students who miss class for a valid reason, but students should advise the instructor of their absence ahead of time.

B) MID-TERM EXAMINATION (25% of total mark)

The mid-term examination will consist of multiple choice and short answer questions. It will take place on Wednesday, **February 13**, 2013 from 10:30am-12:00pm.

C) GROUP ASSIGNMENT: CASE STUDY (30% of total mark)

Working in groups of 4 to 5, students will prepare a case study addressing an issue of their choice relating to the health implications of international migration. This assignment is due on **March 20**, 2013 at 10:30am. The presentation must be submitted electronically through OWL. A one-page summary detailing the contribution of individual group members must also be submitted in class on March 20, 2013.

Students can opt to self-select groups. Students preferring to be assigned to a group should let the professor know by January 28 and they will be assigned to groups on January 30, 2013. The list of group members and selected topic must be submitted to the professor by **February 6**, 2013. Selected topics CANNOT be changed after this date (February 6). Students should research their topics ahead of the topic submission deadline to ensure proposed case study will be feasible.

Case studies can focus on a particular category of migrants (e.g. refugees, seasonal migrants), immigrants from a particular country living in a specific destination (e.g. South African immigrants in Ontario), a particular aspect of health and well-being (e.g. migrant mental health), or a combination of the above (e.g. remittances by Filipino nurses working in Manitoba).

Students will create a presentation about their selected case study topic using PowerPoint. Presentations must be between 10-15 minutes in length. Presentations that are shorter than 10 minutes or longer than 15 minutes will be penalized. Using the 'record narration' function in PowerPoint, students will narrate the presentation slides. All presentations will be uploaded into OWL so that all students will have the opportunity to view presentations created by other groups.

Presentations will outline the issue selected for case study by providing a clear and comprehensive overview of the topic being addressed. Presentations must include relevant background and contextual information (e.g. Why was topic selected? Why is this topic important to address?). Presentations must also address the contemporary context of the issue (e.g. What are the current issues of relevance in relation to the topic selected? May include any

relevant policy/legal issues). Finally, presentations must highlight what the health implications of the selected topic may be.

All students must contribute to the preparation of their group's presentation. In addition to submitting the PowerPoint presentations, groups will also have to submit a one-page summary of the contributions made by each group member (e.g. which student read which article(s), which student prepared which slides, etc). A hard copy of this summary must be submitted to the professor in class on March 20, 2013. Students are responsible for managing group dynamics and resolving group conflicts.

Additional assignment details:

- Presentations must be between 10-15 minutes in length and must be created using PowerPoint.
- The presentation should be properly referenced (references must be included on slides, with a full reference list included at the end of the presentation)
- A minimum of 5 references must be included – at least 4 of these should be additional readings (not articles that were assigned as required readings for course)
- Selected references can be specific to the issue being addressed, but can also be more general or theoretical in nature
- Presentations will be marked according to mechanics (5 marks), content (10 marks), and critical thinking (15 marks) – further detailed below

Marking criteria:

Mechanics (5 marks)

- presentation structure (adherence to time frame, quality of audiovisual material)
- presentation flow (logical progression, distribution of time to various topics, flow between various aspects of presentation)
- communication (clarity of expression, pacing of presentation)

Content (10 marks):

- Present issue selected for case study (Provide a clear and comprehensive overview of the topic being addressed)
- Include relevant background and contextual information (Why was topic selected? Why is this topic important to address?)
- Include attention to contemporary context (What are the current issues of relevance in relation to the topic selected? May include any relevant policy/legal issues)
- Highlight what the health implications of the selected topic may be

Critical Thinking (15 marks)

- Express key concepts and issues in concise, yet comprehensive, manner
- Exhibit logical flow of thought and depth of understanding
- Rather than simply summarize articles read, should draw on references to present a critical look at your selected issue (e.g. What are the main barriers and challenges faced?)
- Focus on the message you want to get across with respect to the topic of your case study
- Draw on academic references to support the arguments raised throughout the presentation

E) FINAL EXAMINATION (35% of total mark)

The final examination will consist of multiple choice questions.

The exam will not be cumulative (i.e. will address content not already covered by the mid-term examination).

It will be scheduled during the final examination period.

NOTE – FOR ALL ASSIGNMENTS:

Late assignments will incur penalties of 10% per day beginning at the end of the class in which they are due. No extensions will be granted. A mark of 0 will be assigned for assignments that are more than 7 days late. In the case of illness, please see the policy on accommodation for medical illness: <https://studentservices.uwo.ca/secure/index.cfm>

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/board/code.pdf>.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf.

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was

seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website:

<https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Language Proficiency

Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of Dr. Huot, returned to the student for revision to a literate level.

Grammar

Poor grammar matters academically, but it also projects an unprofessional image in professional writing. Remember that what may slide by in informal conversation is not necessarily acceptable in written language. Grammar checking programs may be helpful, but they may not catch all errors. If writing is a real problem for you, the Student Development Centre offers an excellent Effective Writing Program.

Use of Technology During Classes

The instructor supports the appropriate use of technology during classes. However, cell phones and other communication devices should be turned off during class unless you are involved in an urgent situation, when vibrate or silent mode should be used. Laptops may be used for note taking but accessing MSN, email or the internet is not permitted during class unless otherwise informed by the instructor.

Privacy

In order to respect privacy, graded assignments will only be returned directly to the student concerned. Individual grades will be posted to OWL, where they are secure. Grades will only be shared over e-mail if absolutely necessary and only with written permission from the student.

Professional Behaviour in Class

Students are expected to demonstrate exemplary professional behaviour and respect for others in

class. Address all instructors and guest lecturers with dignity and respect and fully demonstrate a client centered approach to learning and interacting with others. Some examples of disrespect include: being late for class or late returning from breaks, side conversations during lectures, wearing hats with visors that cover your face, wearing sunglasses.

Library Support

Marisa Surmacz is available to provide group teaching to support research for a particular assignment. She can be reached at marisa.surmacz@uwo.ca or by telephone at (519) 661-2111, Ext. 80959.

Accommodation for students with disabilities

It is the student's responsibility to contact the Services for Students with Disabilities Office to arrange for the appropriate forms to be sent to the course instructor for special accommodations. Accommodations cannot be granted without the appropriate documentation.

Support services: for additional supports please refer to the following relevant sites:

Registrarial services: <http://www4.registrar.uwo.ca>

Student development centre: <http://www.sdc.uwo.ca>

Student services: <https://studentservices.uwo.ca>

SUPPLEMENTARY READINGS

Bollini, P. (1992). Health policies for immigrant populations in the 1990s. A comparative study in seven receiving countries. *International Migration*, 30(S1), 103-119.

Dyck, I., & Dossa, P. (2007). Place, health and home: Gender and migration in the constitution of a healthy space. *Health & Place*, 13, 691-701.

Gozdziak, E. M., & Collett, E. A. (2005). Research on human trafficking in North America: A review of the literature. *International Migration*, 43(1/2), 99-128.

Grant, H. M. (2006). From the Transvaal to the Prairies: The migration of South African physicians to Canada. *Journal of Ethnic and Migration Studies*, 32(4), 681-695.

Hier, S. P., & Greenberg, J. L. (2011). Constructing a discursive crisis: risk, problematization and illegal Chinese in Canada. *Ethnic and Racial Studies*, 25(3), 490-513.

Joshi, A. (2002). The face of human trafficking. *Hastings Women's Law Journal*, 13, 31-52.

Kofman, E. (2004). Gendered global migrations: diversity and stratification. *International Feminist Journal of Politics*, 6(4), 643-665.

Lai, D. W. L., & Chau, S. B. Y. (2007). Predictors of health service barriers for older Chinese immigrants in Canada. *Health & Social Work*, 32(1), 57-65.

Llacer, A., Zunzunegui, M. V., del Amo, J., Mazarrasa, L., & Bolumar, F. (2007). The contribution of a gender perspective to the understanding of migrants' health. *Journal of Epidemiology and Community Health*, *61*, ii4-ii10.

Urquia, M. L., & Gagnon, A. J. (2011). Glossary: migration and health. *Journal of Epidemiology and Community Health*, *65*, 467-472.