

Western University
School of Health Studies
HS 3250F-001: Global Health Promotion

Instructor: Dr. Stephen Lin

Fall 2017

Email: clin64@uwo.ca

Office Hours: SSC 5209 (By Appointment Only)

Class Time & Location: Tuesday 2:30pm – 4:30pm, TC 205

Tutorial Time & Location: Wednesday 2:30pm – 3:30pm, TC 205

Teaching Assistant: Nada Chams

Email: ncham3@uwo.ca

Office Hours: Elborn College 2546 By Appointment Only)

Course Description

This course will provide the opportunity for critical inquiry into theories and principles related to health promotion in a global context. Students will be introduced to strategies that pertain to global health promotion of individuals, communities and nations and that affect both physical and social determinants of health. Examples of specific topics to be covered include the historical underpinning of global health, global health financing, infectious disease, food security, refugee health, sexual and reproductive health, and global health promotion in a humanitarian context. These topics will be explored using both international and local case studies that highlight the globalized reality in which contemporary health promotion practice is situated.

Prerequisite(s): Minimum of 60% in each of Health Sciences 1001A/B and 1002A/B

Course Objectives

- To understand global health promotion and health issues
- To comprehend the complexity of factors that shape the health of communities globally
- To critically examine theoretical models and issues of equity and social justice within the context of global health promotion
- To be able to identify major actors involved in global health and be aware of the context in which they operate
- To reflect on one's own experience and how it has influenced one's worldview, values, beliefs, and health care practices
- To share experiences and perspectives about global health

Course Structure

In this course, learning and teaching are considered a shared responsibility. My role is to guide, facilitate and support your learning. Your responsibility is to use the resources and to engage in dialogue and reflective, critical thought. The course is designed to foster discussion, debate, and critical examination of concepts relevant to global health promotion. The learning activities are designed to assist you in developing insight and to critically consider issues of global health promotion. Attendance in class and active participation in all activities is therefore expected. Tutorial sessions in this course and students will have opportunities to share thoughts and exchange ideas with others.

Required Texts

There are no textbooks for this course. Reading are mainly drawn from peer-reviewed journals and can be downloaded from OWL.

Methods of Evaluation

Midterm Exam.....	25%
Preliminary group research proposal.....	5%
Tutorial Participation & Online Discussion.....	15%
Final Group Research Project.....	25%
Final Exam.....	30%

Midterm Exam (25%)

This 2-hour midterm exam will cover the materials from **Sept 12 up to Oct 17**. It will consist of multiple choice questions only and is scheduled on Tuesday, Oct 24 (2:30pm - 4:30pm).

Final Exam (30%)

This 2.5-hour final exam will cover all the materials from the beginning of this course. It will consist of multiple choice and one major essay question and will be scheduled during the final exam period.

Preliminary Group Research Proposal (5%): Due on Oct 17 by Noon

In this assignment, your group (ideally, 4 students) is asked to propose a research topic related to global health which will be further developed throughout the semester. You must include the following components:

- A broad research question that your group aims to answer in **local** and **global** context
- Brief background information that underlies your research topic
- Justification of why you choose this topic
- Practical applications of your topic (e.g., health policy)

Important Notes:

- Length: **2 pages** double-spaced submitted through email (clin64@uwo.ca)
- Late assignments will be docked 5% per day, unless accommodation has been given

Tutorial Participation & Online Discussion (15%)

Tutorials are designed to give students an opportunity to reflect on the weekly reading. Starting from Week 2 (Sept 20), students are expected to attend the weekly tutorial (on Wednesday only) and complete the following three tasks:

1. discuss the strengths and weakness of each reading
2. demonstrate alternative perspectives that are lacking in the reading
3. provide reflection on the readings

**Please note that your participation mark is based on both quantity and quality of your speaking in class. Alternatively, students can gain participation marks through online

discussion by providing responses through the forum (on OWL) and responding to other students' ideas.

Final Group Research Project (25%):

In this assignment, your group will complete a research project which combines a **8 to 10 minutes** oral presentation (10%) scheduled on December 5 and submit a **10-page** research report (15%) by Noon, December 8, including the following parts:

A. An overview of your research project: (1 page)

Based on what you have written in your preliminary research proposal, explain how your research topic fits into the context of global health and then present a revised research question with clear objectives.

B. Introduction and Background information about the research topic: Culture, social-economic, political status, context that is relevant to the problem your group is addressing. What are the salient **determinants of the problem within your country of focus? Provide relevant research to support your ideas (3 pages)**

C. Response to the Problem: Based on the information you have stated in B, critically analyze one intervention that has been implemented by the national government and one intervention that has been implemented by the international level organizations to address the health problem. Discuss the degree to which these have been (un)successful. Explain why they have or have failed to solve the problem. **(3 pages)**

D. The Way Forward: Based on the above analysis, propose and justify **two** ways (different from the ones presented above) through which this problem could be successfully addressed. (Hint: Take into consideration all the principles of global health work covered throughout the course). Who would you partner with? Why? What challenges would you anticipate? How would you address them? **(2-3 pages)**

Important Notes:

- Length: **10 pages maximum**, double-spaced, 12 font size, submitted through email
- Either MLA or APA referencing, cover page is required and please include all group members' names and student number
- Late assignments will be docked 5% per day, unless accommodation has been given

Presentation Marking criteria:

➤ Mechanics (20%)

- 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 (50%):

- 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 the 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)

➤ **Critical Thinking (30%):**

- 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?)
- Focus on the message you want to get across with respect to your research topic
- Draw on academic references to support the arguments raised in the presentation.

General Course Policies and Procedures

Late Assignments

A late assignment will be penalized 5% for each day, or part of day, that it is late. There will be no exceptions except for valid, extenuating circumstances (e.g., incapacitating illness etc.) which MUST be documented as outlined below in the case of medical illness.

Makeup Exams

You must have a valid medical or compassionate reason for missing a scheduled examination, and documentation for your absence must be filed with the main office of the School of Health Studies prior to the examination (please see “Additional Statements” section below for information pertaining to accommodation for medical illness or non-medical absences).

Retroactive accommodation (i.e., for exams that have been written) will not generally be granted, nor will last minute requests for extensions/make-up exams. Following receipt of approved accommodation from the counselling office, a makeup examination will be scheduled within one week of the originally scheduled exam. Please note that makeup examinations may differ from the originally scheduled

Course Website (OWL)

All students in this course need to use OWL to access resources used in this course such as PowerPoint (lecture) handouts, additional handouts and/or readings, and this course outline. Students are responsible to check the OWL site regularly for this course for updates and announcements. Additionally, due to changes in privacy legislation, grades will only be provided to you through the course website. Please contact Instructional Technology Services (ITS) for difficulties in accessing OWL Sakai at (519) 661-3800, or <https://servlet.uwo.ca:8081/helpdesk/index.jsp>.

Use of Cellphones During Class

The use of cell phones is prohibited during lectures for any reason including taking pictures of the instructor or lecture material. Please ensure that all cellphones or other communication devices are turned off or have their ringers silenced. Students may be asked to leave the classroom if their activities are disruptive to the instructor and/or other students.

Use of Laptops During Class

The use of laptops is permitted for use in the classroom for note-taking purposes only. Students may be asked to close laptops or to leave the classroom if their activities are disruptive to the instructor and/or other students

Class Schedule and Weekly Reading

Week	Date	Topic/Assignment	Assigned Readings
1	Sept 12/13	Introduction to the Course What is Global Health and Principles of Global Health?	Skolnik, R. (2012). The Importance of Global Health. <i>Global Health 101</i> . Jones & Bartlett Publishers. Fried, Bentley, Buekens, et al. (2010). Global health is public health. <i>Lancet</i> , 375 (9714): 535-537. Gostin, L.O. (2007). Why rich countries should care about the world's least healthy people. <i>JAMA</i> , 298(1), 89-92.
2	Sept 19/20	The Challenge of Global Health The Case of Elbora Epidemic	Garrett, L. (2007). The Challenge of Global Health. <i>Foreign Affairs</i> , 86(1), 14-38. Sanders, D., Sengupta, A. & Scott, V. Ebola Epidemic Exposes the Pathology of the Global Economic and Political System. <i>International Journal of Health Services</i> , 45(4), 643-656. **Tutorial #1 (Sept 20)
3	Sept 26/27	Globalization, Migration & Health	Labonte, R., Mohindra, K. & Schrecker, T. (2010). The Growing Impact of Globalization for Health and Public Health Practice. <i>The Annual Review of Public Health</i> , 32:263-83. Gatrell, A. C. (2002). <i>Geographies of health: An introduction</i> . Chapter 6: People on the Move: Migration and Health (pp. 162-192). Malden, Mass.: Blackwell. **Tutorial #2 (Sept 27)

4	Oct 3/4	Healthy Immigrant Effect Acculturation, and mental health	<p>Kobayashi, K., & Prus, S. (2012). Examining the gender, ethnicity, and age dimensions of the healthy immigrant effect: Factors in the development of equitable health policy. <i>International Journal for Equity in Health</i>, 11:8</p> <p>Shim, Y., Schwartz, R. (2008). Degree of Acculturation and Adherence to Asian Values as correlates of psychological distress among Korean Immigrants. <i>Journal of Mental health</i>, 17(6), 607-617.</p> <p>**Tutorial #3 (Oct 4)</p>
5	Oct 10/11	Reading Week (No Class)	No Reading / No Tutorial
6	Oct 17/18	Refugee & Health	<p>Watters, C. (2001). Emerging Paradigms in the Mental Health Care of Refugees. <i>Social Science & Medicine</i>, 52(11), 1709-1718.</p> <p>Kirmayer, L.J. et al. (2011). Common Mental Health Problems in Immigrants and Refugees: General Approach in Primary Care. <i>Canadian Medical Association Journal</i>, 183(12): E959-967.</p> <p>Syrian Refugee Women: A Vulnerable Population Struggles to Find Care, August 11, 2017 The Meducator http://meducator.org/2017/07/syrian-refugee-women-a-vulnerable-population-struggles-to-find-care/</p> <p>*Preliminary Research Proposal Due on Oct 17 by Noon (Email Submission only)</p> <p>**Tutorial #4 (Oct 18)</p>
7	Oct 24/25	Midterm Exam (2 hours)	No Reading No Tutorial on Oct 25
8	Oct 31/ Nov1	Urbanization and health Labour migration and sexually transmitted diseases	<p>Butsch, C., Sakdapolrak, P., & Saravanan, V.S. (2012). Urban Health in India. <i>Internationales Asienforum</i>, 43 (1-2), 13-32.</p> <p>Sevoyan, A., & Agadjanian, V. (2010). Male Migration, Women Left Behind, and Sexually Transmitted Diseases in Armenia.</p>

			International Migration Review,44(2), 354-375. **Tutorial #5 (Nov 1)
9	Nov 7/8	Occupational health risk and sexual violence	Bail, et al. (2012). The Impact of Invisibility on the Health of Migrant Farmworkers in the Southeastern United States: A Case Study from Georgia. Nursing Research and Practice, 1-8. Decker, M. et al. (2011). Sex Trafficking, Sexual Risk, STI and Reproductive Health among a National Sample of FSWs in Thailand. Journal of Epidemiology and Community Health, 65(4), 334-339. **Tutorial #6 (Nov 8)
10	Nov 14/15	AIDS villages in China	Yan, J. et al. (2013). A Social Epidemiological Study on HIV/AIDS in a village of Henan Province, China. AIDS Care, 25(3), 302-308. The Economists (2007). Blood Debts. http://www.economist.com/node/8554778 **Tutorial #7 (Nov 15)
11	Nov 21/22	Gender & Reproductive Health	World Health Organization (2008). Eliminating Female Genital Mutilation: An interagency statement. Danial, S. (2013). Cultural Relativism vs. Universalism; Female Genital Mutilation, Pragmatic Remedies. The Journal of Historical Studies, 2(1), 1-10. **Tutorial #8 (Nov 22)
12	Nov 28/29	The Future of Global Health	Frenk, J. et al. (2010). Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World <i>The Lancet</i> , 376 (December 4): 1923-1958. **Tutorial #9 (Nov 29)

13	Dec 5/6	Group Presentation	No Readings / No Tutorial Final Group Case Study Assignment Due by Friday, Dec 8 by Noon
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ADDITIONAL STATEMENTS

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/pdf/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website http://www.uwo.ca/univsec/pdf/academic_policies/exam/english.pdf

Accommodation for Medical Illness or Non-Medical Absences

<http://www.westerncalendar.uwo.ca/2017/pg117.html>

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 UWO 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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

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.

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/pdf/academic_policies/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.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/>
2. Student Health – <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>