

**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)

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### **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

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.



discussion by providing responses through the forum (on OWL) and responding to other

- 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%)



4	Oct 3/4	Healthy Immigrant Effect  Acculturation, and mental health	<p>Kobayashi, K., &amp; 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><b>**Tutorial #3 (Oct 4)</b></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 &amp; 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 <a href="http://meducator.org/2017/07/syrian-refugee-women-a-vulnerable-population-struggles-to-find-care/">http://meducator.org/2017/07/syrian-refugee-women-a-vulnerable-population-struggles-to-find-care/</a></p> <p><b>*Preliminary Research Proposal Due on Oct 17 by Noon (Email Submission only)</b></p> <p><b>**Tutorial #4 (Oct 18)</b></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	

9	Nov 7/8	Occupational health risk and sexual violence	International Migration Review,44(2), 354-375. <b>**Tutorial #5 (Nov 1)</b>
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13	Dec 5/6	<b>Group Presentation</b>	No Readings / No Tutorial  <b>Final Group Case Study Assignment Due by Friday, Dec 8 by Noon</b>
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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](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>



