

TIMETABLE ARRANGEMENT: Annual; 2nd Semester

CREDITS: 6

COURSE TEACHER(S): Dr Calvin P TRIBBY

ASSESSMENT:

| EXAMINATION 60 % | COURSEWORK 40 % |
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| • 2 hours | • 3 reports on assigned readings or current events topic |

OBJECTIVES:

This course will provide students with a broad overview of the theories, methods, and applications of the geographies of health with specific contemporary public health examples.

COURSE SYNOPSIS:

This course introduces students to the history, theories and methods of the Health and Medical Geography subfield. We will explore topics from the perspective of health equity. Topics include tools of the field, social, biologic and spatial determinants of health, urban and rural health, the health transition and chronic disease, and climate change and health. This course will incorporate discussions on current, regional events to highlight the importance of various geographic aspects to understanding the many dimensions of health.

LECTURE TOPICS:

- Introduction and history
- Review of tools, mapping and spatial analysis
- Spatial policies and communicable diseases, especially the covid-19 response
- Social determinants of health
- Built environments and health
- Geographies of food, diet, nutrition and physical activity
- Urban and rural health
- Health transition
- Geography of chronic disease
- Exposome, microbiome, and genome
- Climate change and health

RECOMMENDED READING LIST:

- Emch, M., Root, E. D., & Carrel, M. (2017). Health and medical geography (Fourth edition). Guilford Press, New York
- Gatrell, A. C., & Elliott, S. J. (2014). Geographies of health: An introduction. John Wiley & Sons, West Sussex, UK.

| Course Learning Outcomes (CLOs) After completing this course, students would be able to: | | Alignment with Programme Learning Outcomes (PLOs)* | | | | | | Course Assessment Methods |
|---|--|--|---|---|---|---|---|---------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1 | describe the historical beginning of the health and medical geography subfield and key developments | ✓ | | | | | ✓ | Report & exam |
| 2 | summarize key methods and tools used in health and medical geography | | | | | | | Exam |
| 3 | illustrate the interaction between social, biologic and spatial determinants of health with a concrete example | ✓ | ✓ | | ✓ | ✓ | ✓ | Report & exam |
| 4 | apply geographic theories to interpret current public health affairs | ✓ | | ✓ | ✓ | | | Report & exam |
| 5 | explain the links between climate change and health and the forecasted health effects of continuing climate change | ✓ | ✓ | | ✓ | | ✓ | Report & exam |

***Geography Major Programme Learning Outcomes (PLOs)**

In order to meet the demands and challenges in this dynamic and ever-changing world, the Department has designed a series of well-structured and contemporary courses to cater to the different interests of students. Its courses are designed to align with the University’s educational aims which hope to nurture future generations not only with a critical and intellectual mindset, but also with a passion to contribute to society in general.

After completing the programme, Geography Major students should be able to:

- PLO1** critically analyse the geographical aspects of the relationship between people and the natural environment;
- PLO2** demonstrate and develop an understanding of how these relationships have changed with space and over time;
- PLO3** identify, collect and utilize primary and secondary data to investigate and analyse the issues and problems facing people, places and society;
- PLO4** integrate, evaluate and communicate information from a variety of geographical and other sources;
- PLO5** participate in promoting social, economic and environmental sustainability at the local, regional and global scales; and
- PLO6** effectively apply a range of transferable skills in academic, professional and social settings.

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