



**Western**  
Arthur Labatt Family  
School of Nursing

**HEALTH IN A GLOBAL CONTEXT  
N3310A**

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Office Hours: by appointment

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# HEALTH IN A GLOBAL CONTEXT

**N3310A**

**Online**

## **Calendar Description**

This course will address people's health and contextual factors influencing health in countries or regions with limited resources. Through a focus on particular situations, students will consider context-relevant health promotion and analyze issues of social justice in health and healthcare.

## **Expanded Description**

In this course, we will explore and analyze the many supraterritorial contextual factors that influence the health of individuals and populations. Often, we will focus on regions of the world with limited resources. These factors include, but are not limited to, the biological, social, and environmental determinants of health, the effects of globalization, and political processes. We will consider and critique the influence of health policy and international organizations on global health. An important theme in the course is social justice: what is equitable and how healthcare providers can impact health in a global context. As well, healthcare providers' preparation for working in global contexts and understanding how many contextual factors transcend borders to affect health and equity internationally and locally will be addressed. Learners will integrate knowledge of course concepts and content through weekly learning activities that include lectures, guest speakers, discussions, and class readings. Active, enthusiastic participation in your learning activities is required.

## **Course Weight & Delivery**

0.5 FCE, 3 lecture hours

Asynchronous online through OWL Brightspace

## **Course Goals**

1. Analyze healthcare practice from individual to population/organizational levels using research skills, evidence, ethical principles, multiple patterns of knowing, and critical and creative thinking.
2. Analyze health trends and issues in global contexts.
3. Engage in critical reflection of health and social justice to foster personal knowing and refine one's perceptions of healthcare practice.
4. Apply knowledge of interprofessional practice in global contexts.
5. Analyze, organize, and reconstruct information to effectively communicate about global health and inform global health practice.
6. Propose how to advocate with others for public policy that will address health and social justice locally, nationally, and internationally.

7. Propose policy changes related to systems that influence the health of populations.
8. Reflect on competent and ethical practice for Canadian nurses in global contexts.

**Entry-to-Practice Competencies for Registered Nurses (CNO, 2019) addressed in the course:**

1. Professional – 2.5, 2.7 & 2.12
2. Communicator – 3.4, 3.5 & 3.6
3. Collaborator – 4.1, 4.3 & 4.5
4. Leader – 6.1, 6.2, 6.6, 6.7, 6.9 & 6.10
5. Advocate – 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.11 & 7.14
6. Educator – 8.3
7. Scholar – 9.1, 9.3, 9.4, 9.5, 9.6, 9.7 & 9.8

**Course Materials**

Required readings and activities will be posted weekly on OWL Brightspace.

**Brightspace**

All course material will be posted to OWL Brightspace: <https://westernu.brightspace.com/>. If you need assistance with OWL Brightspace, please seek support on the [OWL Brightspace Help](#) page. Alternatively, you can contact the [Western Technology Services Helpdesk](#) online or by phone at 519-661-3800 or ext. 83800 for technical support. Current versions of all popular browsers (e.g., Safari, Chrome, Edge, Firefox) are supported with OWL Brightspace. What is most important is that you update your browser frequently to ensure it is current. All JavaScript and cookies should be enabled.

**Course Communication & Process**

This course will follow a weekly process; a lecture week begins on Monday at 8:00 AM and ends on Sunday at 11:55 PM. Weekly course announcements and content will be released Mondays at 8:00 AM. For questions, please post on OWL Brightspace discussion forums or contact the instructor via email.

**Land Acknowledgement**

Western University is located in what is now known as the City of London. This region is the traditional and current territory of multiple diverse Indigenous groups. The Anishnaabe and Lūnaapéewak peoples have occupied this region since before written history, as evidenced by their rich oral traditions. Current nearby communities include the Chippewas of the Thames First Nations (Anishinaabe) and Munsee-Delaware Nation (Lūnaapéewak). While various Haudenosaunee (People of the Longhouse) nations, also known as the Iroquois, have occupied many areas surrounding the Great Lakes, the Oneida Nation's Thames settlement was not established until the mid-1800s, following their displacement from their homelands in Wisconsin, New York State. The region is also the traditional territory of the historic Attawandaron peoples. The territory is connected to Treaty 6 (London Township Treaty of 1796) and the Dish with One

Spoon Covenant Wampum. Gabrielle Heil joins from what is now known as St. Clair Township as a guest on this territory of the Chippewa, Odawa, Potawatami, and Delaware Nations. This land is linked to Treaty 29 (Huron Tract Treaty). Nearby communities include Walpole Island First Nations (Bkejwanong), Aamijwnaang First Nations, and Chippewas of Kettle and Stoney Point First Nations. Joyla Furlano joins us from what is now known as Kingston, which is located on the territory of the Haudenosaunee, Anishnabe, and Huron-Wendat peoples and is Treaty 57 land, established in 1847. Nearby communities include the Bay of Quinte Mohawks First Nations (Haudenosaunee).

We must acknowledge that this land was acquired by the Crown through processes that were often deceitful and through agreements that caused significant harm to the Indigenous peoples whose traditional territories were surrendered. We condemn the ongoing injustices that continue to be perpetuated against Indigenous peoples. Despite centuries of colonization, Indigenous peoples continue to live and thrive on this land. We express our gratitude for their continued stewardship of the land.

### **Methods of Evaluation**

*Brief descriptions of assignments are below. Please see OWL Brightspace for more detailed instructions and rubrics.*

<b>Percentage of Course Grade</b>	<b>Assignment Name</b>	<b>Due Date</b>
10%	Sexual Orientation & Gender Identity (SOGI) Certificate & Positionality Reflection	Sunday, May 24 @ 11:55 PM
15%	Aesthetic Ways of Knowing	Sunday, June 7 @ 11:55 PM
15%	Content Engagement Activity	Sunday, June 21 @ 11:55 PM
35%	Health Inequity Paper	Sunday, July 5 @ 11:55 PM
25%	Taking the Stand*	Sunday, July 19 @ 11:55 PM

\* *Group assignment*

#### **1. Sexual Orientation & Gender Identity (SOGI) Certificate & Positionality Reflection**

This assignment is completion-based (pass/fail) and has two parts:

1. Certificate Completion – Complete the online SOGI survey and upload your certificate.
2. Reflection – Submit a short reflection on the process of developing a positionality statement (Module 1 activity). The purpose of engaging in critical reflective practice is

to further develop your practice as a clinician, professional, communicator, and advocate.

## **2. Aesthetic Ways of Knowing**

This assignment is a self-assessment and includes three parts:

1. Artistic Creation – Create an original artistic work, in a medium of your choice, that reflects your engagement with an Indigenous health topic.
2. Reflection – Submit a non-scholarly reflection describing the relationship between your artistic work and the chosen health topic.
3. Self-Assessment – Complete the provided self-assessment rubric and assign yourself a score out of 10.

NOTE: Your submission and self-assessment grade will be reviewed by the course instructor to determine your final grade on this assignment. The course instructor reserves the right to assign a grade that is different from your self-assessment.

## **3. Content Engagement Activity**

For this assignment, you will complete a brief online activity connected to the weekly course content. Multiple opportunities to complete this activity will be offered throughout the course; you may choose which module you would like to engage with. You may submit your completed activity at any time prior to the due date. This assignment is intended to deepen your understanding of key concepts and support ongoing engagement with course materials. The following is a list of activities to choose from:

- Module 2 – Think-pair-share activity
- Module 4 – Analyzing a case study
- Module 6 – Critiquing a health organization
- Module 7 – Developing social media content

## **4. Health Inequity Paper**

This assignment consists of a 3-page (excluding title page and references), double-spaced essay. You will select a country and critically examine a specific health inequity within that context. In addition to analyzing the inequity, you will propose actionable strategies to address it. You are encouraged to choose a topic that aligns with your interests while maintaining a clear focus on course themes to support meaningful analysis and depth of discussion.

## **5. Taking the Stand**

This assignment is group-based and is focused on advocating for a ‘Global is Local’ issue. In pre-assigned small groups, you will create a short voice recording of a message you have left on a local politician’s voicemail about a health issue in the London community. You

are encouraged to draw connections between global health concepts discussed in the course and their local implications.

### **Class Schedule**

<b>Module</b>	<b>Date</b>	<b>Topic</b>
1	May 4-10	Introduction to Health in a Global Context
2	May 11-17	Advocacy and Leadership in Global Health
3	May 18-24	Influence of Determinants of Health on Indigenous Peoples
4	May 25-31	Ethics, Values, and Attitudes in a Global Context
5	June 1-7	Nurses' Role in Advancing Global Health Policies
6	June 8-14	Health Organizations and their Influence on Global Health
7	June 15-21	A Critical Lens: Colonialism and International Work
8	June 22-28	Health Promotion, Caring, and Health in the Context of Natural Catastrophes
9	June 29-July 5	Influence of Globalization on Global Health
10	July 6-12	Interprofessional Collaboration for Health in a Global Context
11	July 13-19	Caring for Self and Professional Colleagues in Global Contexts
12	July 20-24	Key Takeaways and Practical Tips

### **Attendance**

Students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all course learning activities. Much of the learning that takes place is a result of preparation and engagement with the material, as well as active dialogue with colleagues and faculty. Students are expected to organize their schedules such that weekly preparation for class is completed, and classes are attended, with consistency.

### ***Absence from Course Commitments & Late Work Policy***

Students must familiarize themselves with the Policy on Academic Consideration – Undergraduate Students in First Entry Programs.

Students missing course work for medical, compassionate, or extenuating circumstances can request academic consideration by completing a request at the central academic consideration portal. Students are permitted one academic consideration request per course per term **without** supporting documentation.

Please note that any academic considerations granted in this course will be determined by the instructor of this course, in consultation with the academic advisors in your Faculty of Registration, in accordance with information presented in this course syllabus. Please review the [Medical Academic Consideration page](#) for details about absences.

### ***Accommodation for Religious Holidays***

Students should review the policy for Accommodation for Religious Holidays.

## **Scholarly Requirements**

All scholarly writing will follow the 7th edition of the *Publication Manual of the American Psychological Association* (2020). All other types of writing will follow APA (7th ed.) format when citing or referencing another author's work or ideas. Failure to do so is unethical and is plagiarism.

## **Review of Graded Assignments**

After a graded assignment is returned, a student's first step is to take time to reflect on the assignment description in the syllabus, on the feedback provided by the original marker within the assignment, and on the marking rubric. If a student cannot understand the meaning or intent behind the feedback received, they may submit a written request to the original marker for an informal consultation to review the assignment grade. The request must include documentation of grounds, based on the marker's feedback, to support the assignment review. An assignment will not be reviewed simply because a student is unhappy with the grade received, or they believe the mark does not reflect the effort they put into completing the assignment.

Students who need assistance with their writing skills should contact on-campus resources for support: <https://writing.uwo.ca/>

If, after the assignment review, a student still believes they have grounds with supporting documentation that their grade was unfairly calculated, they may request a formal appeal of the grade in accordance with the policy for academic appeals (<https://www.uwo.ca/ombuds/>).

## **Plagiarism**

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to your expulsion from the nursing program. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging and appropriately citing the author to whom the work belongs. You are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to them. You are plagiarizing if you present your own work, otherwise used for other course(s)/purposes, as original material in current course work. At the discretion of the instructor, you may be required to submit your work through **Turnitin.com** to verify originality **and are responsible for acting on the report generated**. For further information, please see the BScN Program Manual for the academic policy on plagiarism.

## **Artificial Intelligence (AI)**

Within this course, students are permitted to use AI tools exclusively for information gathering and preliminary research purposes. These tools are intended to enhance the learning experience by providing access to diverse information sources. However, it is essential that students critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop their own ideas, arguments, and perspectives. The use of AI tools can serve as a starting point for exploration, with students expected to uphold academic integrity by appropriately attributing all sources and avoiding plagiarism. Assignments and/or lab reports should reflect the student's own thoughts and independent written work. By adhering to these guidelines, students contribute to a responsible and ethical learning environment that promotes critical thinking, independent inquiry, and allows them to produce original written contributions.

## **Assignments**

Please refer to the Undergraduate Programs Manual for information on penalties for late assignments and re-grading of assignments.

You will submit assignments on OWL Brightspace at [westernu.brightspace.com/d21/homeuwo.ca](https://westernu.brightspace.com/d21/homeuwo.ca)

## **Course Correspondence**

Students may send emails directly to the instructor and/or teaching assistants. In the subject of the email please clearly indicate the topic. The instructor and teaching assistants will aim to respond within 24 hours, exclusive of weekends and holidays. At times where the course load is heavier, it may take up to 48 hours to respond. After 48 hours, please feel free to send a reminder email to ensure we received the email.

## **Electronic Devices**

Electronic devices are useful in assisting with the teaching/learning process in both classroom and professional practice settings. In the classroom or praxis setting, devices should be used in a manner that is not distracting to others or oneself. In professional practice placement settings, please abide by the policies set by the agency about use of *social media*, internet, and handheld

devices. Additionally, technology use in the presence of clients or agency staff may require explanation as to its use as part of professional practice (e.g., a drug guide on a smart phone).

### ***Social Media***

It is a breach of privacy and confidentiality, and highly unprofessional, to post information on any social media platform about:

- Peers
- Class activities/discussion
- Clients
- Agencies
- Laboratories
- Simulations
- Communications with professors

Students will be reported to the Associate Director. Such behaviour may compromise a student's standing in the program.

### **Support Services at Western**

1. *Academic Support and Engagement*: Check out these services that support academic success. We encourage all students to engage in the writing supports available to them at Western: <http://academicsupport.uwo.ca>
2. *Mental Health*: Students who are in emotional/mental distress should refer to MentalHealth@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options for obtaining help.
3. *Physical Health & Wellness Education*: Connect with Student Health Services at Western here: <https://www.uwo.ca/health/>. Additional *Student Support Services* can be accessed here: <http://westernusc.ca/services/>
4. *Indigenous Student Centre* is available to support you personally, academically and culturally. Reach out at: <https://indigenous.uwo.ca/students/>
5. Inclusion, Equity, & Diversity Support: visit *Equity and Human Rights Services*: <https://www.uwo.ca/equity/>
6. For services related to the *Office of the Registrar* visit: <http://www.registrar.uwo.ca/> or the *Office of the Ombudsperson* visit: <http://www.uwo.ca/ombuds/>

### **Gender-Based & Sexual Violence**

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

## **Inclusivity**

The instructor and teaching assistants are dedicated to making space for diverse perspectives and content during shared learning experiences within this course. Together with you, we aim to co-create a learning atmosphere for generative discussion and respectful engagement with multiple worldviews, ways of knowing and being, and perspectives. As future healthcare providers, it is expected of you to create welcoming and inclusive classroom environments, much like you would in practice.

Your peer group comes from a myriad of experiences and worldviews, all whom deserve to be listened to and heard in a respectful and open-minded manner. Hateful messages have no place in this classroom community and will not be tolerated. Engaging in respectful dialogue requires deep, active listening and we need to be mindful of positionality (what may be easy to debate for one person, may be emotionally laborious for another). ***This course requires you to engage in critical reflection as you embark on your career as health professionals. At times this may be uncomfortable or even painful. We ask that you practice humility, work through defensiveness, and embrace vulnerability as you embark on this journey of personal development.***

As your instructor, I am committed to supporting you in navigating this course content. I am not perfect and may falter but will do my best to learn and grow when that happens. Together, throughout this course, we will create a space that may challenge our prior understandings but supports inclusivity and respect for all participants. If you require support in navigating a challenging discussion, please reach out.

## **Netiquette**

Netiquette is about establishing a code of behavioural etiquette for communicating online in this course.

### ***General Guidelines:***

- Be respectful of others' opinions. Being open to new perspectives is one of the objectives of academic discussions. Keep in mind the different cultural and linguistic backgrounds of the students in the course. Remember that these influence communication style and practices; stay open and ask questions to avoid making assumptions about online communications.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing. We all have unique personalities; remember there is a person behind the words. Ask for clarification before making judgements.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all course postings. Cite the ideas of others appropriately. Note that text has permanence. What you say online is difficult to retract later. Be judicious. Before you write something, ask yourself: "Would I say

this out loud in class?” If not, don’t write it.

- Students found guilty of Zoom-bombing a class or of other serious online offences may be subject to disciplinary measures under the Code of Student Conduct.

### **Accessibility**

Please contact your course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Accessible Education (AE) at 661-2111 x 82147 for any specific question regarding an accommodation or review the policy on Accommodation for Students with Disabilities here:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/Academic%20Accommodation\\_disabilities.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf)

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