



Western
Arthur Labatt Family
School of Nursing



FANSHAWE
School of Nursing

Health in a Global Context

N3310A/HS3090A

Course Professor: Dr. Deanna Befus

Arthur Labatt Family School of Nursing

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HEALTH IN A GLOBAL CONTEXT

A: 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 health care.

B: 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 effect 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 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.

Major Concepts in the Course:

Diversity, Culture, Empowerment, Patterns of Knowing, Health Promotion, Health and Health Care Policy, Interprofessional Practice, Health Systems, Caring, Social Justice, Critical Social Theory, Feminism, Phenomenology, Professionalism, Ethical Practice, Collaboration, Communication, Critical Reflection, Advocacy, Evidence-informed practice, Social Determinants of Health, Globalization, Political Influences, Adverse Events

C: Class Time and Location

This class will be a three-hour lecture. Breaks will be provided during class time. **Weeks 1 – 5 and 7 – 12 will take place in the classroom setting. Week 6 of this course will be conducted asynchronously**, online, through OWL (details below). November 4-8 is Reading Week and there will be no class.

D: Course Communication

When communicating with me via email, I will try my best to respond within 48 hours during the week; during weekends, please expect a response the following week. **Please use the ‘Messages’ section of OWL for all email communications. If emergent, select the button “Send a copy of this message to recipients’ email address(es)”**

Questions about marks on assignments: To discuss your assignment after a mark has been received, *please contact the Teaching Assistant* who did the marking. Do not contact the course professor. I will be working closely with the TAs

*****In all** course messaging to the professor or teaching assistants, you are expected to communicate in a polished and professional manner. This includes an appropriate salutation and valediction, along with your name. Please refrain from using emojis, casual abbreviations (e.g., LOL), and slang. Please note the course number (N3310/HS3090) along with any helpful keywords in the subject. In short: if you wouldn't write it to your toughest high school English teacher, please don't write it to your course facilitators. Email is forever, so write thoughtfully.

E: Facilitator's Approach

I believe that a positive classroom climate is essential to experience deeper learning. All members of this course will be offered an opportunity to be listened to and communicate respectfully with their peers. It is expected that you will use your self-monitoring skills to know when you need to contribute and when you have added enough to the conversation. As adult learners that have electively enrolled in this course or program, I believe that you are inherently passionate about this course's content. As such, it is expected that you arrive to class having completed the assigned course readings, ready to critically reflect on the material in a dialogue as a member of the classroom community. Respectful participation is expected. Please provide full attention to class activities and refrain from activities that are distracting to others; your actions should not impact the learning of your peers. As the course facilitator, it is my honour to guide your learning and development as a student and engaged citizen throughout the term. I also expect to learn from you. I will be available to answer your questions via OWL message (as stated above), and before and after classes. I will not hold regular office hours but if a meeting is required, I am available for consultation and support. Please feel free to communicate any concerns you have about this course with me at any time; we can work together to find a solution.

F: How this Course will Contribute to your Development as a Professional Nurse

The activities within this course will foster the students' ways of knowing. Classes will introduce you to new and previously explored concepts from other nursing courses. These concepts have been intentionally threaded through each year of the concept-based BScN program curriculum. In this course, you will have the opportunity to apply curricular concepts in greater depth.

Due to the significance of theoretical knowledge in developing competence, students are expected to demonstrate professional responsibility through regular attendance at, and participation in, all scheduled learning activities. Much of the learning that takes place will be a result of preparation and engagement with the material as well as active dialogue with colleagues and faculty. Therefore, students are expected to attend ALL classes (in class and online). The implications for non-attendance are outlined in the Program Manual (online in UWO OWL Undergraduate Student Information site).

“Learners will develop heightened awareness and understanding of health issues that have a global influence and of their role in “achieving global health and equity” (Canadian Nurses Association, Global Health and Equity Position Statement, 2008).

National Nursing Entry-to-Practice Competencies (College of Nurses of Ontario, 2014) Addressed in the Course:

Professional responsibility and accountability - 1, 3, 4, 7, 8, 10, 11, 18, 20, 21

Knowledge-based practice – 24, 25, 26-32

Ethical practice – 75, 77, 80, 85

Service to the public – 87, 88, 90, 93

Self-regulation – 95, 97, 99, 100

National Interprofessional Competencies Addressed in the Course

(Note: competencies and associated descriptors below are directly from the Canadian Interprofessional Health Collaborative – National Interprofessional Competency Framework, 2010)

Interprofessional communication - establish teamwork communication principles, actively listen to other team members, and develop trusting relationships with team members

Patient/client/family/community/[peer]centered care - listen respectfully to the expressed needs of all parties in shaping and delivering care or services

Role clarification - recognizing and respecting the diversity of other health and social care roles, responsibilities, and competencies; considering the roles of others in determining their own professional and interprofessional roles

Team functioning (in relation to course involvement) - understand the process of team development, develop a set of principles for working together that respects the ethical values of members, effectively facilitate

discussions and interactions among team members, participate and be respectful of all members' participation in collaborative decision-making

Collaborative leadership - facilitation of effective team processes, facilitation of effective decision making

Interprofessional conflict resolution - value the potential positive nature of conflict, recognize the potential for conflict to occur and take constructive steps to address it, know and understand strategies to deal with conflict, set guidelines for addressing disagreements, effectively work to address and resolve disagreements, establish a safe environment in which to express diverse opinions.

Informatics Competencies Addressed in the Course

(Note: competencies and associated indicators directly from Canadian Association of Schools of Nursing - Nursing Informatics Entry-to-Practice Competencies for Registered Nurses, 2012)

Information and knowledge management – Performs search and critical appraisal of on-line literature and resources (e.g., scholarly articles, websites, and other appropriate resources) to support clinical judgement, and evidence-informed decision making; critically evaluates data and information from a variety of sources (including experts, clinical applications, databases, practice guidelines, relevant websites, etc.) to inform the delivery of nursing care.

Professional and regulatory accountability – Advocates for the use of current and innovative information and communication technologies that support the delivery of safe, quality care; recognizes the importance of nurses' involvement in the design, selection, implementation, and evaluation of applications and systems in health care.

Information and communication technologies – Describes the benefits of informatics to improve health systems, and the quality of interprofessional patient care.

G: Online Course Components

This course site is available on Owl (<https://owl.uwo.ca/>); the Western University's online learning management system. Course assignments and links to other resources are made available through this site. The 'Forums' on this course's Owl site is also where you can participate in your online asynchronous discussion for Week 6. Additional assignment information, external to the syllabus, can be found in the 'Assignments' tab of the OWL site. Please familiarize yourself with this site.

H: Course Readings and Materials

There is no recommended text for this course. Your weekly required readings are cited within the weekly learning activities for this course and can be found on the OWL course site under the tab labeled for the corresponding week of the course, e.g. "Week 4". In the event that you do not see the files for required readings posted, use the citation information listed on the Weekly Learning Activity to retrieve the required reading through the UWO library databases. All course readings are accessible to UWO students through databases such

as Scopus or CINAHL. You are responsible for weekly required readings *whether or not* the files are posted/links are working/etc.

I: Weekly Schedule

Week	Topic	Concepts	Course Goals	Important Dates
Week 1	Introduction To Health in a Global Context	Health, Illness Globalization Patterns of knowing Context Personal meaning	1, 3,5	Sept 9
Week 2	Individual Advocacy and Leadership in Global Health	Health, Illness Context Determinants of health Social justice Health promotion Advocacy	1,2,3	Sept 16
Week 3	Influence of Determinants of Health on Indigenous Peoples	Health promotion, determinants of health, advocacy, social justice	1, 3, 6, 7, 8	Sept 23
Week 4	Health Promotion and Caring in a Global Context: Ethics, Values, and Attitudes	Determinants of Health Ethical practice Professionalism Relational practice Social justice Interprofessional practice	1, 2, 3, 5, 7, 8	Sept 30 Analysis of Health Issue: Part A → Due: Sept 29 at 11pm
Week 5	Influence of Globalization on Global Health	Critical social theory, Globalization	3.5	Oct 7 In-Class Midterm
Week 6	Health Organizations and their Influence on Global Health	Illness, Health, Epidemiology, Time/transitions, Physical, social, environmental and biological determinants of health	1,2,5	ONLINE
Week 7	Nurses' Role in Advancing Global Health Policies	Advocacy, Political influences, Health policy, Social justice, Personal meaning	5, 6, 7, 8	Oct 21 Scantron Due at End of Class
Week 8	A Critical Lens: Colonialism and International Work	Social justice, Context/culture	3, 5, 6	Oct 28

NO CLASS--Fall Reading Week Nov 4-8				
Week 9	Interprofessional Collaboration for Health in a Global Context	Interprofessional Collaboration Context/culture Health promotion/disease prevention Health care systems	1,3, 4, 8	Nov 11
Week 10	Health Promotion, Caring, and Health in the Context of Natural Catastrophes	Health Promotion Caring Professionalism Context Health Interprofessional Collaboration	1,3,4, 5, 6, 8	Nov 18 Analysis of Health Issue: Part B → Due: Nov 17 at 11pm
Week 11	Digital Health in a Global Context	Evidence-informed practice Health literacy Technology/ informatics Patterns of knowing Social justice	3, 5,8	Nov 25
Week 12	Caring for Self and Professional Colleagues in Global Contexts	Personal meaning Self Caring Professionalism Safety	1, 3, 5, 8	Dec 2

J: Opportunities to Demonstrate Learning

1. ANALYSIS OF A HEALTH ISSUE

There is one group assignment that will be submitted in 2 parts (Part A, B) for a total value of 45% of the course mark.

A health issue is a matter of concern related to health. It might be a broad topic, such as infant health or childhood nutrition, or a more specific topic such as infant diarrhea. Within the context of this assignment, the health issue should be of significance to more than one country, although the written assignment is focused on one country only.

This is a 2-part group assignment whose overall purposes are for you to:

- Gain in-depth knowledge of a health issue of significance to global health
- Apply course concepts to one health issue of in a selected low-middle income country
- Gain knowledge of the context of the health issue
- Analyze contextual factors that influence the health issue
- Consider how the health issue could affect other aspects of health in the country
- Propose strategies to influence policy and action related to the health issue
- Synthesize your understanding of course concepts

- Gain skills in planning and completing a group project
- Continue to refine your writing skills

Part A of the assignment is your plan. Part B is an analysis of one health issue in a region or country with limited resources. This can include areas of Canada where people have few services to support health.

Part A - Project Plan (15% of Course Mark)

DUE: Date and time (September 29th at 11pm). Submit via course website – assignment area.

Maximum length: 6 pages, plus title page and references

The purposes of the first part of the assignment are for you to:

- Define the health issue of interest to you and its significance to the country you have chosen
- Prepare your plan for completing Part B of the assignment.
- Outline the paper which you will submit for Part B of the assignment

Form a group with 4 members. Choose a health issue and a region or country of interest to you. The health issue should be of significance to global health and to the region or country you wish to learn about. Begin to consider how you will develop a 12-page paper to analyze the contextual factors that are influencing the health situation.

Specifically, in a 12 point font, double-spaced, formatted according to APA 6th edition (revised), please submit:

- The list of group members and an explanation of the roles each will fulfill
- A 1-page contract on the ‘terms of reference’ outlining group function. Consider addressing the following criteria when developing your contract:
 - Attendance at project meetings
 - Equity of contribution
 - Individual / group responsiveness to feedback/criticism
 - Interdisciplinary collaboration
 - Effective decision making
 - Problem solving
 - Professionalism
- A minimum 1-page description of the health issue and an explanation of why it is significant to the region or country you have chosen
- An outline of the paper that you will submit in Part B (see the description of the required paper below)
- A beginning reference list for the Part B (separate from the reference list from part A)
- A critical path for completion of Part B

A **critical path** is a detailed plan for completion of a project. Listed in the critical path are the activities, deadlines for completion of each activity, and names of the people responsible for completing the activities. A

critical path helps to keep the project on time and promotes accountability for activities. The critical path is typically prepared by working backward from the final due date and listing the activities that must be completed to achieve the project. It should include the group meetings necessary to ensure that a unified paper is submitted. As the project develops, it is typical to add additional items to the critical path. The critical path is to be presented in table form (**example below**). This can be included as part of the 5 pages, or separately as an appendix.

Activity	Date of Activity Completion	Person(s) Responsible
First group meeting to decide the health issue, region or country, and preliminary planning	Week 1	
Submit Part A of assignment	January 28 th at 11 pm	
Submit Part B of assignment	November 17 th at 11 pm	

You will need to specify **all** the activities that will be undertaken, the precise date when each is to be completed, and the person responsible for each activity. Add as many rows to the table as necessary.

Part B - Analysis of a Health Issue (30% of Course Mark)

DUE: Date and time (November 17th at 11 pm). Submit via course website – assignment area.

Maximum length: 12 pages, plus title page and references. This page limit is strict. The course professor will stop reading at the end of page 12.

The purposes of the second part of the assignment are for you to:

- Gain in-depth knowledge of a health issue of significance to global health
- Apply course concepts to one health issue of in a selected low-middle income country
- Gain knowledge of the context of the health issue
- Analyze contextual factors that influence the health issue
- Consider how the health issue could affect other aspects of health in the country
- Propose strategies to influence policy and action related to the health issue
- Synthesize your understanding of course concepts
- Continue to refine your writing skills

In this paper you should provide detailed information about the health issue in the country of interest, and its impact on the country. This will require library and internet searching. As well, it is necessary for you analyze how contextual factors (individually and in combination), affect the health issue. The contextual factors are matters such as culture, the health care system, presence of international aid organizations, etc. It will be

necessary to seek information about the country from as many sources as possible. Please consider the credibility of internet information and document your sources carefully. The more specific your analysis is, the better you will demonstrate that you are achieving purposes of the assignment and course goals. Lastly, and most importantly, you will propose between 1-3 potential policy solutions to address the health challenge in an upstream approach. This paper should reflect a unified analysis presented with a consistent writing style, such as would be prepared by international panel writing about the health issue.

3. ONLINE DISCUSSION (10 % of Course Grade)

DUE Date and Time: October 18th at MIDNIGHT

Class will occur ONLINE ONLY from October 14th to October 18th (Week 6). There is no class on October 14th. Throughout the week of October 14th through October 18th, you will be contributing to an online discussion. Please see full details in the “Small Group Online Discussion Instructions and Evaluation Criteria” form in the ‘Resources’ section of OWL.

3. MID-TERM QUIZ (10% of Course Grade)

A mid-term will be administered at the start of class, Week 5, October 2nd at 9:00 am. This will occur in the regular classroom. The quiz will be 20 questions, and you will have 30 minutes to complete it.

At the end of the quiz, you will keep the scantron and the exam booklet. You may revise your answers on the scantron over the next two weeks. Although you may discuss the answers with classmates, it is strongly recommended that you first review and revise your answers yourself before discussing.

The scantron must be submitted, Week 7, October 21st by the end of class to be marked. Failure to submit will result in a mark of 0%.

4. FINAL EXAMINATION (35% of Course Grade)

A final examination will be scheduled during the university exam period. Details to be announced. **Final examination worth 35% of the course mark.**

The purposes of the final examination are for you to:

- Review and synthesize course content
- Demonstrate your achievement of all course goals.

Summary of Opportunities to Demonstrate Learning

OPPORTUNITIES TO DEMONSTRATE LEARNING	COURSE GOAL(S) ADDRESSED	VALUE	DUE DATE
1. Analysis of a Health Issue: Part A	2, 3	15%	September 29 at 11pm
2. Analysis of a Health Issue: Part B	1, 2, 3, 4, 5, 8	30%	November 17 at 11pm

3. Online Discussion	1-8	10%	Week 6 (October 14- October 18 at MIDNIGHT)
4. Mid-Term Quiz	1-8	10%	October 7 – In-Class Oct 21 – Scantron Due
3. Final Exam	1-8	35%	Final Exam Period

K: Course Requirements

Students enrolled in N3310A/3090A are expected to engage meaningfully, as a member of the classroom and online discussion forum and collaborate respectfully with peers. A successful student in this course will complete the course components below, according to assessment criteria:

1. Attend and be on time for all class sessions
2. Contribute meaningfully to group discussions, both in-class and online
3. Successfully complete the Midterm
4. Successfully complete both Part A and Part B of the Analysis of a Health Issue Assignment
5. Successfully complete the Final Exam

L: Electronic Device Policy

During classroom-based classes, the use of all electronic devices is permitted. Please use these devices to support learning during class (e.g., note-taking, seeking resources, etc.). However, I would discourage the use of devices for non-emergent personal reasons (e.g. checking Facebook, writing emails, etc.) during class time, as this can negatively effect yours and your peers' learning. You will be given a 15-minute break during the 3-hour lecture for personal device usage. I also recognize the importance of connectivity (e.g. employer calling, your child's school calling, etc.). If you need to use your device during the class for these emergent purposes, please do so discreetly and exit the room, without distracting others. Please be mindful of others' learning by silencing electronic communication devices during class time. You are *not permitted to record* (visual or audio) any part of the class.

M: Late Work Policy

A late assignment will be penalized 5% for each day, or part of day, that it is late. For example, an assignment graded as 41/50 will have 2.5 points deducted from the mark if handed in one day late and will be recorded as 38.5/50.

N: Inclusivity

I am dedicated to including a range of perspectives and content during shared learning experiences within this course. Together with you, I aim to co-create a classroom atmosphere where we welcome and respect a multitude of views and perspectives. As a result, we will create space that may challenge our prior beliefs but supports inclusivity and respect for all participants.

O: Academic Integrity Policy/Plagiarism

Student work is expected to be original; assignments and online postings should be written in your own words. An idea or a passage from another author must be acknowledge by using quotation marks, where appropriate, and proper APA referencing. Plagiarism is a serious academic offence and could lead to expulsion. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging the work to belong to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author's ideas without acknowledging that the ideas belong to someone else. You may be asked to submit your work, at the discretion of the course instructor, to turnitin.com to verify originality (see 26 *Undergraduate BScN Programs Manual 2013 - 2014* Scholastic Offence Policy in the Western Academic Calendar or Fanshawe College Policy Manual). Scholastic offences are serious, and students should read the policy as to what constitutes a Scholastic Offence at the following site:

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

P: Accessibility, Accommodation and Mental Health Support Services at Western

Western University is committed to recognizing the dignity and independence of all students and seeks to ensure open and unhindered access to academic activities. I am committed to providing accommodation and equitable access to all course resources and experiences. Securing provisions for academic accommodation are a shared responsibility between the student and the University. You may wish to contact Student Accessibility Services at (519) 661-2147 or ssd@uwo.ca or visit their website at <http://www.sdc.uwo.ca/ssd/>

For more information on Western's Policy on Academic Accommodation for Students with Disabilities please see: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_disabilities.pdf

Students who are in emotional/mental distress should refer to Mental Health@Western http://uwo.ca/health/mental_wellbeing/ for a complete list of options about how to obtain help.

Please visit the Wellness Education Centre on campus for additional resources and support: <http://se.uwo.ca/wec.html>