

Global Health Promotion HS 3090b

Course Syllabus
2010 – 2011 Academic Year

Instructor:

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Office hours: Mondays: noon-1pm and Tuesdays: 10am – 11am

Introduction:

This course will provide the opportunity for critical inquiry into theories and principles related to the delivery of health promotion in a global context. The complexity of factors that affect the health of countries will be discussed, such as disease, health care delivery systems, governments, politics, environment, geography, war, and culture. Students will be introduced to strategies that pertain to global health promotion of individuals, communities, and nations and addressing physical (e.g., communicable and non communicable disease) and social (e.g., war / conflict, gender, education, human rights, social justice) health determinants. Professional organizations, nongovernmental and governmental organizations and agencies, and other global health organizations will be presented.

Course Objectives:

- To develop an understanding of global health promotion and health issues
- To develop an understanding of the complexity of factors that shapes the health of communities globally
- To critically examine theoretical models and specifically issues of equity/social justice, empowerment within the context of global health promotion
- To develop community assessment and program planning skill
- To develop collaborative interdisciplinary team skills
- 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
- To apply course concepts through service to local community service groups

Process of Global Health Promotion Course

In this course learning and teaching are considered a *shared* responsibility. The instructor's role is to guide, facilitate and support your learning; your responsibility is to use the resources, and to actively engage in dialogue and reflective, critical thought. The course is designed to foster discussion, debate, and critical examination of concepts relevant to the global health promotion. To facilitate an interactive classroom environment the instructor will *seek individual student input*. The learning activities are designed to assist you in developing insight and to consider issues of global health promotion critically. Your commitment and active participation in the learning activities will support your own learning as well as the learning of your colleagues. Attendance at class and participation in learning activities is therefore expected.

Required Resources and Texts:

Seear, M. (2007). *An Introduction to International Health*. Canadian Scholars' Press Inc. Toronto, Canada.

Additional required readings and course syllabus (Available on-line through course webct site)

Evaluation / Assignments:

Students are responsible for handing assignments and essays to the instructor. Please note the HS office will not accept assignments and essays from students to be date stamped.

There are **three** methods for the evaluation of learning in the Global Health Promotion course. One component relates to active participation and weekly preparation for in class activities and discussion. The second learning evaluation is in the form of an eLearning Portfolio. The final evaluation of learning is an assigned group based community project/presentation.

1. Class Preparation & Application to Practice: Grade: 15%

This component entails an evaluation of your preparation and readiness to engage in class discussion and learning activities. Assigned individual and / or group activities related to course content will be assigned on a weekly basis at the discretion of the course instructor. **No make ups will be given for in-class activities.** Evaluation of this learning component will consist of regular classroom participation; participation / submission of requested learning activities and an end of term self evaluation (maximum 1 page) based on the following criteria:

Preparation for each class (with supporting examples)

Contribution to small group discussion / work (with supporting examples)

Contribution to large group discussion / work (with supporting examples)

Self Evaluation Due Date: April 4, 2011

2. Community Service Learning Project / Presentation (45% of final grade)

The purpose of the community project and presentation are to:

- Demonstrate your ability to examine course concepts and apply them to the community setting.
- Provide an opportunity for sharing ideas regarding global health promotion concepts relevant to local community groups with community members.
- To develop interdisciplinary team functioning skills

There are multiple aspects to this assignment: Group Process /Project & Report / Presentation components

Part 1: Community Project & Group Process

You will be assigned to a community project working group. Community Service Partners will provide information regarding their proposed projects during week 3 of the course and each student group will be assigned a project which will be due at the end of the term.

Your project will be submitted for evaluation by course instructor and the Community Service Partner. **A description of your assigned project along with a list of expected project outcomes should be submitted week 6** of the course.

Group Process:

- Create your group ‘terms of reference’ outlining group functions / expectations for evaluation. Using your group’s terms of reference develop an evaluation rubric for grading group process. Please **submit this group evaluation criteria week 6 with your project details**.
- Each group meeting – please post meeting ‘minutes’ on ‘project blog’ on webct detailing project processes: action taken on the project; barriers / successes, etc.
- At the end of the term (**April 4, 2011**), students will submit, in writing, a group evaluation addressing (with evidence) each of the criteria created for group process evaluation (as indicated above) and a *suggested* grade on a 10 point scale.
 - Consider the following criteria for group process evaluation:
 - Attendance at project meetings
 - Equity of contribution
 - Individual / group responsiveness to feedback/criticism
 - Interdisciplinary collaboration
 - Effective decision making
 - Problem solving
 - professionalism

Project and Project Outcome Report:

Please complete a project report that outlines the details of the community project work you have completed. This report should include but is not limited to: project purpose / goals, a description of the requested project, a brief description of the community served, the completed project (i.e., health promotion intervention, campaign, etc.), brief discussion of the challenges / successes, and project next steps.

Consider the following criteria in the development of your project and the final project report:

- Met criteria of project proposal
- Project professionalism
- Project innovativeness / creativity
- Evidence of critical thinking
- Content appropriate to the assigned project; comprehensive - realistic in scope
- Evidence based – well researched with appropriate use of empirical literature
- Evidence of applied course concepts

Part 2: Community Project Presentation

At the end of term each working group will prepare and provide a 15 minute presentation of the project they have worked on throughout the term. Community partners will be invited to attend.

Your presentation should include / address the following:

Title of your community project

A brief description of the community served

A brief description of the requested project

Over view of the completed project

Brief discussion of the challenges / successes

Project next steps

Length: 15 minutes **Due Date:** March 28, 2011

3. Individual Learning ePortfolio (40% final grade)

The learning ePortfolio is an online site for the collection of learning ‘artifacts’ that shows evidence of learning over the course of the term. Go to <http://www.merlot.org/> to register an account. (Please confirm with course instructor if you wish to use an alternative ePortfolio framework). The online instructional videos for the creation of the learning ePortfolio can be found at:

<http://www.youtube.com/user/MERLOTPlace#grid/user/86D965F5E8B80044> . This individual portfolio should reflect a progressive collection of key ‘learnings’ related to course content and should include evidence of:

- *Regular* reflections on learning related to course content / readings
- Learning ‘artifacts’ (e.g., video, images, reflections, documents...)
- Course content linked to current world events
- Critical thinking
- Professional composition
- Innovation / creativity

Due dates:

Create eLearning portfolio: **January 17, 2011**

Voluntary Mid-term evaluation: **February 28, 2011**

Final Portfolio due: **April 4, 2011**

Evaluation

Method	Weighting	Due Date
Preparation & Application	15%	Ongoing Self Evaluation: Apr. 4, 2011
Individual eLearning Portfolio	Mid-term = <i>voluntary</i> Final = 40%	eLearning portfolio registered online: January 17, 2011 <i>Voluntary</i> Mid-term evaluation: February 28, 2011 Final evaluation: April 4, 2011
Community Service Learning Project and Presentation	Project/Report = 25% Presentation = 10% Group process = 10%	Project completion & Presentations: Mar. 28, 2011

Grading Criteria

The university-wide descriptors of the meaning of letter grades outlined as follows are approved by Senate.

- A+ 90-100 One could scarcely expect better from a student at this level.
- A 80-89 Superior work which is clearly above average.
- B 70-79 Good work, meeting all requirements, and eminently satisfactory.
- C 60-69 Competent work, meeting requirements.
- D 50-59 Fair work, minimally acceptable.
- F below 50 Fail.

Policy on Accommodation for Medical Illness

The policy is available at <https://studentservices.uwo.ca/secure/index.cfm> Documentation is required for medical or non-medical academic accommodation and must be submitted by the student directly to the HS office. It will be the HS office (academic counsellors) that will determine if accommodation is warranted.

Statement on Use of Electronic Devices

The use of laptop computers in the classroom are encouraged for course related material and purposes. Please be mindful of others' learning by silencing electronic communication devices during class time.

Statement on Academic 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 Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> Additionally, 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>).

The Web site for Registrar Services is <http://www.registrar.uwo.ca>

Late Assignments

A late assignment will be penalized 10% for each day, or part of day, that it is late. For example, an assignment graded as 41/50 will have 5 points deducted from the mark if handed in one day late and will be recorded as 36/50. There will be no exceptions except for valid, extenuating circumstances (death in the family, incapacitating illness etc.) which MUST be documented as outlined below in the case of medical illness).

Student Inquiries

Please visit with questions or issues of interest during office hours (see below), after class or by appointment. My contact information is as follows:

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Tentative Class Schedule:

Class #	Dates	Topic(s)
Foundations of Global Health Promotion		
1	January 3, 2011	Introduction
2	January 10, 2011	Global Health Promotion: foundational concepts
Unit B: Community Partner Projects		
3	January 17, 2011	Community Project Partners: Presentations
4	January 24, 2011	Working with Communities
5	January 31, 2011	Cultural Issues
Unit C: Determinants of Global Health Promotion		
6	February 7, 2011	Global Health Issues – Disease & Disability
7	February 14, 2011	Global Health - Issues in Context
	February 21, 2011	Reading week – no class
8	February 28, 2011	Socio-Political / Structural Issues Poverty, human rights
9	March 7, 2011	Socio-Political / Structural Issues Global Aid
10	March 14, 2011	Socio-Political / Structural Issues Gender inequity; Women's / children's health
11	March 21, 2011	Planning / Prep for international health promotion work
12	March 28, 2011	Community Project Presentations
13	April 4, 2011	Summary / Wrap up