



DRAFT

The University of Western Ontario
School of Health Studies

Health Sciences 3250G Global Health Promotion

Instructor: Lorie Donelle, RN PhD

January 2015

Email: ldonelle@uwo.ca

Office Room Number: Health Sciences Addition (HSA) Rm. H28

Office Hours: TBD

Teaching Assistant

Email:

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites. Please refer the student to the current Western Academic Calendar at www.westerncalendar.uwo.ca.

Course Information

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 discussed.

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 develop creative information technology 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 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 critically consider issues of global health promotion. 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.

Course Materials

Seear, M. (2012). *An Introduction to International Health*. Second Edition. Canadian Scholars' Press Inc. Toronto, Canada.

Additional required readings and weekly learning activities are available on-line through course Sakai site.

Evaluation

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 evaluation of learning is an assigned group based community project/presentation. The final learning evaluation is in the form of an eLearning Portfolio. Please note: Students are responsible for handing assignments to the instructor. The SHS office will not accept assignments from students to be date stamped.

1. Class Preparation & Application to Practice: (15% of final grade)

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; online discussion forum related to current events and an end of term self-evaluation (maximum 1 page) based on the following criteria:

Six students will be randomly selected each week to share a ‘current event’ related to global health promotion in Sakai under the ‘forums’ function. The purpose of this exercise is to engage students in active participation of our global community by way of awareness. You will be required to reference the source of the current event and provide a summary. Your discussion topic must be posted by **Monday at noon (12PM)** of the assigned week. An assignment list outlining which week each student is responsible for will be circulated the first week of class.

The posting must address the following questions:

What is the current event?

How does this event relate to global health promotion?

What can we learn from this topic?

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**)

Contribution to online discussion forum (**with supporting examples**)

Self Evaluation Due Date:

2. Community Service Learning Project / Presentation (40% 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: Project Report / Presentation components

Community Project

You will be assigned to a community project working group. Community Service Partners will provide information regarding their proposed projects during week 2 of the course and each student group will be assigned a project.

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

Group Process:

- Create your group ‘terms of reference’ outlining group functions. Please **submit your group terms of reference on** with your project details.
- Each group meeting – please post meeting ‘minutes’ on ‘project blog’ in Sakai detailing project processes: e.g., action taken on the project; barriers / successes, etc. (Please see folder entitled

GROUP RESOURCES in Sakai for directions on minute writing, including a template for minutes).

- Consider the following criteria for group process:
 - Attendance at project meetings
 - Equity of contribution
 - Individual / group responsiveness to feedback/criticism
 - Interdisciplinary collaboration
 - Effective decision making
 - Problem solving
 - professionalism

Project 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 (presentation dates to be confirmed) 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 minute presentation / 5 minute question period

Group Presentations will take place:

Group Final Project Report Due:

3. Individual Learning ePortfolio (45% final grade)

The learning ePortfolio is an online site for the collection of learning ‘artifacts’ that shows evidence of your learning over the course of the term. This assignment is intended to provide students a place to record, reflect, and innovatively present information about their understanding of global health promotion

concepts and training experiences for the purposes of learning and assessment. Suggested ePortfolio sites include (but not limited to): Owl / Sakai, WordPress or Merlot.

Wordpress Users: Go to <http://www.wordpress.org>

Merlot Users: 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> .

The individual eLearning Portfolio should reflect a *progressive collection of key ‘learnings’ related to course content and class discussions*, and 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

The purposes of this assignment are for you to:

- synthesize course material on a weekly basis by generating creative reflections on content and development of other learning artifacts.
- critically analyze course content.
- develop creativity and innovation.

Assignment Process:

- Drawing on your knowledge and based on the material presented and/or discussed in class, develop a learning reflection as an entry to your eLearning Portfolio. Reflections may include (but are not limited to) the development of a blog with weekly posts, generation of pod-casts, a recorded video analysis of a key learning, or some other reflection on learning presented in a creative fashion.
- Add this learning artifact to your eLearning Portfolio and be prepared to share and present your eLearning Portfolio entries with others during class time.
- Add to your eLearning Portfolio on a weekly basis from weeks of the course.

Criteria for evaluation:

- Scholarly writing and use APA (6th ed.) formatting and referencing (when applicable or possible).
- Minimum of 6 learning artifacts, based on course concepts from weeks .
- Use of evidence-informed literature and other sources of knowledge to justify your responses and critiques.
- Creativity and cohesiveness of overall eLearning Portfolio.
- **Due date:** Week 6 (2 learning reflections from weeks 3-6) and Week 12 (4 learning reflections from week 7-11) (see section dependent due date in table below)
- **Grade:** Week 6 submission = 15%; Week 12 submission = 30% (Please see the marking rubric for this assignment for further guidance). Each submission will count as separate evaluation points. Therefore, the Week 6 submission (15%) will be inclusive of the material generated between Week 3-6, and the Week 12 submission (30%) will be inclusive of Weeks 7-11.

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, art, music, documents...)
- Course content linked to current world events
- Critical thinking
- Professional composition
- Innovation / creativity

(an assignment rubric is available on the course Sakai site)

Due dates:

Establish eLearning portfolio online:

Mid-term evaluation (15%):

Final Portfolio due (30%):

Summary of Evaluations

Method	Weighting	Due Date
Preparation & Application	15%	Ongoing; Online Discussion Self Evaluation:
Individual eLearning Portfolio	Mid-term = 15% Final = 30%	Establish eLearning portfolio online: Mid-term evaluation: Final evaluation:
Community Service Learning Project and Presentation*	Group Project / Report = 25% Group Presentation = 15%	Presentations: Group Project Report due:

*** A description of your assigned project along with a list of expected project outcomes and your group's terms of reference should be submitted**

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.

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 (e.g., incapacitating illness etc.) which **MUST** be documented as outlined below in the case of medical illness.

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.

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/board/code.pdf>.

English Proficiency for the Assignment of Grades

Visit the website <http://www.uwo.ca/univsec/handbook/exam/english.pdf>.

Accommodation for Medical Illness or Non-Medical Absences

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf

The University recognizes that a student's ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: <https://studentservices.uwo.ca/secure/index.cfm>.

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student's Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic 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 website:

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

Additionally,

1. 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>).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Plagiarism

Student work is expected to be original. Plagiarism is defined as “the act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one’s own mind.” (Black, 1979, p. 1035). You are plagiarizing if you insert a phrase, sentence, or paragraph taken from another author without acknowledging him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas (perhaps from a reputable website) without acknowledging they belong to someone else. Faculty members have access to a computer program entitled “turnitin.com” to check written work for originality. You may be asked to submit your work to verify its originality at the discretion of the course facilitator. Plagiarism is considered a serious academic offense and can result in student expulsion. If you have questions about this, a librarian can help you, or the resources located at the Teaching Learning Centre may be helpful to review (http://www.uwo.ca/tsc/resources/selected_teaching_topics/academic_integrity/index.html)

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar’s Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>